

Project Explore 8 Form Planner

Introduction

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • phrasal verbs for relationships • genres <p>Grammar</p> <ul style="list-style-type: none"> • present tense review • pronouns and possessives <p>Text types</p> <ul style="list-style-type: none"> • dialogue • webpage • email • photo story <p>Communication</p> <ul style="list-style-type: none"> • discussing options for keeping in touch with friends • discussing ideas on how to make new students welcome • describing a film or a book 	<p>Receptive skills</p> <ul style="list-style-type: none"> • understand the main points and ideas from reading or listening to a dialogue • find information in reading and listening texts and use it to answer questions • read and listen to decide whether statements about what you have heard are true or false • read and understand short texts <p>Productive skills</p> <ul style="list-style-type: none"> • complete sentences with missing words • write a short paragraph on how to make a new student feel welcome • match words to their definitions • replace words with possessive pronouns <p>Interactive skills</p> <ul style="list-style-type: none"> • give your own and listen to others' opinions • share ideas and decide as a class • ask for and give opinions about films and characters 	<p>Collaboration</p> <ul style="list-style-type: none"> • work with a partner to write some notes on a character from a book, film or TV series <p>Collaboration</p> <ul style="list-style-type: none"> • analyse input to determine grammar rules <p>Creativity</p> <ul style="list-style-type: none"> • role-play discussing how to make a new student feel welcome

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Unit 1

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<p>Vocabulary</p> <ul style="list-style-type: none"> relationship adjectives relationship expressions origins <p>Grammar</p> <ul style="list-style-type: none"> present perfect <i>How long</i> <i>for, since, ever, never, just</i> past simple and past continuous conjunctions <p>Pronunciation</p> <ul style="list-style-type: none"> silent or pronounced 'e' <p>Text types</p> <ul style="list-style-type: none"> forum posts article online article podcast fact file dialogue photo story <p>Communication</p> <ul style="list-style-type: none"> discussing what makes a good classmate exchanging opinions on how many friends one needs telling short stories discussing why people move to or leave a town talking about your family and your ancestors discussing where to find information expressing opinions 	<p>Receptive skills</p> <ul style="list-style-type: none"> read information in a text and give an opinion listen to check predicted answers understand the main points and ideas from reading or listening to texts seek detailed information from reading or listening texts <p>Productive skills</p> <ul style="list-style-type: none"> complete sentences with missing words listen to conversations and complete the table with the missing information write some <i>How long</i> questions choose the correct alternatives to complete sentences listen to and repeat words and phrases using the correct pronunciation and intonation complete the table with the correct conjunction join the sentence halves with conjunctions put sentences in the correct order to write a paragraph write some biographies <p>Interactive skills</p> <ul style="list-style-type: none"> give your own and listen to others' opinions discuss what adjectives you would use to describe yourselves talk about activities and say how long you have done them discuss what you know about DNA ask for and give opinions about when and how to use online material for your schoolwork 	<p>Collaboration</p> <ul style="list-style-type: none"> discuss positive and negative personal qualities write short dialogues with a partner practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules evaluate using online material from different sources compare two different experiments <p>Creativity</p> <ul style="list-style-type: none"> tell a short story project – write about your social circle <p>Civil studies/critical thinking</p> <ul style="list-style-type: none"> Charles Darwin – analyse the impact of modern life on the human body <p>Social studies</p> <ul style="list-style-type: none"> six degrees of separation – understanding how people are connected <p>Learning to learn</p> <ul style="list-style-type: none"> formal and informal English

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Unit 2

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • day trip attractions • volunteering verbs • adjectives to describe places <p>Grammar</p> <ul style="list-style-type: none"> • will and going to • present tenses for future arrangements • first conditional <p>Pronunciation</p> <ul style="list-style-type: none"> • linking <p>Text types</p> <ul style="list-style-type: none"> • reviews • text messages • website • blogs • dialogue • advertisement • email • photo story • cartoon story <p>Communication</p> <ul style="list-style-type: none"> • talking about day trips • exchanging opinions about volunteering • describing photos • talking about the type of holiday you prefer • discussing how couples celebrate getting married • expressing preferences 	<p>Receptive skills</p> <ul style="list-style-type: none"> • understand the main points and ideas from reading or listening to texts • seek detailed information from reading or listening texts • listen to check predicted answers • read and understand exchanges of text messages • listen to information and use it to answer questions • understand quiz questions and give the correct answers <p>Productive skills</p> <ul style="list-style-type: none"> • listen to and repeat words and phrases using the correct pronunciation and intonation • complete sentences with missing words • write a short description on one of the community activities • match adjectives to their definitions • write a blog entry for a holiday activity • make notes about your holiday preferences <p>Interactive skills</p> <ul style="list-style-type: none"> • ask for and give opinions about day trip attractions • present your community activity to the class • ask and answer questions about each other's community project • exchange opinions about dangerous activities 	<p>Collaboration</p> <ul style="list-style-type: none"> • plan a day trip to a place in your country with a partner • do some research with a partner on community activities that young people can do in your town • role-play a discussion about community projects • create a poster with a partner • practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> • analyse input to determine grammar rules • evaluate the usefulness of different community activities • analyse and evaluate others' blog entries to understand what makes a good description <p>Creativity</p> <ul style="list-style-type: none"> • plan a day trip to your town • create a poster for a famous tourist site • write a blog about a holiday • project – make a presentation of your town <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> • New York – evaluate a list of activities <p>Art</p> <ul style="list-style-type: none"> • styles and periods <p>Learning to learn</p> <ul style="list-style-type: none"> • taking risks

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Unit 3

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<p>Vocabulary</p> <ul style="list-style-type: none"> practical science nouns phrasal verbs: socializing the scientific method <p>Grammar</p> <ul style="list-style-type: none"> modals: advice, obligation and necessity permission: <i>can, could, be allowed to</i> possibility: <i>can, could, may, might</i> <p>Pronunciation</p> <ul style="list-style-type: none"> sentence stress <p>Text types</p> <ul style="list-style-type: none"> article lab report website dialogues monologue podcast questionnaire newspaper report photo story <p>Communication</p> <ul style="list-style-type: none"> exchanging opinions about experiments interviewing people discussing how to raise awareness of issues that affect you expressing advantages and disadvantages 	<p>Receptive skills</p> <ul style="list-style-type: none"> understand the main points and ideas from reading or listening to a text find information in reading and listening texts and use it to answer questions listen to check predicted answers understand information in an article read and understand a personality questionnaire read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> match words to their definitions listen to and repeat words and phrases using the correct pronunciation and intonation write a lab report complete sentences with missing words make notes in favour of and against various topics ask your partner questions in order to find the missing information listen to a podcast and complete the table with the missing information complete sentences with the correct modal verb write a report <p>Interactive skills</p> <ul style="list-style-type: none"> talk about your experiment discuss various topics and agree or disagree with your partner talk about a typical weekend 	<p>Collaboration</p> <ul style="list-style-type: none"> discuss various topics with a partner practise phrasal verbs with a partner interview an older person draw and compare conclusions from an experiment do a class survey on social media usage and write up findings <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules compare arguments for and against analyse data from experience and draw conclusions write up a report on a survey about social media usage analyse and evaluate others' articles and choose some interesting facts <p>Creativity</p> <ul style="list-style-type: none"> think of arguments for and against topics project – write an article about an important issue <p>Civil studies/critical thinking</p> <ul style="list-style-type: none"> Australia under attack – identify elements of the natural world in own culture <p>Science</p> <ul style="list-style-type: none"> water – the essential ingredient to life and the Great Pacific Garbage Patch <p>Learning to learn</p> <ul style="list-style-type: none"> brainstorming

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Unit 4

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • buildings • train travel • phrasal verbs for travel <p>Grammar</p> <ul style="list-style-type: none"> • second conditional • comparatives and superlatives • too / enough • adverbs of frequency, manner, place and time <p>Pronunciation</p> <ul style="list-style-type: none"> • /aɪ/ /i/ /j/ <p>Text types</p> <ul style="list-style-type: none"> • advertisement • webpage • leaflet • article • dialogues • photo story <p>Communication</p> <ul style="list-style-type: none"> • discussing which famous buildings and monuments you know • describing famous places • talking about travelling by train • describing a building or a monument • exchanging opinions on why people like to travel • talking about time and space travel • expressing belief and doubt 	<p>Receptive skills</p> <ul style="list-style-type: none"> • understand simple information from a short passage • listen to and understand a dialogue • find information in reading and listening texts and use it to answer questions • understand the main points and ideas from reading or listening to a text • seek detailed information from reading or listening texts • listen to check predicted answers • understand information in an article <p>Productive skills</p> <ul style="list-style-type: none"> • listen to and repeat words and phrases using the correct pronunciation and intonation • complete sentences with missing words • make notes about a monument, a building or a natural wonder • match words to their definitions • write a short journal entry about the last two places that you visited • write a leaflet for tourists visiting your capital city • make predictions about a story • make mind maps about possible forms of transport in the future <p>Interactive skills</p> <ul style="list-style-type: none"> • present your list of seven wonders • talk about a trip you would most like to go on • talk about various forms of transport 	<p>Collaboration</p> <ul style="list-style-type: none"> • make a list of seven local wonders with a partner • work in a group to agree on one place to visit • interview someone about their interrail trip • compare symbols for your country <p>Critical thinking</p> <ul style="list-style-type: none"> • analyse input to determine grammar rules • identify and select the most interesting places to visit • analyse and evaluate others' leaflets and decide which is the most interesting <p>Creativity</p> <ul style="list-style-type: none"> • think about what you would do in various situations • write a journal comparing two different places • create a leaflet about your capital city • take part in role-play activities • make a mind map • project – plan an interrail trip <p>Civic studies</p> <ul style="list-style-type: none"> • Cultural symbols of Britain – evaluate cultural symbols of own culture <p>History</p> <ul style="list-style-type: none"> • the invention of travel <p>Learning to learn</p> <ul style="list-style-type: none"> • English in the real world

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Unit 5

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<p>Vocabulary</p> <ul style="list-style-type: none"> verbs and dependent prepositions compound nouns modern life nouns <p>Grammar</p> <ul style="list-style-type: none"> the passive defining and non-defining relative clauses countable and uncountable nouns and determiners <p>Pronunciation</p> <ul style="list-style-type: none"> word stress <p>Text types</p> <ul style="list-style-type: none"> museum guide forum dialogues article webpage <p>Communication</p> <ul style="list-style-type: none"> talking about personal objects talking about globalization discussing differences between the lives of teenagers now and a hundred years ago discussing what adults think of young people agreeing and disagreeing 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to information and use it to answer questions listen to check predicted answers find information in reading texts and use it to answer questions understand the main points and ideas from reading or listening to a text read and understand a questionnaire read a text and complete a mind map listen to a text and decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> match the prepositions to the verbs complete sentences with missing words rewrite sentences using the passive write a report on globalization listen to and repeat words and phrases using the correct pronunciation and intonation prepare a short lecture write some stereotypes about teenagers <p>Interactive skills</p> <ul style="list-style-type: none"> talk about inventions talk about common objects talk about important aspects of modern life talk about stereotypes 	<p>Collaboration</p> <ul style="list-style-type: none"> agree on three interesting / surprising objects in a group play a guessing game with a partner complete a quiz and compare with a partner prepare a short talk on an aspect of modern life discuss stereotypes with a partner and in a group <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules analyse and evaluate others' reports and decide whether the class is local or global evaluate and agree on the three worst stereotypes organize notes into paragraphs before writing a report <p>Creativity</p> <ul style="list-style-type: none"> write a report on whether you are local or global make some notes with a partner about an important aspect of modern life project – write a report about celebrations <p>Civic studies/critical thinking</p> <ul style="list-style-type: none"> Irish heritage – identify an important aspect of own heritage <p>Literature</p> <ul style="list-style-type: none"> literary techniques – simile, metaphor and hyperbole <p>Learning to learn</p> <ul style="list-style-type: none"> expanding ideas

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Unit 6

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<p>Vocabulary</p> <ul style="list-style-type: none"> digital media shopping nouns fashion adjectives <p>Grammar</p> <ul style="list-style-type: none"> reported speech reported commands and requests subject and object questions <p>Pronunciation</p> <ul style="list-style-type: none"> /ʌ/ /u:/ <p>Text types</p> <ul style="list-style-type: none"> articles online forum dialogues quiz show <p>Communication</p> <ul style="list-style-type: none"> talking about the trustworthiness of information that you can find on the internet talking about shopping discussing why people follow fashion describing a piece of clothing that you really like wearing giving advice giving instructions 	<p>Receptive skills</p> <ul style="list-style-type: none"> find information in reading texts and use it to answer questions understand the main points and ideas from reading or listening to a text listen to information and use it to answer questions read information in a text and give an opinion seek detailed information from reading or listening texts listen and complete missing information <p>Productive Skills</p> <ul style="list-style-type: none"> match words to their definitions listen to and repeat words and phrases using the correct pronunciation and intonation complete sentences with missing words write a review of the apps or websites your partner uses complete the reported commands and requests <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about a website or a vlog you visit frequently interview your partner about their use of smartphone apps and websites describe your favourite possession present your sales campaign to the class talk about life hacks 	<p>Collaboration</p> <ul style="list-style-type: none"> interview your partner on apps and websites compare ideas on a sales campaign and create a new campaign together play a guessing game with a partner think of a life hack with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules evaluate others' sales campaigns to choose the best evaluate comments on image and give reasons <p>Creativity</p> <ul style="list-style-type: none"> create a sales campaign describe a piece of clothing project – create an online video write a review of a video <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> small nations, sporting giants – comparison with own culture <p>Science</p> <ul style="list-style-type: none"> health education – be active <p>Learning to learn</p> <ul style="list-style-type: none"> flashcards