



CAMBRIDGE
UNIVERSITY PRESS



EXECUTIVE PREVIEW

Better
Learning

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Dear ELT Professionals,

Welcome to *Own it!*, a four-level secondary course which ensures students are confident and future-ready through a combination of global topics, collaborative projects and strategies to develop learner autonomy.

We visited various secondary schools around the world to test our products with teachers and students to find out exactly what they need from a coursebook. We found that teachers not only required more support for their teaching, but also support to help their students study more independently in order to give the teacher more time and space to deliver effective, inspiring lessons. In response to this, we have developed a course that helps teachers to teach and learners to learn.

Own it! is designed to help students take ownership of their learning. The combination of learner training and collaborative projects, aligned to the *Cambridge Life Competencies Framework*, helps students develop their individual and collaborative skills to become more confident, independent learners. Along with the vibrant global topics and a range of cross-curricular videos, this empowering approach means that teachers are under less pressure to manage every aspect of their students' learning. Instead, students will be motivated to take charge of their own learning so they can be better prepared for their own exciting future.

It doesn't stop there! To support the teacher, we have a full wraparound *Teacher's Book*, a *Project Book* to guide teachers through the project pages and a full online resource bank with extra materials to further support learning.

This *Executive Preview* gives you a comprehensive overview of what the course offers, including a *Student's Book* and *Teacher's Book* walkthrough and the Scope and Sequence for all four levels. *Own it!* is a course that we believe will lead to Better Learning and we hope this preview demonstrates how we can support you and your students on the language-learning journey.

With our very best wishes,

The *Own it!* team

OWN IT!

IT'S YOUR WORLD



Welcome to *Own it!*; the course which ensures your students are confident and future-ready through a combination of global topics, collaborative projects and strategies to develop learner independence.

While developing *Own it!* we spoke with teachers and students around the world to identify their top priorities in the Secondary classroom...

"I'd like to do project work with my students, but it can be too time-consuming to plan." *Merve, Turkey*

"I want my students to become more independent learners." *Maria, Spain*

Project Work

Collaboration is a key strand of this course. *Own it!* includes a *CLIL project* in every even-numbered unit of the *Student's Book* and a *Culture Project* for every odd-numbered unit available in the *Teacher's Resource Bank* online. These are accompanied by a *Project Book* with step-by-step guides and practical tips for teachers.

Learn to Learn

The *Learn to Learn* feature of the course is designed to introduce students to vital learning strategies and techniques which will help them become more independent learners, all aligned to the *Cambridge Life Competencies Framework*.

İleri Bilim Koleji, Turkey



7

A WORLD OF CELEBRATION

LEARNING OUTCOMES

- I can ...
- understand texts about a folk tale and volunteering at a music festival
 - invite someone to a party
 - write an email to a friend
 - understand how to use the past perfect and reported speech
 - talk about festivals and live music
 - mark word stress, predict information and identify and understand prefixes and suffixes.

Start it!

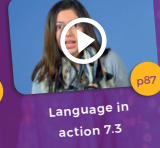
- 1 Look at the photo. Would you like to go to this festival?
- 2 Before you watch, what kind of things do people celebrate at festivals?
- 3 When was the first Snowbombing Festival? Watch and check.
- 4 What is your favourite festival? Describe it.



Watch video 7.1



Language in action 7.2



Language in action 7.3



Everyday English 7.4



Globetrotters 7.5

82 A WORLD OF CELEBRATION | UNIT 7

"I want my students to feel that they belong to the world; that they are global citizens."

Itana, Brazil

Global Topics

Own it! has a global, cultural focus, with topics from traditional dress to unique festivals. The documentaries and the *Around the World* pages bring these global topics to life, exposing students to different countries, and asking questions which encourage students to think about the differences between their culture and other cultures.

"I want a variety of videos that will help me to engage my students with the topic and see the language being used in a meaningful way."

Antonio, Mexico

Teen-friendly videos

Own it! includes four to five videos per unit made especially for this course. As well as documentaries, there are *Language in Action* and *Everyday English* videos designed to appeal to the teenage learner.

"I need resources and support to manage students of different levels in the same class."

Andrés, Ecuador

Mixed-ability support

In *Own it!* there is extensive support for teachers with mixed-ability classes, including:

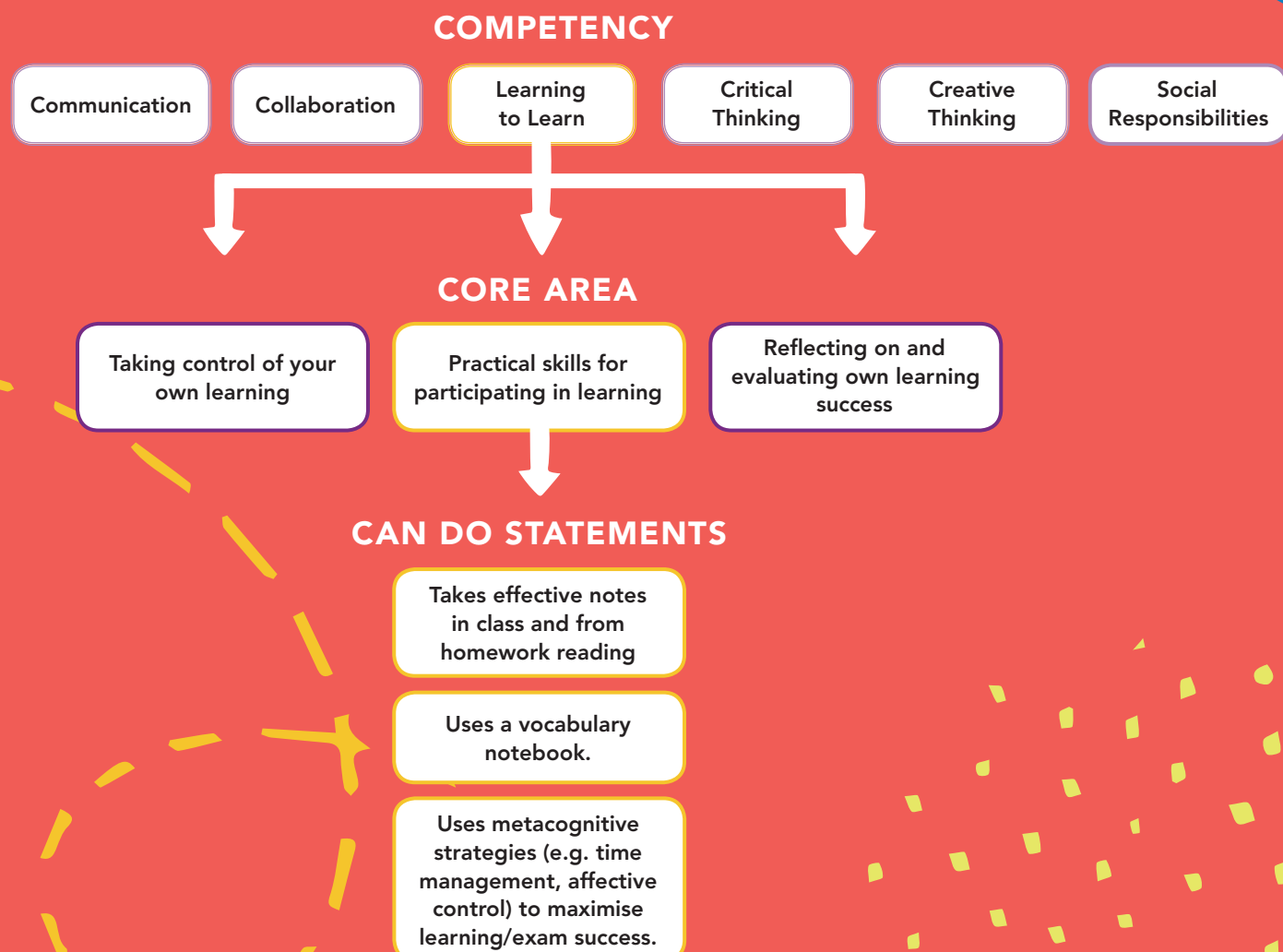
- ✓ Graded *Workbook* activities.
- ✓ Suggestions for differentiated activities.
- ✓ An entire *Project Book* guiding teachers through each project.
- ✓ Graded grammar and vocabulary worksheets.



CAMBRIDGE LIFE COMPETENCIES FRAMEWORK

How can we prepare our students to succeed in a world that is changing rapidly? We need to help students develop transferable skills, to work with people from around the world, to think creatively, to analyse sources critically and communicate their views effectively. How can we teach these skills alongside language?

In response to these questions, we have developed the *Cambridge Life Competencies Framework*. This Framework underpins the syllabus for the *Learn to Learn* pages and the collaborative project work in *Own it!*, helping teachers recognise and assess the many transferable skills that the course develops.



Learn to Learn

These core areas are developed in the *Learn to Learn* feature which appears throughout the unit and in the *Learn to Learn* page at the end of each unit.

This page from Level 1 Unit 1 helps students organise their notebook by encouraging them to look at an example of a notebook, compare it with their own, and finally, reflect on how theirs could be improved.

Project Work

The *Collaboration* competency of the *Cambridge Life Competencies Framework* also plays a huge part in the course, through projects in the *Student's Book* and in the *Teacher's Resource Bank* online. All of which have extensive support and guidance in the *Project Book*.

This project from Level 1 Unit 6 asks students to analyse some of the key features of a model project before planning and creating their own. Finally, they can evaluate other groups' tasks.

LEARN TO LEARN

LEARN TO ... ORGANISE YOUR NOTEBOOK

It's important to organise your notebook to help you to find your notes and study for exams.

- 1 Ask and answer with a partner.
 - 1 Have you got a notebook?
 - 2 Is it for all your subjects or for English only?
 - 3 Are your notes easy or difficult to read?
- 2 Look at Omar's notebook. Match 1-4 with a-d.
 - 1 Today's vocabulary ...
 - 2 Today's date ...
 - 3 Today's homework ...
 - 4 Today's grammar ...

- 3 Look at Azra's notebook. Is her notebook different from Omar's? How?

grammar	Verb be		
	Affirmative	Negative	Questions
I'm from Turkey	I'm not from Turkey	Am I Brazilian?	
She's my sister	She's isn't my sister	Is she Mexican?	
He's my brother	He isn't my brother	Is he from Ecuador?	
We're at school	We aren't at school	Are we 12?	
They're my cousins	They aren't my cousins	Are they at school?	

a 23 September

have got	have / haven't got ...
I / you / we / they	has / hasn't got ...
he / she / it	

c Family members

dad	mum
husband	wife
brother	sister
son	daughter
uncle	aunt
nephew	niece
grandad	grandma
grandson	granddaughter
cousin	cousin

- d Learn the family words from Unit 1.

- 4 Ask and answer with a partner.
 - 1 What is good about Omar's notebook? What is good about Azra's?
 - 2 What are some other ways to organise a notebook?
 - 3 Which is your favourite way? Why?

OWN IT!

- 5 Discuss with a partner. Decide how to organise your notebook.

UNIT 1 | FRIENDS AND FAMILY 21

THE PE PROJECT

An information leaflet

- 1 Look quickly at the leaflet. Circle its purpose.
 - 1 to give directions to a sports club
 - 2 to give information about a sport
 - 3 to give transport times

Read the leaflet and make notes on the ideas in the box.

What? When? Where? Who?
Equipment One of the rules One of the benefits

- 3 Read the leaflet again. Are the sentences T (true) or F (false)?
 - 1 You need some special equipment to play streetball.
 - 2 There are sometimes ten players in a game of streetball.
 - 3 You can't touch the ball with your hands in streetball.
 - 4 Some sports are more expensive than streetball.

How to design a leaflet

- 4 Read the tips about designing a leaflet. Circle the ones you think are good pieces of advice.
 - a Use serious colours, not bright ones.
 - b Use photos and a map.
 - c Make sure the people are not smiling in the photos.
 - d Include contact details.
 - e Choose a clear font (if you're using a computer) or write neatly.
 - f Include everything you know about the sport.

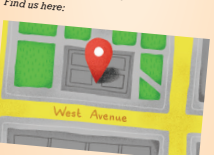
- 5 Listen to the advice and check your answers to Exercise 4.

STREETBALL



WHAT IS IT?
It's outdoor basketball in your local area.

WHERE AND WHEN?
We meet every Tuesday at 5.30 pm at the West Avenue basketball court. Come along and join us.



WHO?
Everyone is welcome! You don't need to belong to a team and you don't need special training.

WHY NOT COME ALONG AND MAKE NEW FRIENDS?

Equipment
We've got a basketball and nets. Just bring yourself and your trainers!

Teams
• A team can play with only two players but there are never more than five.

Rules
Different streetball games have different rules, but these are ours:
• Players can bounce, throw and catch the ball.
• When you score, your team gets one point.
• After you score, your team keeps the ball.
• A team wins when they score 7 points.

BENEFITS
• It's free!
• It's a great way to get fitter and healthier!
• The matches are faster and more exciting than normal basketball.
• It's great fun!

Any questions?
Contact Greg at gregscott@gmail.com.

FACT

Bucharest is the unofficial streetball capital of the world! Every year more than 1,000 streetball players travel to the Romanian capital city and play in a streetball competition.

OWN IT!

PLAN

- 6 Work with a group. Choose a street sport of another sport and find out information about it. Complete the steps below.
 - Decide on the information you want to include.
 - Decide and choose the photos and illustrations to include.
 - Draw a rough plan of the layout of the leaflet.
 - Make a first draft of your leaflet.
 - Discuss how you can improve your first draft.

PRESENT

- 7 Prepare your final leaflet and present it to the class. Remember to include facts about your sport, photos, illustrations and maps, and the tips in *How to design a leaflet*.

CHECK

- 8 Look at your classmates' leaflets and complete the notes.

Which sport is the most interesting?

Which leaflet has the best design?

Which sport do you want to try? Why?

For more information about how *Own it!* correlates to the *Cambridge Life Competencies Framework*, visit cambridge.org/ownit/maps

FOR STUDENTS

Student's Book

With *Own it!*, your students will develop the confidence and competencies they need to forge their own path in an ever-evolving global landscape.

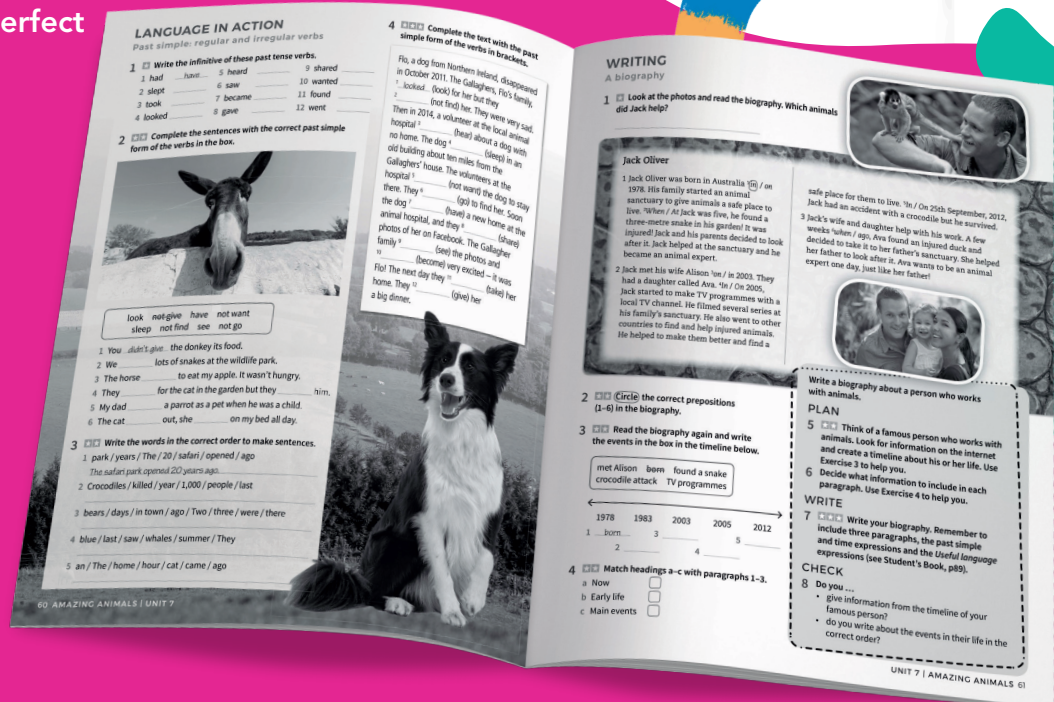
TURN TO PAGE 10

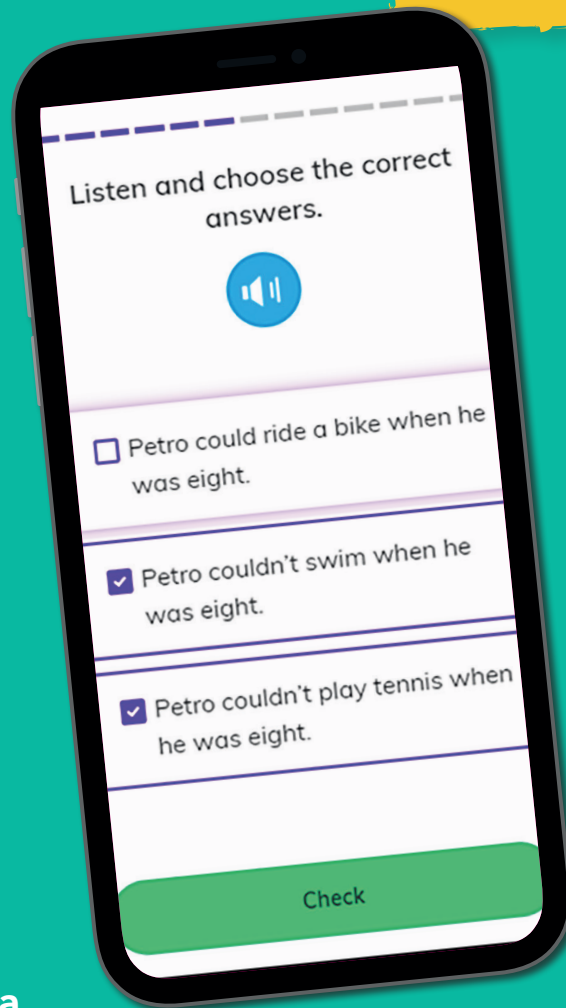


Workbook

The *Workbook* offers extra practice of the language and skills covered in the *Student's Book*, and is perfect for homework. It includes:

- ✓ Graded activities.
- ✓ The *Explore it!* feature encourages learners to develop research skills.
- ✓ Exam preparation pages with helpful tips to build confidence to succeed in A2 Key and B1 Preliminary for Schools and other international exams.





Practice Extra

- ✓ Mobile-friendly platform and content.
- ✓ Bite-sized learning activities.
- ✓ Online speaking tasks with audio and video.
- ✓ Performance tracking and gamification.
- ✓ All audio and video from the course.

Digital collaboration space

- ✓ Students can collaborate digitally online and offline in the collaboration space.
- ✓ Students can also archive and share their work as well as comment on each other's projects.

Combo editions

- ✓ Combo A – Starter unit to unit 4 of the *Student's Book* and *Workbook* combined in a single volume with access to *Practice Extra* and the *digital collaboration space*.
- ✓ Combo B – Unit 5 to unit 9 of the *Student's Book* and *Workbook* combined in a single volume with access to *Practice Extra* and the *digital collaboration space*.

FOR TEACHERS

Wraparound Teacher's Book

The *Teacher's Book* offers the teacher guidance, practical classroom ideas and extra resources, empowering them to deliver interesting and productive lessons.

- ✓ Wraparound layout.
- ✓ Mixed-ability support.
- ✓ Contains code to all digital resources and tools.

TURN TO PAGE 18

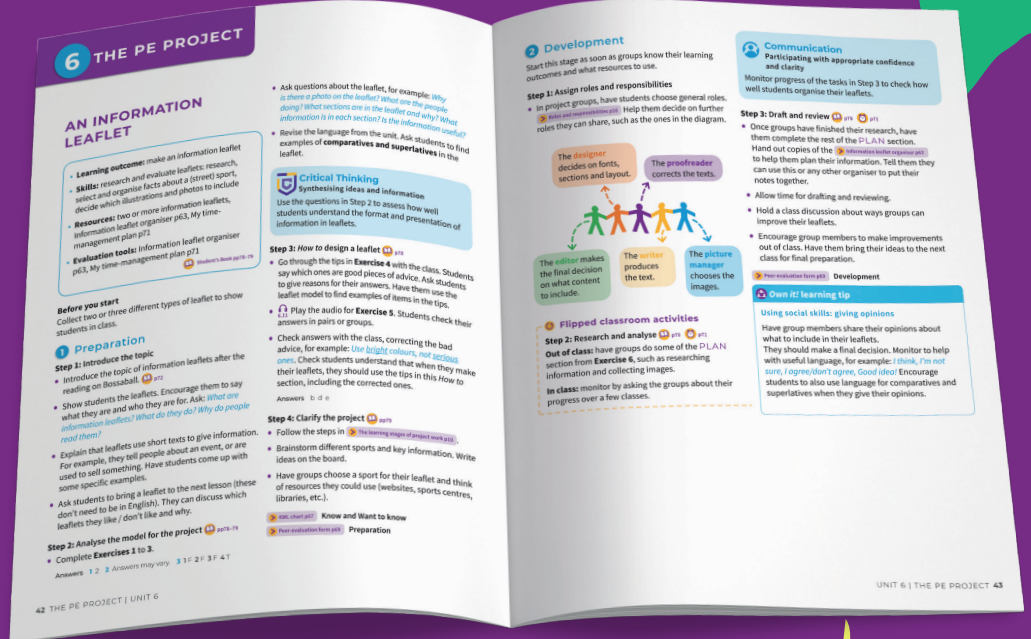


Project Book

The *Project Book* will guide you through how to make the most out of project work, so your students can collaborate successfully both in and out of the classroom.

- ✓ Step-by-step guides through every project.
- ✓ Monitoring and assessment tools.
- ✓ Evaluation rubrics.
- ✓ In the digital collaboration space, students can create, share and comment on projects online. Teachers can track and assess their work.

TURN TO PAGE 20





Presentation Plus

- ✓ *Student's Book* and *Workbook* with interactive exercises.
- ✓ Fun games and activities to enhance and reward learning.
- ✓ Accessible online and offline.

Teacher's Resource Bank

- ✓ Online teacher resource area with culture projects, graded grammar and vocabulary practice worksheets, video worksheets, communication worksheets, writing template worksheets, video grammar vlogs, speaking extra activities, and more!
- ✓ *Test Centre*, including end-of-unit, term and year tests, and exam practice tests.

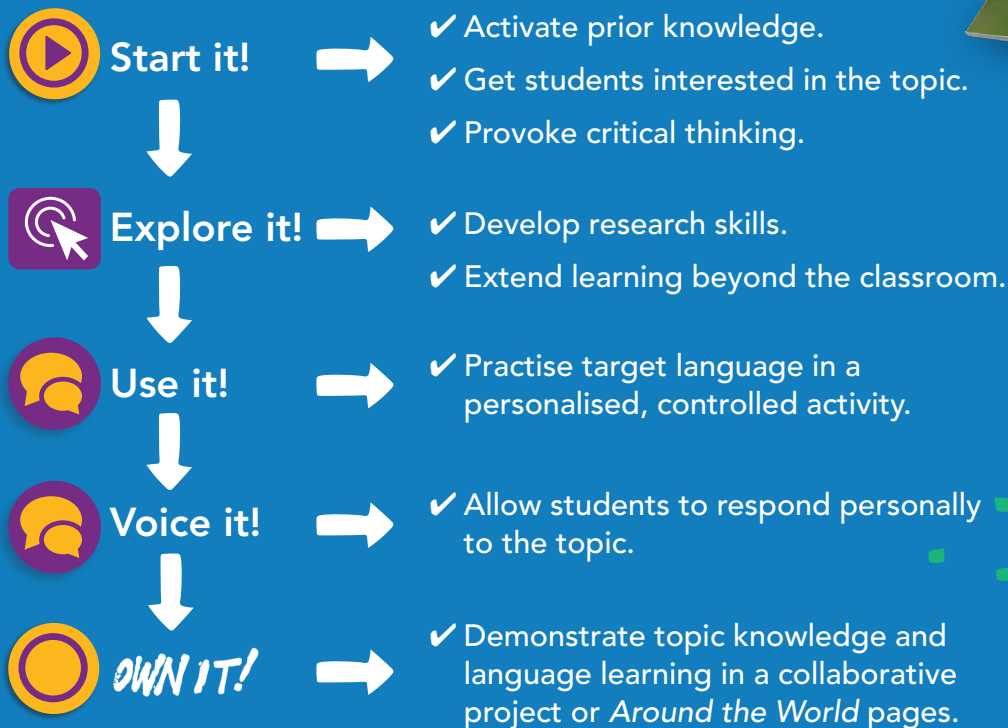
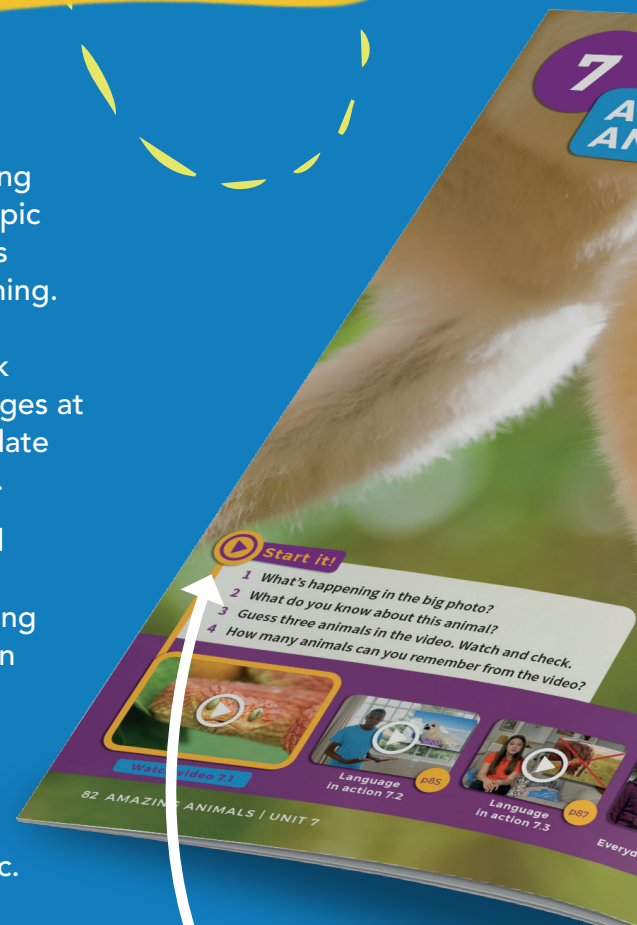
Digital collaboration space

- ✓ Digital tools that facilitate the use of project work and provide a portfolio space to showcase students' work.
- ✓ Teachers can set, track and assess students' work.
- ✓ Easy-to-use and flexible solution for managing collaborative tasks.

WHAT'S IN THE STUDENT'S BOOK

Every unit in *Own it!* takes students on a journey from 'starting it' to 'owning it'! Students are gradually introduced to the topic and target language through a variety of scaffolded activities that build their confidence and encourage independent learning. Vibrant videos, readings and listening texts show language in context, allowing students to respond personally and work collaboratively. The *Own it!* projects or *Around the World* pages at the end of the unit give students the opportunity to consolidate and demonstrate all their learning in a fun, personalised way.

The unit journey is underpinned by the *Learn to Learn* strand which supports the development of vital learning skills, and the *How to...* feature which provides useful tips for completing project work successfully. These features support students on their journey from *Start it!* to *Own it!*



LEARNING OUTCOMES

Clearly show unit aims at a glance.

7 AMAZING ANIMALS

LEARNING OUTCOMES

- I can ...
- understand texts about animals
- ask for and respond to information
- write an article
- understand how to use different past tense forms
- talk about and describe animals
- categorise vocabulary and identify word forms.

VOCABULARY

Animals

1 Match ten animals with the photos. Listen, check, and repeat. Which four animals are not in the photos?

bear	<input type="checkbox"/>	crocodile	<input type="checkbox"/>	donkey	<input type="checkbox"/>
duck	<input type="checkbox"/>	eagle	<input type="checkbox"/>	giraffe	<input type="checkbox"/>
hippo	<input type="checkbox"/>	horse	<input type="checkbox"/>	lion	<input type="checkbox"/>
monkey	<input type="checkbox"/>	mouse	<input type="checkbox"/>	parrot	<input type="checkbox"/>
snake	<input type="checkbox"/>	whale	<input type="checkbox"/>		<input type="checkbox"/>

2 Listen to the noises. Which animals do you hear from Exercise 1?

- 1 _____ 2 _____ 3 _____ 4 _____
5 _____ 6 _____

3 Which of the animals have:
1 a tail? 2 feathers? 3 fur?

LEARN TO LEARN

Word categories

When you learn new words, put them into categories. This helps you remember the meaning.

4 Complete the categories with animals from Exercise 1. Add two more animals for each category.



Use it!

5 Work with a partner. Guess the extra animals in each of your partner's categories.

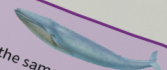
6 Write new categories for the animals. Tell your partner the animals but NOT the categories! Can your partner guess your new categories?

Category 1: mouse, parrot, snake

Is your category 'pets'?

Explore it!

Guess the correct answer.
A blue whale's tongue weighs the same as ...
a a crocodile. b an elephant. c a giraffe.
Find an interesting animal fact. Write a question for your partner to answer.



Start it!

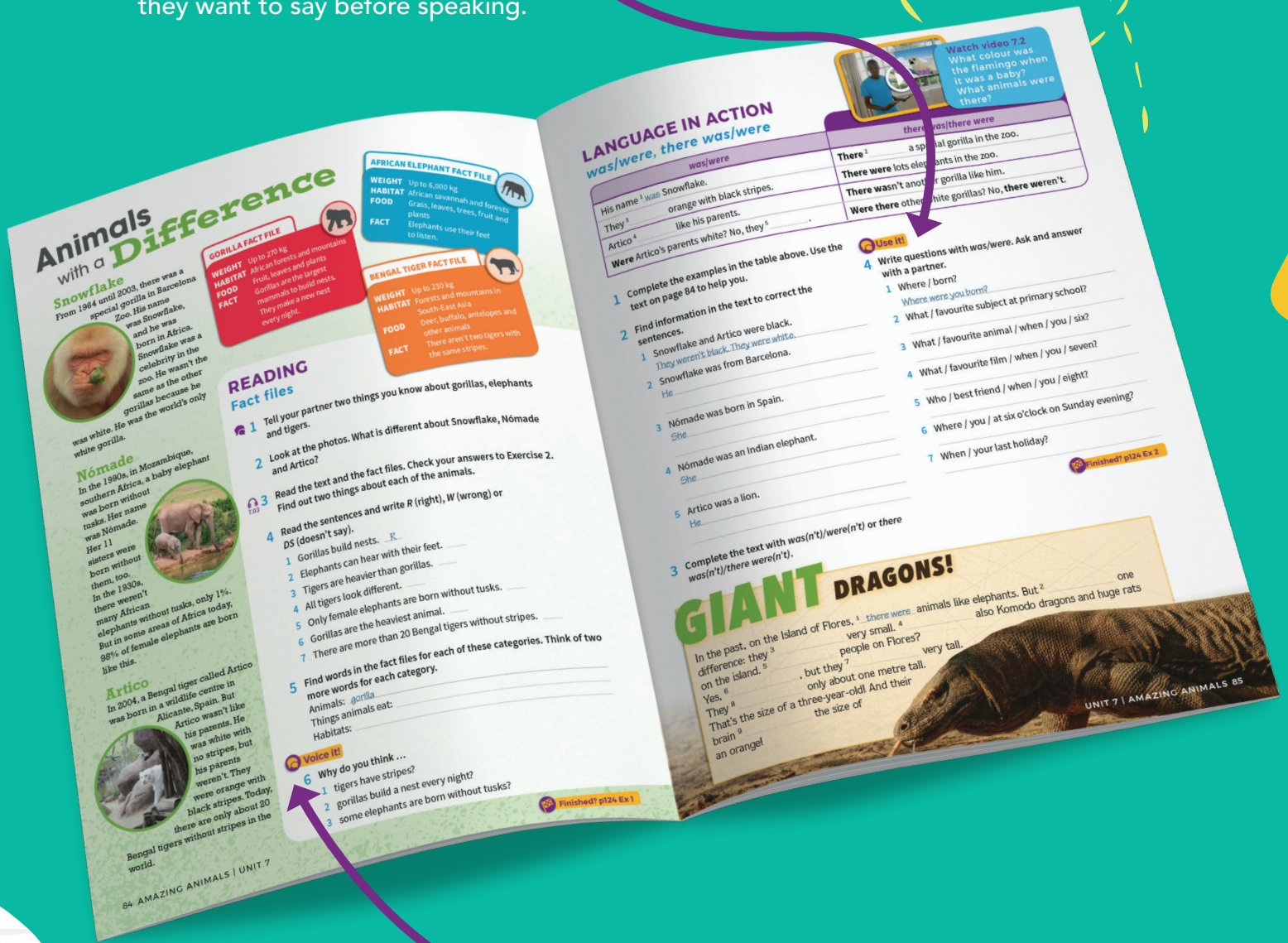
Start it! begins the unit with a striking image and documentary. The questions provoke curiosity, activate prior knowledge and get students thinking critically.

Explore it!

Explore it! is a guided activity to help students develop research skills and extend their learning beyond English.

Use it!

Use it! gets students practising and producing the target language, often in a personalised way. The activity builds student confidence by giving them the opportunity to prepare what they want to say before speaking.



Voice it!

Voice it! is a thought-provoking speaking activity which asks students to give their personal response to a reading or listening text, encouraging critical thinking.

▶ LANGUAGE IN ACTION VIDEOS

These videos show teenagers using the target language in context, in a teen-friendly vlog-style, plus an interactive grammar presentation, perfect for flipped classrooms.

VOCABULARY AND LISTENING

Adjectives

1 Circle words to describe photos 1–6. Listen, check and repeat. Can you guess the meaning of the other adjectives?

2 Write opposite adjectives from Exercise 1 for the words below.

- short _____ long _____
- light _____
- huge _____
- quiet _____
- safe _____

Use it!

3 Think of three animals. Write two sentences to describe each one. Tell your partner. Can they guess the animal?

It's quiet and fast. It sometimes lives in houses.

Is it a mouse?

A podcast

4 Discuss the questions with a partner.

- What can parrots do?
- Are parrots good pets? Why / Why not?

5 Listen to the podcast and circle what it's about.

- A hungry parrot
- An intelligent parrot
- A dangerous parrot



LANGUAGE IN ACTION

Past simple: regular and irregular verbs

Regular verbs	Irregular verbs	Past time expressions
They ¹ lived in Denver.	Meagan had a pet parrot.	We heard the story yesterday.
They ² _____ together at college.	Meagan didn't ³ _____ any children.	It happened more than ten years ago.

1 Complete the examples in the table above.

2 Complete the sentences. Correct three of the facts about the listening on page 86.

- _____ *didn't hear* (not hear) Willie.
- _____ (not make) Hannah toast.
- _____ (leave) the toast on the table.
- _____ (see) Hannah's face was blue.
- _____ and Willie life. _____ (not save) Hannah's life.

Use it!

4 Write sentences with *ago*. Change the words in bold so that the sentences are true for you. Work with a partner and say your sentences. Are any the same?

- This lesson **started** / thirty minutes ago.
- I **got up** / four hours ago.
- I / start / school / seven years ago.
- I / have / lunch / an hour ago.
- I / meet / my English teacher / six months ago.

5 Write three true and three false sentences about you. Use the past simple and past time expressions.

6 Take turns to say your sentences. Can your partner guess which are true and which are false?

I went to Brazil on holiday last week.

False! You were at school last week.

Finished! p124 Ex 3

LEARN TO LEARN

Learn to Learn introduces students to vital learning strategies and techniques, which will help them become more independent learners, all aligned to the Cambridge Life Competencies Framework.

Plan, Write and Check

The scaffolded approach of the speaking and writing pages builds students' confidence by giving them time to prepare before they speak and write. The *Check* stage encourages self-assessment, a key step towards learner independence.



Everyday English

A fun vlog-style video to teach students the meaning, form and use of the *Everyday English* from the conversation on the speaking page.

Useful language

Useful language boxes appear throughout the unit highlighting genre-specific target language.

Get it right!

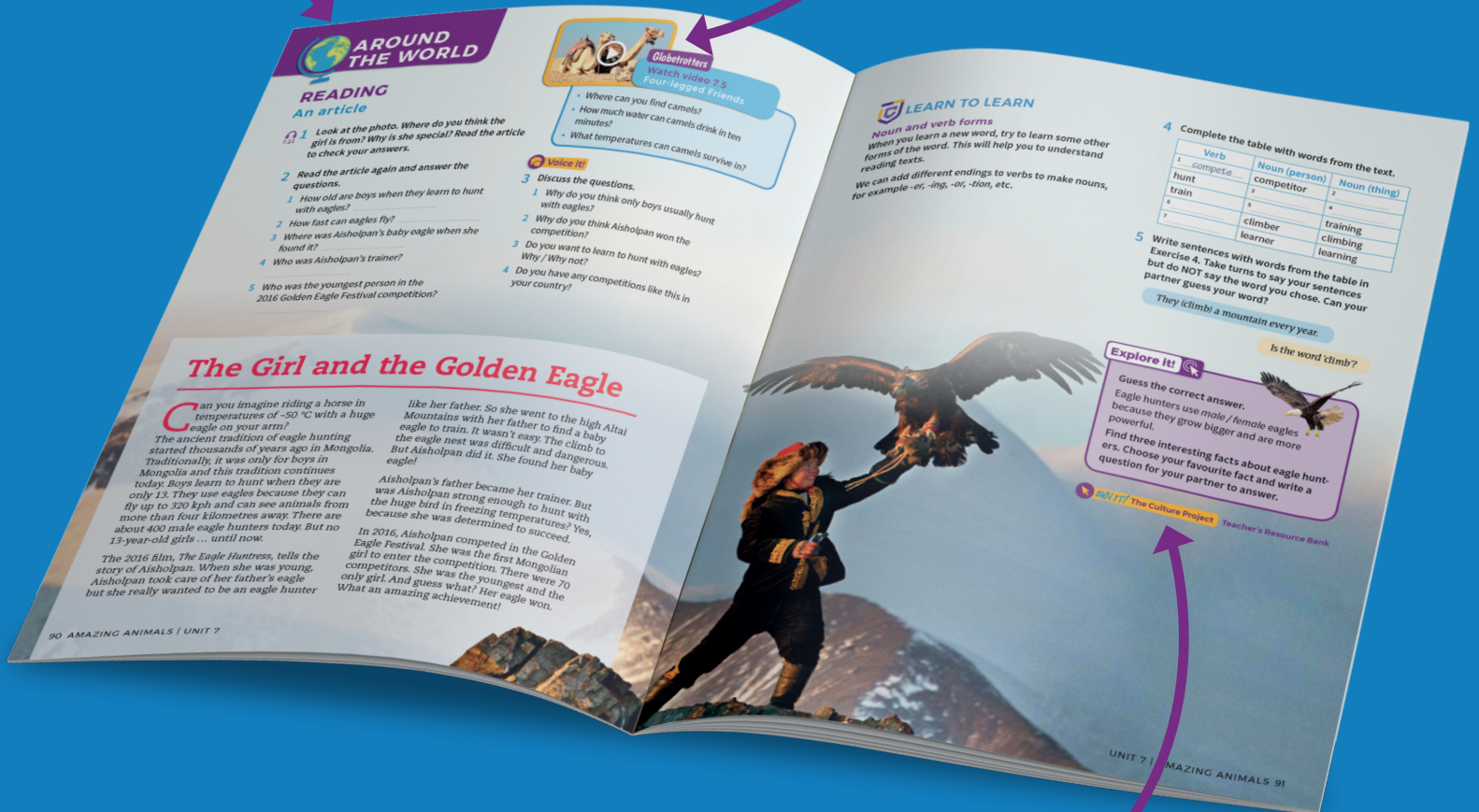
Get it right! activities help students avoid common errors as identified by the Cambridge Learner Corpus.

AROUND THE WORLD

The *Around the World* pages, which appear in Units 1, 3, 5, 7 and 9, introduce students to different people and cultures from around the world, encouraging critical thinking and raising cross-cultural awareness.

Globetrotters

These documentaries are thematically linked to either the topic of the unit or the *Around the World* pages. They contextualise the grammar and/or vocabulary of the unit and engage students' interest in the topic.



OWN IT! The Culture Project

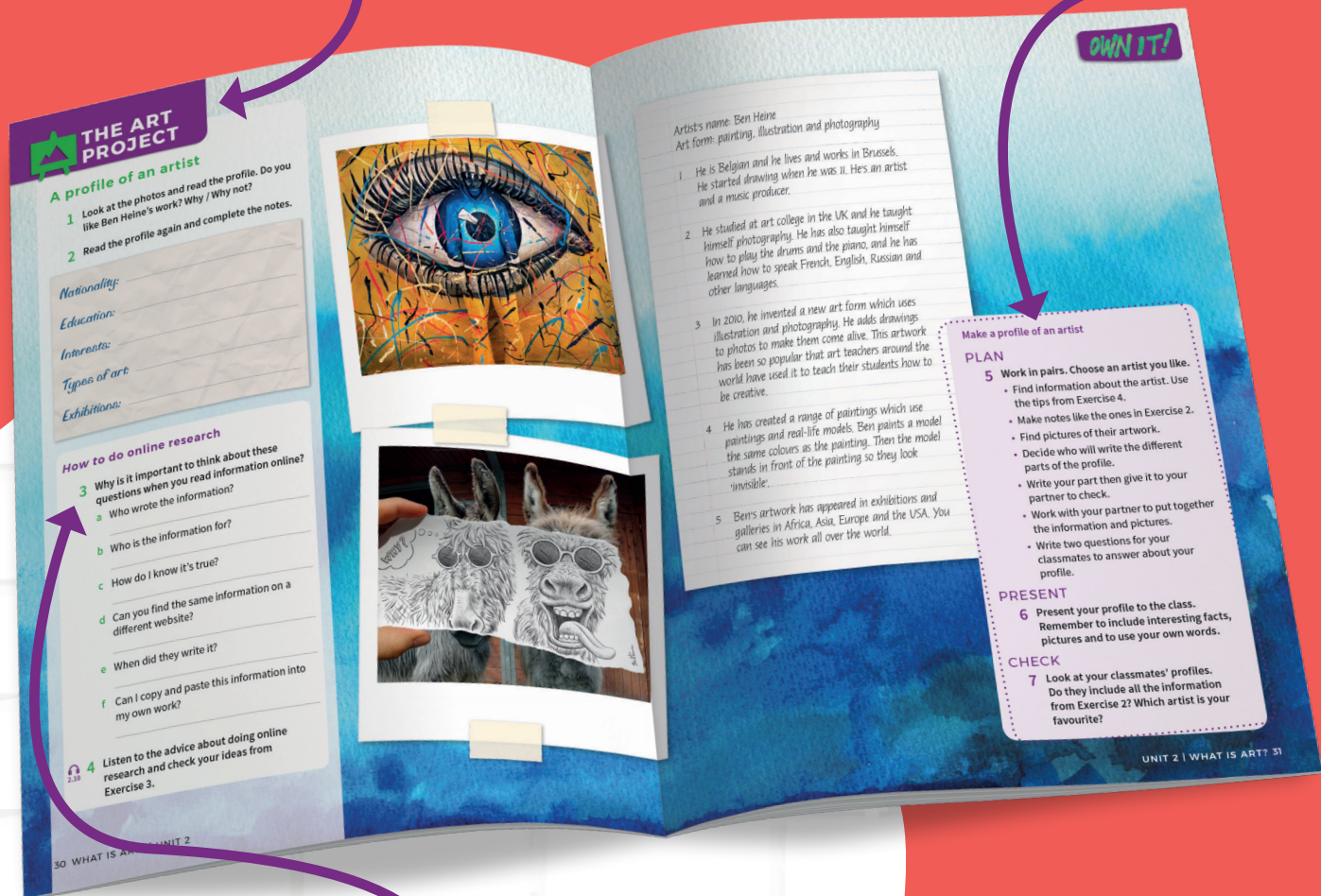
Extend the page and get students to 'own' their language and topic knowledge with an optional culture project available in the *Teacher's Resource Bank* online, with teacher's notes available in the *Project Book*.

Plan, Present and Check

The step-by-step guide helps students work through the project without the need for constant supervision by the teacher, promoting peer learning and student autonomy.

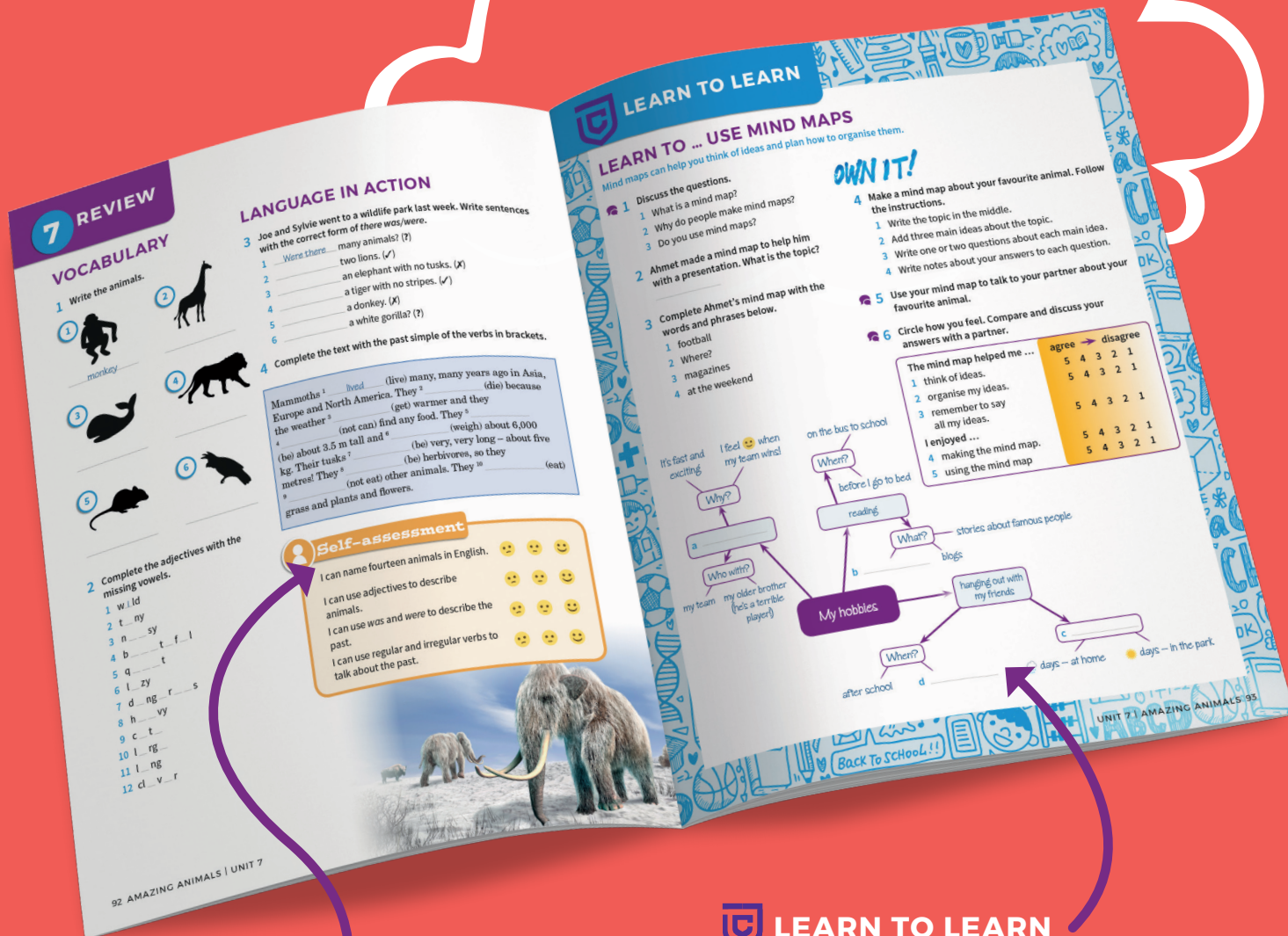
THE CLIL PROJECT

The CLIL project pages appear in Units 2, 4, 6 and 8. They encourage students to 'own' the language and topic knowledge they have gained throughout the unit in an individual or collaborative project.



How to...

These practical tips help students complete the project by raising their awareness of the particular skills required to carry it out.



Review

Revise the language from the unit in these useful review pages, which include a self-assessment task, encouraging students' self-awareness.

LEARN TO LEARN

The *Learn to Learn* pages focus on developing core areas from the *Cambridge Life Competencies Framework*. Students have the opportunity to 'own' their learning by putting the new skill into practice.

WHAT'S IN THE TEACHER'S BOOK

Warmer

Engaging ideas for introducing students to the topic of the unit and activating their prior knowledge.

Class challenge

Get students interested in the topic and extend their learning beyond language, using this quiz-style question.

Flipped class

Useful ideas for activities that students could do at home to consolidate in-class learning and encourage independent study.

Unit aims

Unit aims are clearly shown at the start of every unit.

Digital resources

The digital icon indicates when extra resource or support is available online.

Extra Resources

See at a glance all the extra resources available for teachers to use with this unit.

Unit 7 Amazing Animals Lesson aim: I can talk about and describe animals.

7 AMAZING ANIMALS

LEARNING OUTCOMES
I can ...
• understand texts about animals
• ask for and respond to information
• write an article
• understand how to use different past tense forms
• talk about and describe animals
• categorise vocabulary and identify word forms.

Warmer
Elicit the unit title. Encourage students to consider how animals help humans and why they are amazing.

Start it!

Unit quiz
1 & 2 Point out that the animal is a lemur – a small animal which has a long tail and lives in trees. Wild lemurs are only found on the island of Madagascar.
3 & 4 Write students' ideas on the board. Play Video 7.1 and allow students to check their answers in pairs.

Video comprehension questions

Extend it!
Ask students to remember facts from the video and ask their partner a question starting *Which animal ...?*

Class challenge
A tarantula can survive for one / two / three years without food.

Flipped class
Prepare for **Explore it!** (p83). Students find at least three interesting facts about an animal to share in the next lesson.

Start it!
1 What's happening in the big photo?
2 What do you know about this animal?
3 Guess three animals in the video. Watch and check.
4 How many animals can you remember from the video?

rhinoceros, rhinoceros beetle, snow leopard, cheetah, three-toed sloth, deep-sea sponge, Greenland shark, lyrebird

Language in action 7.2
Language in action 7.3
Everyday English 7.4
Globetrotters 7.5

82 AMAZING ANIMALS | UNIT 7

Unit aims
Skills
I can ...
• understand texts about animals p84, p90
• talk about a day out p88
• write an article p89

Language
I can ...
• talk about and describe animals p83, p86
• understand how to use past tense form p85, p87

Learn to Learn
I can ...
• think about questions before listening p86
• identify noun and verb forms p91
• use mind maps p93

Extra Resources
• Finished? Student's Book p124
• Vocabulary bank Student's Book p134
• Workbook p56–63
• Language reference and practice, Workbook p100–101
• Video audioscripts Cambridge One
• WB audioscripts Cambridge One

Teacher's Resource Bank worksheets
• Grammar 7.1 and 7.2
• Vocabulary 7.1 and 7.2
• Video 7.1, 7.2, 7.3 and 7.4
• Communication 7.1 and 7.2

112 Amazing Animals | Unit 7

Graded activities

Some activities are graded with one to three stars. One star activities show ideas for providing more support to students, whilst three star activities provide extra challenge to stretch students' skills – great for mixed-ability classes!!

Lesson aim: I can talk about and describe animals.

Warmer

Ask students to think of an animal for each letter of the alphabet. The group with the most answers wins.

- 1 7.01 Remind students that they only need to match ten of the animals in the box with the photos. Pause after each word to drill the pronunciation.

Audioscript p167

Target vocabulary

bear /beə/
giraffe /dʒɪ'raɪf/
mouse /maʊs/
crocodile /'krɒkədɪl/
hippo /'hɪpəʊ/
parrot /'pærət/
donkey /'dɒŋki/
horse /hɔːs/
snake /sneɪk/
duck /dʌk/
lion /'laɪən/
whale /weɪl/
eagle /'i:gl/
monkey /'mʌŋki/

Crossword

Vocabulary memory game

- 2 7.02 Pause after each sound to give students time to write.

- 3 ★★★ Students think of more animals with a tail, feathers and fur.

Vocabulary bank SB p134

Learn to learn

We begin to group things together from an early age. Encourage students to remember new vocabulary by putting new words into different groups.

- 4 Encourage students to cover and remember the spelling of the words when writing them in the categories.

VOCABULARY Animals

- 1 Match ten animals with the photos. Listen, check, and repeat. Which four animals are not in the photos?

bear	g	crocodile	i	donkey	
duck		eagle	h	giraffe	a
hippo	b	horse		lion	e
monkey		mouse	f	parrot	i
snake	c	whale	d		

Not in the photos: donkey, duck, horse, monkey

- 2 Listen to the noises. Which animals do you hear from Exercise 1?
- 1 an eagle
 - 2 a lion
 - 3 a monkey
 - 4 a horse
 - 5 a duck
 - 6 a donkey

- 3 Which of the animals have:
- 1 a tail?
 - 2 feathers?
 - 3 fur?

LEARN TO LEARN

Word categories

When you learn new words, put them into categories. This helps you remember the meaning.

- 4 Complete the categories with animals from Exercise 1. Add two more animals for each category.



Use it!

- 5 Work with a partner. Guess the extra animals in each of your partner's categories.
- 6 Write new categories for the animals. Tell your partner the animals but NOT the categories! Can your partner guess your new categories?

Category 1: mouse, parrot, snake Is your category 'pets'?

Explore it!

Guess the correct answer.

A blue whale's tongue weighs the same as ...

- a a crocodile. b an elephant. c a giraffe.

Find an interesting animal fact. Write a question for your partner to answer.

Explore it!

Ask a student to tell you an animal fact they researched for homework. Write it on the board and elicit multiple-choice answers. Students write a question using the facts they found for homework, then ask their partner.

Extend it!

Students close their books and write down all the animal words they can remember from p83.

Homework

Workbook p56

Unit 7 | Amazing Animals 113

Integrated answers

Find all of the answers in place on the page for quick access.

Extend it!

Extension activity for ways to challenge students.

Homework

Homework activities are flagged wherever you see this 🏠 icon.

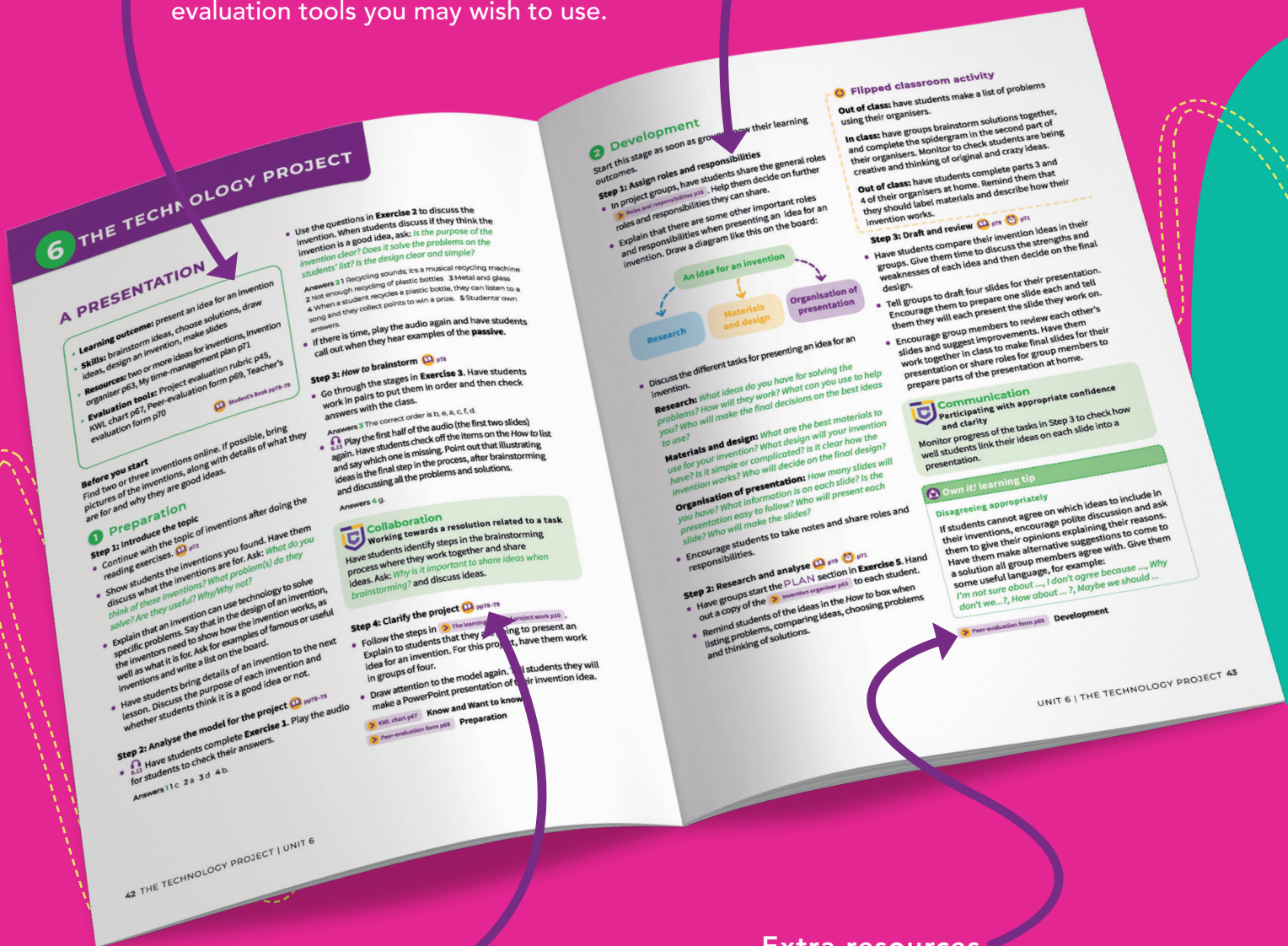
WHAT'S IN THE PROJECT BOOK

Learning Outcomes

See learning outcomes at a glance, as well as the skills students will develop, and the resources and evaluation tools you may wish to use.

Student roles

Manage student roles and responsibilities.



Project Pages

This shows where you can find the project pages. The CLIL Projects can be found in the *Student's Book* and the *Culture Projects* can be found in the *Teacher's Resource Bank* online.

Extra resources

Find useful photocopiable resources, such as easy-to-use graphic organizers, peer evaluation forms, and a learning diary.

Mixed-ability tips

Get ideas for extra differentiated practice in each project; perfect for mixed abilities.

Evaluation guidelines

See clear guidelines for identifying and assessing student performance.

Production

Schedule presentation times and stick to them, so that all groups can present their inventions. Spread the presentations over a few lessons, if necessary. Allow enough time for each presentation and for questions. Offer help and suggest ideas for how groups can make the slides for their PowerPoint presentations.

As students complete their projects, check their abilities in the following Areas of Competency.

Collaboration

Working towards a resolution related to a task. Is aware others have divergent views and ideas for solving a task.

Evidence: Students listen and work together to make final decisions on what ideas to include in their inventions. Is able to propose solutions that include other views and ideas from their own. **Evidence:** Students use the ideas from their organisers to create new solutions.

Communication

Participating with appropriate confidence and clarity. Develops a clear description or narrative with a logical sequence of points.

Evidence: Final presentation slides are clear with information presented in a logical order. Uses a number of cohesive devices to link sentences into a clear, coherent discourse. **Evidence:** Students use clear language for describing processes (passive).

Step 1: Prepare

- Go through the PRESENT section in Exercise 6.
- Allow time for groups to practise presenting their slides. Monitor to check students are using language for describing their inventions and processes (passive). Help them with vocabulary for materials. (See Differentiated instruction activities box for further practice.)

- Tell groups to double check that their slides are not missing any details and that information is presented in the correct order.
- Remind groups of the presentation order and how much time each group will have.

Differentiated instruction

Support
As students practise presenting their slides, help them make passive sentences. Allow them to make and use notes as they need to.
Consolidation
As students practise presenting their slides, help them use passive sentences. If they make notes, encourage them to refer to them as little as possible.
Extension
Have students peer-correct each other's use of the passive. When they are presenting their slides, encourage them to do so without notes.

Step 2: Present

- Draw attention to the CHECK section in Exercise 7. Ask the class to consider which items from the checklist each group covers as they listen to the presentations.
- Have groups present their inventions. Remind students to each present the slide they worked on. Tell speakers to look at their audience.
- Tell the class to make notes of good ideas and things that they think won't work, and to say why.
- Encourage the class to ask questions at the end of each presentation.

Step 3: Reflect

- After the presentations, hold a class discussion on the CHECK questions in Exercise 7.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve. Ask: *Did you collaborate and communicate effectively when preparing your project? Why/Why not?*

Production and Reflection

- Go to the digital collaboration space to ask, check and assess students' work, or allow students to share and comment on their own work.

Project evaluation rubric: a presentation

Use these project-specific descriptors and your own choice of descriptors from the Evaluation rubric 202 to check students individually or in groups. Make your own evaluation form.

	1	2	3	
Creativity	Product is very creative with lots of original ideas for how an invention works. It clearly solves a problem in an imaginative way. It has a large list of solutions. Everyone communicates well.	Product is creative with some original ideas for how an invention works. It solves a problem in a fairly imaginative way. It uses a list of solutions. Most people communicate well.	Product is quite creative with one or two original ideas for how an invention works. It does not solve a problem and is not imaginative. It uses a small list of solutions. One or two group members communicate.	Product is not creative with no original ideas for how an invention works. It does not solve a problem and is not imaginative. It doesn't use list of solutions. Group members did not communicate well.
Language use	Presentation shows excellent use of language from the unit (passive). Project communicates its main ideas clearly with only a few mistakes.	Presentation shows good use of language from the unit (passive). Project communicates its main ideas clearly but with some mistakes.	Presentation shows adequate use of language from the unit (passive). Project communicates some of its ideas clearly, but some sections need further explanation.	Presentation doesn't use language from the unit (passive). Project is confusing and almost impossible to understand.

Cambridge Life Competencies Framework

You can also check students' progress in the following foundation layers.

FOUNDATION LAYERS	ABILITIES	ACTIONS
Emotional Development and Wellbeing	Identify and understand emotions	making decisions together, disagreeing appropriately, looking at the audience, adapting to stressful emotions (talking in front of a large group)
Digital Literacy	Use digital tools	working collaboratively on slides, using programs for making a presentation (PowerPoint), combining digital information with oral presentation

Flipped classroom activities

- Evaluate** In project groups, have students discuss their completed Peer-evaluation forms and ways to work better as a group.
- Out of class:** Have students think about their progress at home.
- In class:** Hold a class discussion on what students have learned, using the information from their KWL charts. Ask: *How did you feel when you presented your slides? Discuss ways to feel more confident in future (be well prepared, practise more, use body language, etc.).*

Digital collaboration space

Students can work together on their projects in the digital collaboration space and teachers can track and assess their work. Students can also share and comment on each other's work via their digital portfolio.

Flipped classroom

Get flipped classroom ideas for carrying out the activities both in and out of class.

8

HIGH-FLYERS

LEARNING OUTCOMES

I can ...

- understand comments on a web page and a talk about a young inventor
- answer questions in a job interview
- write a competition entry
- understand how to use present perfect for experience, and reflexive and indefinite pronouns
- talk about exceptional jobs and qualities, and achievements
- form people words and make notes
- manage my time and create a timeline.

Start it!

- 1 Look at the photo. What is the boy learning to do?
- 2 Before you watch, think of three great human achievements.
- 3 Why do people say fire is a great human achievement? Watch and check.
- 4 Think of three personal achievements for you.



Watch video 8.1



Language in action 8.2

p97



Language in action 8.3

p99




Everyday English 8.4

p100


VOCABULARY

Exceptional jobs and qualities

 **1** Match the jobs with the photos. Listen, check and repeat.

athlete	<input type="checkbox"/>	businessman/ businesswoman	<input type="checkbox"/>
composer	<input type="checkbox"/>	inventor	<input type="checkbox"/>
mathematician	<input type="checkbox"/>	scientist	<input type="checkbox"/>
surgeon	<input checked="" type="checkbox"/>	writer	<input type="checkbox"/>



 **2** Circle the correct words. Then listen and check.

- Olympic athletes like javelin and discus throwers have incredible *creativity* / *strength*.
- The scientist Albert Einstein was famous for his great *intelligence* / *strength*.
- At just four years old, Mozart showed a lot of *skill* / *determination* as a composer.
- J.K. Rowling's *creativity* / *intelligence* as a writer made her famous around the world.
- Ada Lovelace was an English mathematician. Her *talent* / *creativity* for maths helped to make the modern computer possible.
- The inventor Thomas Edison worked with a lot of *determination* / *talent* over many years to make his light bulb work.

LEARN TO LEARN

Word formation: people words

To form nouns describing people, we often add extra letters to a verb or a noun. We sometimes need to change other letters.

3 Complete the table with words in Exercise 1.

Verb / Noun	Extra letters	People word
invent	-or	1 <u>inventor</u>
compose	-er	2 _____
write		3 _____
music	-ian	4 _____
mathematics		5 _____
science	-ist	6 _____
business	-man -woman	7 _____ 8 _____

 **4** Test your partner. Ask who ... ?

Who writes music.

A composer.

 **Use it!**

5 Choose three jobs in Exercise 1. Make notes on the special qualities the jobs need.

- _____
- _____
- _____

6 Discuss your ideas.

I think a writer needs a lot of talent and creativity.

Explore it!

Guess the correct answer.

How old was Louis Braille when he invented his famous alphabet for the blind?


a 10 b 15 c 25


Find an interesting fact about an amazing achievement. Then write a question for your partner to answer.



READING

Online comments

-  **1** Look at the photos and discuss the questions.
- 1 Are the people successful?
 - 2 What do you need to be successful in these areas?

-  **2** Read the online comments. In which area is each person successful?



Teenagers taking the world by storm

Yesterday's article about teenagers' achievements has made a big impression. We've never had so many comments!



- 1** Krtin Nithiyandam is only 17, but the intelligence and creativity of this British schoolboy is amazing. He hasn't studied at university, but he's done laboratory research into Alzheimer's disease and is the inventor of a new test for it. He's worked with Cambridge University scientists and has won awards. Genius! **smartypants** 11 m ago



- 2** Have you ever heard of Mikaila Ulmer? This Texan kid has won one of the USA's most famous game shows, has made a fortune as a businesswoman and has even met the president. She started a lemonade business and entered a TV competition for entrepreneurs. She won and made a deal worth millions of dollars. I haven't tried her lemonade, but it's called BeeSweet. Mikaila gives money to charities that protect bees and she's even written a book. For a 13-year-old, she's doing pretty well!
Marion_T 56 m ago



- 3** We've heard about some incredible prodigies, but how about Alma Deutscher? She's an incredible 12-year-old musician from England. Home-schooled, Alma started playing the piano at two and showed talent even then. She's given concerts all over the world and she's also a composer. She's composed pieces for whole orchestras and has even written an opera. I'm doing my best to learn the violin, so when I saw Alma on television, I was amazed. With all that skill, I wonder ... has she ever played a wrong note? I doubt it!
Bowfrog 1h 10 m ago

- 3** Underline the key word(s) or phrase(s) in the questions. Then write **K** (Krtin), **M** (Mikaila) or **A** (Alma).

Who ...

- 1 is under the age of 18? K, M, A
- 2 is from the UK? _____
- 3 wants to help other people? _____
- 4 wants to help animals? _____
- 5 was on TV? _____
- 6 doesn't go to school? _____
- 7 met someone famous? _____

- 4** Find and underline expressions in the comments with **do** or **make**. Complete the table with two more examples for each.

<i>do</i>	<i>make</i>
laboratory research	a big impression

Voice it!

- 5** Discuss the questions.
- 1 Who do you think has had the most effect on people's lives: Krtin, Mikaila or Alma? Why?
 - 2 Do you know of another young person who has achieved a lot?

 Finished? p125 Ex 1

LANGUAGE IN ACTION

Present perfect for experience



Watch video 8.2
Has Joann ever lost an art competition?
Which countries has Joann been to?

I/we/you/they	he/she/it
We've heard about some incredible prodigies.	He's worked with Cambridge University scientists.
I haven't tried her lemonade. We've ¹ <u>never</u> had so many comments.	He hasn't studied at university.
Have you ² _____ heard of Mikaila Ulmer? Yes, I have. / No, I haven't.	Has she ³ _____ played a wrong note? Yes, she has. / No, she hasn't.

Pronunciation p142

1 Complete the examples in the table above with *ever* or *never*. Use the online comments on page 96 to help you.

Get it right!

We use an affirmative verb with *never*.

I've never played golf. **NOT** *I haven't never played golf.*

2 Maya Flynn is cycling around the world for charity. Complete the interview with the present perfect form of the verbs. Then listen and check.

PAUL How far ¹ have you cycled (you / cycle), Maya?

MAYA ² _____ (I / ride) 10,000 miles so far. I've got another 8,000 to go!

PAUL How many countries ³ _____ (you / cross)?

MAYA ⁴ _____ (I / be) through three continents so far, and ⁵ _____ (I / visit) 12 countries.

PAUL ⁶ _____ (you / have) any funny experiences along the way?

MAYA Well, an emu chased me in the Australian outback.

⁷ _____ (I / never experience) that before!

PAUL No, not many people have! And how ⁸ _____ (your bicycle / be)?

MAYA ⁹ _____ (it / not have) any problems at all. It's a great bike.



PAUL So how much money ¹⁰ _____ (you / make)?

MAYA ¹¹ _____ (I / not reach) my target, but

¹² _____ (I / make) £30,000 so far.

PAUL That's amazing! Good luck with the rest of your journey.

3 Write questions and short answers about the people in the online comments on page 96.

1 Krtin / work / in a laboratory?

Has Krtin worked in a laboratory?

Yes, he has.

2 Mikaila and Alma / be / to university?

3 Marion_T / try / BeeSweet lemonade?

4 Bowfrog / hear / Alma play?

Use it!

4 Think of questions with the present perfect and *ever*. Use the words in the box.

be on TV	climb a mountain
perform in a concert	raise money for charity
win a competition	win a race

5 Ask and answer your questions.

Have you ever won a competition?

Yes, I have. I won an art competition at primary school.

Finished? p125 Ex 2

VOCABULARY AND LISTENING

Phrasal verbs: achievement



1 Listen and repeat the verbs in the box. Complete the sentences with the correct form of the verbs. Then match them with the pictures.

carry on ~~come up with~~ give up
 keep up with look up to set off set up
 show off take part in work out

- 1 The professor was so happy when he finally came up with the answer! h
- 2 Marcus loves to _____ charity races. ____
- 3 Martha is nearly at the top. She isn't going to _____ now! ____
- 4 The others can't _____ Grandma. ____
- 5 My brother _____ his own business. ____
- 6 Thalia really _____ her mum. She wants to be just like her one day. ____
- 7 We've got everything. Let's _____. ____
- 8 The maths problem is hard to _____. ____
- 9 I don't think I can _____. Let's rest. ____
- 10 Aiden likes _____ on the court! ____



Use it!

2 Write three examples from your own life using phrasal verbs in Exercise 1. Compare with a partner.

- 1 _____
- 2 _____
- 3 _____

I wasn't very good at the piano, but I carried on with lessons until I was ten.

A talk

3 Discuss the questions.

- 1 What is the girl doing? 2 What is difficult for her?



4 Listen to a talk. Were your ideas right?

LEARN TO LEARN

Making notes

Write key words when you listen. Then use your notes to remember the ideas that you heard.

5 Listen again and make notes for each heading.

Personal details
 1 Ann Makosinski – Canadian – 20

Her torch – how it works
 2 _____

Why she thought of the idea
 3 _____

Her achievements
 4 _____

Her E-Drink – how it works
 5 _____

6 Explain how Ann's inventions work. Use your notes in Exercise 5.

LANGUAGE IN ACTION

Reflexive pronouns



Watch video 8.3
 What skill should everyone learn?
 Who does the vlogger say that everyone should know?

Singular	I → ¹ myself	you → yourself	he → himself	she → ² _____	it → itself
Plural	we → ³ _____	you → ⁴ _____	they → themselves		

- Complete the examples in the table above.
- Complete the sentences about the talk on page 98 with reflexive pronouns.
 - Ann taught *herself* the science that she needed.
 - Ann's torch switches _____ off.
 - Ann made the torch _____.
 - Her inventions don't need batteries. They power _____ in other ways.
 - If we believe in _____, we can achieve anything.

3 Match 1–6 with a–f. Then listen and check.

- I surprised c.
 - John and I introduced ____.
 - Jane, make sure that you look after ____.
 - Mike has taught ____.
 - You and Vicky should make ____.
 - Stan and Ollie prepared ____.
- a** ourselves to the new neighbours.
b themselves well for the match.
c myself when I did so well in my exams.
d yourselves some sandwiches for lunch.
e himself Spanish and French.
f yourself while I'm away.

Use it!

- Discuss the questions.
 - Have you taught yourself a skill? What?
 - How do you reward yourself when you've done something good?
 - Where do you imagine yourself in ten years from now?

I taught myself to swim when I was eight.


Indefinite pronouns

People	Things	Places
someone (somebody)	¹ _____	somewhere
everyone (everybody)	everything	³ _____
no one (nobody)	² _____	nowhere
anyone (anybody)	anything	⁴ _____

Ann Makosinski is **someone** I really look up to.
Everything is possible.
No one has thought of these ideas before.

- Complete the examples in the table above.
- 6** Circle the correct words to complete the article. Then listen and check.

TEENAGER SAILS INTO RECORD BOOKS



Dutch teenager Laura Dekker has become the youngest person ever to sail solo around the world. Laura is only 16 years old.

¹No one / Anyone so young has achieved this before. Sailing is ²something / nothing all her family are crazy about, and Laura learned ³anything / everything she knows about it from her parents. By the time she was 13, there wasn't ⁴anywhere / nowhere she couldn't sail by herself. She is now writing a book about her amazing voyage. ⁵Everyone / Someone has a dream, and Laura's achievement shows that ⁶something / nothing is impossible if you want it enough.

Use it!

- Complete the sentences. Then compare with your partner.

Everyone in my family likes _____.

I don't know anyone who has _____.


Something I really want to do is _____.

_____ is somewhere I want to visit one day.

Finished? p125 Ex 3

SPEAKING


An interview

 **1** Listen to the conversation. What does Angie want to do?

- a learn to cook very well
- b organise a team



- JO** So, Angie, why do you want a place on our training scheme?
- ANGIE** Well, ¹I'm *passionate about* food. I've taught myself a lot about it, but the training will give me the chance to learn new skills.
- JO** So have you ever worked in a kitchen?
- ANGIE** Yes, ²_____ working in a restaurant. My grandparents run a restaurant, and I help them at weekends.
- JO** Oh really? And what skills have you developed?
- ANGIE** ³_____ cooking. But the main thing is ⁴_____ be a good team player.
- JO** That's interesting. Tell me more.
- ANGIE** Well, I also help the waiting staff, you see. We take orders from customers and that sort of thing.

 **2** Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

- I'm passionate about ...
- I've had plenty of experience of ...
- I've learned how to ...
- I've learned the basics of ...

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 8.4 Everyday English

Tell me more. that sort of thing
the main thing is you see

4 Match the *Everyday English* phrases with their uses.

You want to ...

- 1 get more information. _____
- 2 refer to similar examples. _____
- 3 say your most important point. _____
- 4 check the person understands. _____

PLAN

5 Work with a partner. Make notes on questions to ask in a job interview for one of these jobs.

fashion designer zoo keeper gardener

SPEAK

6 Practise the interview with your partner. Remember to use the present perfect to talk about experience, the vocabulary from this unit, and phrases from the *Useful language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their interview and complete the notes.

What questions did the interviewer ask? _____

What experience does the interviewee have? _____

Should the person get the job? _____

WRITING

A competition entry

- 1 Read the advert. What sort of competition is this? What is the prize?

CALLING ALL HIGH-FLYERS!

Write to us about your greatest achievement and you might win this month's incredible prize:

10 LESSONS
in gliding,
rock climbing
or scuba diving.

Tell us:

- what you have achieved
- what advice you have for others.
- how you achieved it

- 2 Read Ajani's competition entry. What has he achieved?

My name is Ajani. My family came from Afghanistan to live in the UK when I was seven.



My greatest achievement is learning English. When I first came to the UK, I couldn't understand anyone. At school, I couldn't read or write and everything was very difficult. However, after a lot of effort, I've managed to learn English. I've even won a national story writing competition.

How did I manage it? First of all, I had a wonderful teacher called Mrs Connor. She helped me to develop my writing skills. But I also taught myself. I've read plenty of books in English, I've watched lots of lessons on the Internet, and I've practised speaking with friends.

If you want to learn a language, my advice to you is to believe in yourself and never give up.

- 3 Read Ajani's entry again. Are the sentences *T* (true) or *F* (false)?

- 1 Ajani is not from England. T
- 2 He came to the UK by himself.
- 3 His English is still bad.
- 4 He speaks English when he's with friends.
- 5 He thinks that you need determination to succeed.

- 4 Complete the phrases in the *Useful language* box with words from the competition entry.

Useful language

My greatest ¹ _____ is ... after a lot of ² _____
How did I ³ _____ it? My ⁴ _____ to you is ...

- 5 Rewrite the sentences using the phrases in the *Useful language* box. You might need to write two sentences.

- 1 I think you should get a teacher. _____

- 2 The team worked hard and won the prize.

- 3 I don't know how I learned to fly when I was 15!

- 4 Learning French was the best thing I have done.

Write a competition entry.

PLAN

- 6 Make notes about one of your achievements.

- 1 Introduce yourself: _____
- 2 Explain the achievement: _____

- 3 Explain how you achieved it: _____

- 4 Give advice for other people: _____

WRITE

- 7 Write your competition entry. Remember to include the present perfect, reflexive pronouns, vocabulary from this unit and phrases from the *Useful language* box.

CHECK

- 8 Do you ...
- have four paragraphs?
 - explain your achievement clearly?
 - give useful advice?



THE DESIGN AND TECHNOLOGY PROJECT

A timeline

1 Read texts 1–6 on the timeline quickly. Then match them with the pictures A–F.

1 C 2 3 4 5 6

2 For each question, choose the correct inventor. Some questions have more than one answer.

Which inventor or inventors ...

- | | |
|--|-----------------------------|
| 1 worked with a brother? <i>d, f</i> | a Eilmer of Malmesbury |
| 2 studied how birds fly? _____ | b Leonardo da Vinci |
| 3 had an accident? _____ | c Denis Bolor |
| 4 wasn't European? _____ | d Joseph-Michel Montgolfier |
| 5 didn't fly the machine himself? _____ | e Jules Giffard |
| 6 designed an aircraft with an engine? _____ | f Orville Wright |

How to manage your time

3 Look at some ideas to think about before you start a project. Tick (✓) the ideas connected to planning your time.

- a Decide on a topic for the project.
- b Think about all the tasks you need to do in the time available.
- c Prioritise tasks – decide what's most and least important.
- d Include some extra time.
- e Decide who will do what.
- f Set long-term deadlines.
- g Set short-term deadlines.
- h Review your project regularly to see if you are keeping to your deadlines.



4 Listen to two students planning a project. Which ideas in Exercise 3 do they talk about?

_____, _____, _____, _____, _____

1

Eilmer of Malmesbury, England, has had a great idea. He ties himself to a pair of wings and jumps off the top of a tower. Eilmer flies for 200 metres. No one has ever flown so far. However, Eilmer hasn't thought about the landing! He hurts himself badly, but also gets himself a place in the history books.

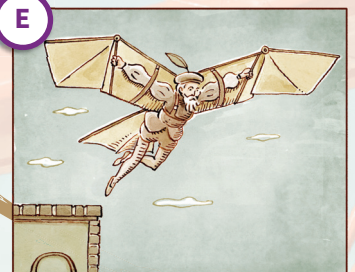
5

1010

French engineer Jules Giffard connects a steam engine to a huge balloon. It's the first 'airship'. People have never seen anything like it before. It's the first aircraft that someone can steer. However, the first time Giffard sets off in his airship, it flies round in circles. He can't steer it against the strong Paris winds!

1852

E



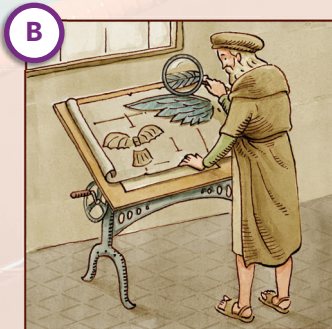
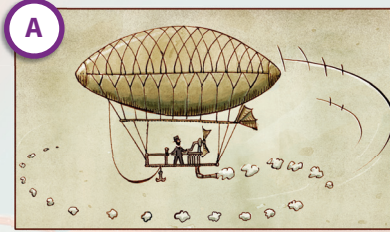
1903

6

It's 10.35 am on 17 December. American engineer Orville Wright has lifted himself into the air. He's flying the Wright Flyer, a motor-powered aeroplane he designed with his brother Wilbur. Orville keeps the Flyer in the air for 12 seconds and travels 37 metres. It isn't a long-distance flight, but it has changed the world forever.

HIGH (AND NOT SO HIGH) ACHIEVERS

THE EARLY HISTORY OF FLIGHT



2 The brilliant Italian scientist and inventor Leonardo da Vinci has looked into how birds fly. Using his discoveries, he designs the world's first flying machine – the Ornithopter. But he has the intelligence not to try it himself! Later, other people try out similar designs, but no one gets very far.

3 Frenchman Denis Bolor has come up with his own flying machine that uses wings with springs. Poor Bolor tries to show off his idea, but kills himself when the springs break.



4 French businessman Joseph-Michel Montgolfier and his brother, Jacques-Étienne, have invented the world's first hot-air balloon. Now they make a second flight with passengers. But they don't put themselves on board. The three lucky passengers are a hen, a duck and a sheep!



PLAN

5 Work in groups. Choose one of the inventions in the box or choose your own. Then complete the steps below.

the bicycle the computer
the Internet the skyscraper

- Decide what tasks you need to do to complete your timeline and how long each will take.
- Set long-term and short-term deadlines and include some extra time.
- Decide who will do each task.
- Research the information you need.
- Find or make pictures for your timeline.

PRESENT

6 Display your timeline on your classroom wall. Remember to include important dates, people and events, interesting pictures and the tips in *How to manage your time*.

CHECK

7 Look at your classmates' timelines. Which ones have interesting facts?

8 REVIEW

VOCABULARY

1 Complete the sentences with the words for jobs and qualities.

- 1 She's going to succeed. She's got plenty of d_____.
- 2 You need a lot of s_____ to be a concert pianist.
- 3 C_____ is important if you want to be a good designer.
- 4 I'm so tired. I don't have the s_____ to stand up.
- 5 Nick has written some brilliant songs. I think he'll be a professional c_____.
- 6 I am terrible at maths. I could never be a m_____!
- 7 I could be an i_____. I have lots of ideas for new machines.

2 Complete the sentences with words from both boxes. Use the correct form of the verbs. Use some words more than once.

come give keep set work

off out up with

- 1 I did ballet for three years, but I _____ it _____ because I wasn't good at it.
- 2 Mira is running too fast for me. I can't _____ her.
- 3 Next week, I'm going to _____ on a journey across Europe.
- 4 Do you know the answer? I can't _____ it _____.
- 5 Amol has _____ a brilliant idea for our team project.

LANGUAGE IN ACTION

3 Complete the questions with *ever* and the verbs in the box. Then write the short answers.

have ride see try visit

- 1 A _____ you _____ a snake?
B _____ . We saw one in our garden.
- 2 A _____ your brother _____ an accident in his car?
B _____ . He's a very careful driver.
- 3 A _____ your parents _____ the USA?
B _____ . They went there six years ago.
- 4 A _____ you _____ to invent something?
B _____ . But it wasn't successful!
- 5 A _____ Fiona _____ a horse?
B _____ . Unfortunately, she fell off!

4 Circle the correct words.

- 1 Dan set up a business *themselves / himself*.
- 2 We built our house *myself / ourselves*.
- 3 You won't achieve *anything / anywhere* if you don't try.
- 4 This computer has taught *itself / myself* to play chess.
- 5 Is there *no one / anyone* who knows Patrick's address?



Self-assessment

I can use words to talk about exceptional jobs and qualities.



I can use phrasal verbs to talk about achievement.



I can use the present perfect to talk about experience.



I can use reflexive pronouns.



I can use indefinite pronouns.





LEARN TO ... MAKE A VOCABULARY STUDY PLAN

You can learn vocabulary better by studying it more than once. A study plan can help you do this.

1 Do the quiz. Circle your answers.

Do you need a vocabulary study plan?
FIND OUT!

Do you ...

- write new vocabulary in your notebook?
always / *sometimes* / *never*
- use flashcards to learn vocabulary?
always / *sometimes* / *never*
- look at your vocabulary notes when you do your homework?
always / *sometimes* / *never*
- study your vocabulary notes before a test?
always / *sometimes* / *never*
- study your vocabulary notes more than three times a week?
always / *sometimes* / *never*

Results

always = 2 points **sometimes** = 1 point **never** = 0 point

8–10: Well done! You study vocabulary well, but why not try a new study plan?

4–7: Not bad, but a study plan can help you.

0–3: Oh, dear! You really need a study plan!

2 Ask your partner the quiz questions. Underline their answers.

3 Find out your score. Do you agree with what it says about you? Discuss the results with a partner.

4 Match 1–3 with a–c. Which sentence surprises you most? Discuss with your partner.

1 We remember vocabulary better when we study it once and

2 When you use flashcards to learn vocabulary,

3 It's necessary to see, hear or say a word

a 17 times before we remember it well.

b then a few days later (but not the next day).

c you remember it better.

5 Make a list of eight words from this unit that you want to learn. Make flashcards.

OWN IT!

6 Follow steps 1–5 to make a ten-day vocabulary study plan.

- Write the dates on the plan, starting with tomorrow's date.
- On the days in yellow, test yourself with your flashcards.
- On the other days, study the list of words in Exercise 5 for at least five minutes.
- When you finish studying each day, write 'Yes!' in the 'Done?' box.
- On day 11, answer the question and circle 'a lot' or 'a bit'.

Day	1	2	3	4	5	6	7	8	9	10	How much has the plan helped me learn vocabulary? <i>a lot / a bit</i>
Date											
Done?											



Warmer

Ask students to look back at p7, Exercise 1. Elicit the vocabulary that they can use to describe the picture on p34. Elicit more words to describe other things they can see, such as *tree*, *bicycle*, *sky* and *outdoors*.

Start it!

Unit quiz

1 ★★★ Ask: *Would you like to go to a school like this?*

2 Write the following prompt to help students: *I go to school by ...*

3 & 4 ▶ Ask students to watch **Video 3.1** and make note in pairs. Get feedback from the whole class as to which school students want to go to.

Video comprehension questions

Class challenge

Switching off lights and computers at night in schools can save up to 30 / 300 / **3,000** euros.

Flipped class

Prepare for **Explore it!** (p35). Ask students to research an interesting fact about schools.

3

SCHOOL DAYS

LEARNING OUTCOMES

I can ...

- understand texts about schools and school activities
- learn how to ask for help
- write a description of my ideal school
- understand how to use *can/can't* and *like, love*, etc. + *-ing*
- talk about school subjects and places in a school
- recognise cognates, make a spidergram and understand new words from context.

Start it!

- Look at the photo. How is this classroom different to your classroom?
- Before you watch, how do you go to school?
- Where do the students have their lessons? Watch and check.
- Which school do you want to go to? Why?

on a boat; in a desert area in the mountains; in a cave

Watch video 3.1

Language in action 3.2

Language in action 3.3

Everyday English 3.4

Globetrotters 3.5

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Unit aims

Skills

I can ...

- understand texts about schools and school activities p36, p42
- ask for help p40
- write a description of my ideal school p41

Language

I can ...

- talk about school subjects p35
- understand how to use *can/can't* p37
- talk about places in a school p38
- understand how to use *like, love*, etc. + *-ing* p39

Learn to Learn

I can ...

- recognise cognates p35
- make a spidergram p38
- understand new words from context p43
- use flashcards to review vocabulary p45

Extra Resources

- Finished? Student's Book p120
- Vocabulary Bank Student's Book p130
- Workbook pp24–31
- Language reference and practice Workbook pp92–93
- Video audioscripts Cambridge One
- WB audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 3.1 and 3.2
- Vocabulary 3.1 and 3.2
- Video 3.1, 3.2, 3.3, 3.4 and 3.5
- Communication 3.1 and 3.2

1 3.01 ★★★ Students cover the box of words and work together to name the subjects in the pictures.

Audioscript p161

Target vocabulary

art /ɑ:t/
 design and technology (DT) /dɪ'zain ənd tek'nɒlədʒi/
 drama /'drɑ:mə/
 English /'ɪŋɡlɪʃ/
 food technology /fu:d tek'nɒlədʒi/
 geography /dʒi'ɒgrəfi/
 history /'hɪstəri/
 information and communication technology (ICT) /ɪn'fə'meɪʃən ənd kə'mju:nɪ'keɪʃən tek'nɒlədʒi/
 maths /mæθs/
 music /'mju:zɪk/
 physical education (PE) /'fɪzɪkl edʒu'keɪʃn/
 science /'saɪəns/
 Spanish /'spæɪnɪʃ/

➤ **Extra vocabulary practice**

➤ **Vocabulary memory game**

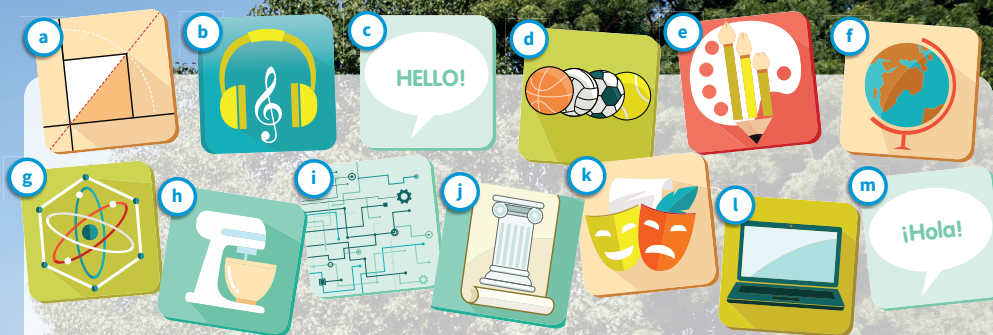
2 Ask students to make a new sentence in pairs, using another school subject from Exercise 1.

3 ★ On the board, write the following prompts for students to use.
I'm good at ... but I'm not good at ...
My favourite subject is ... because ...

Vocabulary bank SB p130

Learn to learn

Let students know that there are words in English that are similar to their own language. It will help build their confidence if they know that they can already understand some vocabulary.



VOCABULARY

School subjects

1 Match the school subjects with the pictures. Listen, check and repeat.

art	e	design and technology (DT)	i
drama	k	English	c
geography	f	history	j
information and communication technology (ICT)	a	music	b
maths	g	Spanish	m
physical education (PE)	h		
science	d		

2 Circle the correct subjects.

- (Maths)* Art is my favourite subject. I love difficult sums.
- I don't like *PE* / food technology when we go outside. I prefer it inside.
- This year I want to study Shakespeare in *science* / English.
- I never remember all the dates in *history* / ICT.
- Geography* / English isn't just about countries. It's also about population and people.
- Music* / Spanish is great this year. My word of the week is *gracias*.

3 Work with a partner. Ask and answer about your timetables. Talk about:
 subjects you're good at your favourite subjects
 subjects you're not good at good/bad days

I'm good at PE. I'm not good at art. What about you?

LEARN TO LEARN

Recognising cognates

Some English words are similar to words in your language, but we don't always use them in the same way.

4 Write the subjects from Exercise 1 under the headings. Can you add any more subjects?

Similar to the names of subjects in my language	Very different from the names of subjects in my language

Use it!

5 Write five definitions for school subjects. Can your partner guess the subjects?

You draw and paint in this subject. Art!

Explore it!

Guess the correct answer.

In Australia, students have six weeks' *summer* / *winter* holiday from mid-December to the end of January.



Find an interesting fact about schools.

Write a question for your partner to answer.

UNIT 3 | SCHOOL DAYS 35

4 Discuss with students if the pronunciation of the English words is similar or different to their language.

5 Alternatively, students write definitions in teams of three, before reading the clues out for other teams to guess.

Explore it!

Help students create a multiple-choice question using the fact they researched for homework.

Extend it!

In pairs, students add more words related to school to each column in Exercise 4. Elicit these on the board and check the pronunciation.

Homework

Workbook p24

Warmer

Put students into groups to brainstorm school subjects they don't have in their school, but would like (e.g. skateboarding, filmmaking, etc.). The class discusses which would be the most interesting.

1 ★ Write *What* on the board and elicit other *wh*-question words. Students pick two and make two questions, e.g. *Where is the school?* Or *When do children start the school?*

2 3.02 Alternatively, students write two things they remember and invent one extra. Students in groups try to catch each other's invented facts.

3 Demonstrate that reading the words around the unknown word will help make the meaning clearer. Say: *The School in Havana trains boys and girls to ...* . Ask: *Does the school prepare the boys and girls for something or think about the boys and girls?*

4 ★★★ Students underline key words in each sentence (*world, start, before classes start, break, afternoons*), and then locate these same words in the text, reading around them to find the answers.

Extra comprehension questions

5 ★ Before discussing the questions, ask students to read the text again, highlighting facts in different colours depending on whether they are the same or different for their school.

READING
A webpage



Rumba, mambo, and salsa are just some of the dance styles that come from Cuba, and dancers are big stars in Cuba. The Cuban National Ballet School in Havana **trains** boys and girls to do **ballet** and many of the students become the world's **top** ballet dancers.

Children usually start at the school when they are ten years old, for five years of training. Then they sometimes train for three and a half more years at a professional level.



The school day starts at 7.00 am and finishes at 7.00 pm. That's a 12-hour day! And some students go to school before classes start to do exercises! In the morning students study subjects like history, maths, languages, science and music. At lunchtime they can have a break, but they can't go home. In the afternoons, they dance.

Oscar is a student there. 'It's **tough** and sometimes I just want to do nothing. I can dance and read music quite well, but I can't play the piano at all. My best friend Carlos can dance very well. He can sing well, too, but I can't – I sing badly! One day, I want to be a dancer like my **hero**, Javier Rojas.'

Learning to be a top ballet dancer is really hard work! Are you tough enough?

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1 Look at the photo and read the title. What do you want to know about the webpage?

2 Read the webpage. Close your books. Write two things you remember about it.

3 Find the words in **bold** in the webpage. Circle the correct option.

- 1 Train is to prepare yourself for / think about an activity.
- 2 Ballet *isn't* / is a type of dance.
- 3 Top is to be number one / two.
- 4 Tough is something easy / difficult.
- 5 Hero is a person you think is great / not very good.

4 Read the webpage again and complete the sentences.

- 1 The Cuban National Ballet School is in Havana.
- 2 Lots of the students become world-famous ballet dancers.
- 3 Most students start training at the school when they are ten years old.
- 4 Some students go to school in the morning before classes start.
- 5 Students can have a break at lunchtime.
- 6 In the afternoons, students dance.

Voice it!

5 Discuss the questions.

- 1 Has your country got schools like Oscar's school? What type?
- 2 What are the similarities and the differences between your school and Oscar's?
- 3 Do you want to go to a ballet school like Oscar? Why / Why not?

Finished? p120 Ex 1

Finished?

Students turn to p120 and do Exercise 1.

Flipped class

▶ Ask students to watch **Video 3.2** and do **Video worksheet 3.2**.

Homework

Workbook p25

Lesson aim: I can understand how to use *can/can't*.

Warmer

▶ Play **Video 3.2**. Elicit that the boy can speak Mandarin Chinese, and that anyone can become a vlogger by taking classes or asking for advice.

1 Students check p36 if necessary. Elicit new sentences which are true for them or their school, e.g. *Students can go home for lunch, or I can play the piano.*

> Pronunciation

Students do the activities on p141 to practise how to say *can* and *can't*.

Ability and permission

2 You can turn this into a class quiz. Transform the statements into questions and read them out loud. In teams, students write down their answers.

Get it right!

Tell students what you can and can't do. Make a few mistakes by using *to* after *can*. Encourage students to correct you.

3 **3.06** ★★★ After feedback, discuss Huaho school. Elicit what students like and dislike about it.

Audioscript p162

4 Students complete the exercise from memory before checking on p36.

5 🗨️ Brainstorm more activities for the list and write these on the board for students to use.

6 Elicit what activities most students can do well and which they can't.

LANGUAGE IN ACTION

can for ability and permission



Watch video 3.2
Can he speak another language?
Can anyone become a vlogger?

I/you/he/she/it/we/they	
Ability	Permission
I ¹ <u>can</u> dance.	At lunchtime they ² <u>can</u> have a break.
Oscar <u>can't</u> play the piano.	Students ³ <u>can't</u> go home at lunchtime.
Can Oscar sing well? Yes, he <u>can</u> . / No, he <u>can't</u> .	Can they dance here? Yes, they <u>can</u> . / No, they <u>can't</u> .

> Pronunciation p141

1 Complete the examples in the table above. Use the webpage on page 36 to help you.

2 Circle the correct option. Check your answers in the webpage on page 36.

- Oscar can / can't read music.
- Oscar can / can't sing well.
- Carlos can / can't sing well.
- Javier Rojas can / can't dance well.

3 **3.06** Complete the text with the correct form of *can*. Listen and check.

Get it right!

We use the verb without *to* after *can*.
Vicki can sing NOT *Vicki can to sing*

A day in Huaho school

Huaho school in Finland is different. Can you guess why?

Students ¹ can choose (choose) the subjects they want to study. Teachers ² can't tell (tell) them what to do. Students ³ can use (use) their mobiles in class to do research.

⁴ Can you do (you / do) that in your school?

Students and teachers ⁵ can take (take) a break after every lesson. They ⁶ can chat (chat) to friends or go outside.

Students ⁷ can't do (do) homework. Why? Because the teachers don't give them any!

⁸ _____ (you / imagine) a school like this?

Can you imagine

4 Remember the information from the webpage and complete the sentences.

😊😊😊 very well 😊😊 well 😊 quite well
😞😞😞 at all 😞😞 badly 😞 not very well

- Oscar can read music quite well.
- He can't play the piano at all.
- Carlos can dance very well.
- Oscar can sing badly.

Use it!

5 Write sentences about things you can or can't do and how well or badly you do them. Use the ideas below or your own ideas.

count to ten in a different language do ballet
sing a song in Russian write music

I can't do ballet at all but I can dance well.

6 Ask and answer questions. Find one thing you and your partner can both do well and one thing you can't do at all.

Can you count to ten in a different language?

Yes, I can. I can count to ten in English very well.



Finished? p120 Ex 2

UNIT 3 | SCHOOL DAYS 37

Grammar game

Put students into groups to repeat the exercise, but this time choosing to tell the truth or a lie. Students have to ask extra questions to identify the lies and win a point.

Finished?

Students turn to p120 and do Exercise 2.

Homework

Workbook p26

Lesson aim: I can talk about places in a school.

Warmer

Give students one minute to write down as many places in a school they can think of.

- 1 3.07 Pause after each word to drill the pronunciation.

Target vocabulary

canteen /kæn'ti:n/
 classroom /'klɑ:sru:m/
 ICT room /'aɪsi:'ti: ru:m/
 library /'laɪbrəri/
 locker area /'lɒk.ə 'eəriə/
 main hall /meɪn hɔ:l/
 playing field /'pleɪŋ 'fi:ld/
 reception /rɪ'sepʃn/
 science lab /'saɪəns læb/
 sports hall /spɔ:ts hɔ:l/
 staffroom /'stɑ:fru:m/
 toilets /'tɔɪlət/

Audioscript p162

Extra vocabulary practice

- 2 3.08 ★★★ Challenge students to cover Exercise 1 while they listen, and only look at it to check their spelling at the end.

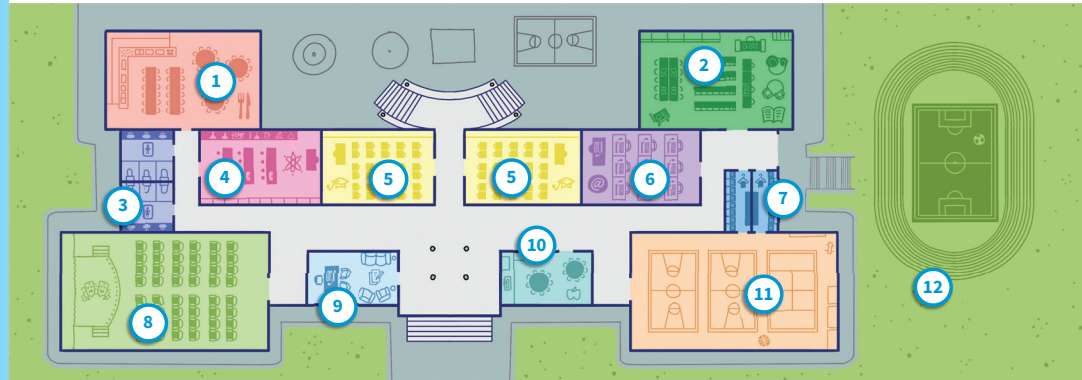
Vocabulary bank SB p130

Learn to learn

Spidergrams allow students to organise words visually according to topic, add words later as they learn them, and help memorise the vocabulary.

VOCABULARY AND LISTENING

Places in a school



- 1 3.07 Match the words with places 1–12 in the plan. Listen, check and repeat.

canteen	1	classroom	5	ICT room	6
library	2	locker area	7	main hall	8
playing field	12	reception	9	science lab	4
sports hall	11	staffroom	10	toilets	3

- 2 3.08 Listen and write the seven places you hear.

- 1 library 5 main hall
 2 reception 6 sports hall
 3 canteen 7 ICT room
 4 playing field

LEARN TO LEARN

Making a spidergram

Try to think of other words related to new words and make spidergrams to increase your vocabulary.

- 3 Choose places in your school from Exercise 1. Write down other words related to them.



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Use it!

- 4 Ask and answer about the places in your school. Use as many words as you can from Exercises 1 and 3.

Where do you do homework?

I do my homework in the library. What about you?

A radio programme

a school book club

- 5 3.09 Listen. What is the radio programme about?

- 6 3.09 Listen again. Circle the correct answers.

- 1 The club is usually in the main hall / library.
 2 The club meets once a week / month.
 3 The club starts / finishes at 3.15.
 4 Mrs McKenzie is Lidia's drama / English teacher.
 5 Max lives near / far from the school.

Voice it!

- 7 Discuss the questions.

- 1 What kinds of books do you like?
 2 Have you got a book club at your school?
 3 Which clubs do you go to? When and where are they?

- 3 Put students into small groups. Each student chooses a word from Exercise 1 and makes a spidergram about it in their notebooks. Students then share their spidergrams in the group.

- 4 Students write three questions and walk around the room, asking as many classmates as possible.

- 5 3.09 Alternatively, tell students they will hear about a book club and encourage them to write two things they want to know about it, before listening.

- 6 3.09 Ask students to raise their hands when they hear an answer to a question.

Audioscript p162

- 7 Give students a small ball or scrunched up piece of paper. In groups of four or five, one student has the ball and answers question 1. He/She then asks *And you?* Before passing the ball to another student.

Flipped class

▶ Ask students to watch **Video 3.3** and do **Video worksheet 3.3**.

Homework

Workbook p27

Lesson aim: I can understand how to use *like, love, etc. + -ing*.

▶ Watch **Video 3.3**. Elicit that the girl's favourite class is science, and that she loves reading books.

1 & 2 Write these prompts on the board: *PE, being outdoors, being late, running, science*. Ask students what they love, like, or hate doing.

Extra grammar practice

3 Ask students to write their sentences on a piece of paper and hand it to you, if you want to play the grammar game below.

Grammar game

Collect students' sentences (see above). Read out one set of sentences. Students guess who wrote them in order to win a point. Repeat this for the other sentences.

4 Write *We both like ...* and *Neither of us likes ...* on the board. Ask students to use these phrases during feedback.

5 Students can refer to the audioscript on p162 to check their answers.

6 ★★★ Point out that Logan is a male name and Ava is a female name. Pairs write an extra sentence and give it to another pair to complete.

7 & 8 Provide students with a structure for their presentation. Write the following on the board, and demonstrate what to say.
 ☹️ *the school bus* → *always late* → *cycling with friends* → *more fun* 😊
I don't like the school bus because it's always late.
I like cycling because it's more fun.

LANGUAGE IN ACTION

Verb forms: *(don't) like, don't mind, love, hate + -ing*



Watch video 3.3
What's her favourite subject?
What does she love doing?

We all love reading books. 😊😊😊	I don't mind staying for the book club. 😊
We like ¹ talking about them, too. 😊	I ² don't like going to after-school clubs. ☹️
Some of my friends hate ³ reading . ☹️☹️☹️	

1 Complete the examples in the table above.

2 Complete the sentences. Which ones are correct (✓)?

- Lidia loves reading (read) books. 😊😊😊 ✓
- The students at the book club don't like talking (talk) about books. ☹️ ☐
- Max usually hates going (go) to after-school clubs. ☹️☹️☹️ ✓
- Max doesn't mind staying (stay) for this club. ☹️ ☐
- All of Max's friends like reading (read). ☹️ ☐

3 Write true sentences. Use the ideas in the box or your own ideas.

do homework with friends get up early
hang out with friends learn new vocabulary
listen to rap music read a book
revise for exams take photos

I like doing homework with friends.

4 Ask and answer. Find three things you have in common.

Do you like getting up early?

No! I hate getting up early. What about you?

I don't mind getting up early on week days.

Object pronouns

We use object pronouns after a verb or preposition to replace nouns and to avoid repeating the same word.

5 Match the object pronouns with the people or things.

- Lidia's here with **me**. → a books
- We like talking about **them**, too! → b the radio presenter
- We have English with **her**. → c Lidia's book
- What's **it** about? → d Mrs McKenzie

6 Complete the sentences.

- Is Logan in this class? I want to talk to him.
- Our teacher always gives us a lot of homework.
- Where are Jess and Mehmet? Let's call them now.
- The seat next to Ava is free. You can sit next to her.
- Is this your dictionary? Can I borrow it, please?

Use it!

7 Think about things you like and don't like at your school. Compare your ideas with a partner. Agree on changes you want to make.

I don't like eating in the canteen. The food isn't good.

I agree. Let's change our routine on Mondays. We can cook lunch at home at the weekend and bring it to school.

8 Present your favourite idea to the class with your partner. The class chooses the best idea.

Finished? p120 Ex 3

UNIT 3 | SCHOOL DAYS 39

Finished?

Students turn to p120 and do Exercise 3.

Homework

Workbook p28

Lesson aim: I can ask for help.

Warmer

Tell students you have a problem (e.g. you don't know what to get for a friend's birthday). Elicit suggestions from the class. Give students one minute to think of problems people their age might have and elicit these on the board.

- 3.10 Ask students to close their books while listening, and decide what Leo's problem is.

Focus on phrases

- 3.10 Drill the *Useful language* phrases after playing the recording.

Audioscript p162

- ▶ Elicit which phrase is used by people with a problem (*I'm stuck.*) and which by people listening (*Not again!* *Oh dear!*). Play **Video 3.4** for students to check their answers.

- ▶ Play the recording again. Ask students to read it out loud along with the recording before acting it out in pairs.

- You may want the students to script the dialogue together to ensure they include the target language of the unit.

- If students prepared a script, encourage them to maintain eye contact during the practice and performance stage, rather than looking down at their script all the time.

- Students take turns to perform the conversation, while one student from the other pair makes notes and the other student ticks the *Useful language* and *Everyday English* phrases they hear.

SPEAKING

Asking for help

- 3.10 Listen to the conversation. What is Leo's problem?

He can't do his maths project.

- 3.10 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Are you sure?
Can you do me a favour?
Can you help me, please?
Do you need a hand with ...?

- Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 3.4
Everyday English

Don't be silly! I'm stuck.
Not again! Not great. Oh dear!

- Work with a partner. Practise the conversation.

LEO Hi, Nora. How's it going?

NORA Not bad, thanks. You?

LEO Not great. I can't do my maths project. I'm stuck!

NORA Not again! Oh dear.

LEO ¹Can you help me ____, please?

NORA What's the problem?

LEO I hate working out survey results. I can't do it.

NORA Don't be silly! Of course you can.

²Do you need a hand with ____ the results?
LEO Yes, please.

NORA Go on then.

LEO Thanks. ³Are you sure ____? I don't mind doing the bar chart. I can do that!

NORA Of course I'm sure. Can you do

⁴me a favour ____ now?

LEO Sure.

NORA Stop talking about maths and let's go for lunch!



PLAN

- Work with a partner. Decide what the problem is and what help you need. Use the ideas below or your own ideas.

a school project your (maths/drama, etc.) homework
a science experiment

SPEAK

- Practise the conversation asking for help with your partner. Remember to use *can/can't* and (*don't*) *like*, *don't mind*, *love*, *hate* + *-ing*. Also use the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.

CHECK

- Work with another pair. Listen to their conversation and complete the notes.

What is the problem? _____

What help do they need? _____

What is the solution to the problem? _____

Flipped class

Prepare for the next lesson. Students make a list of things they don't like about their school and how they would like to change it.

Lesson aim: I can write a description of my ideal school.

Warmer

Students discuss the list of things they would like to change about their school, which they wrote for homework. Elicit a few ideas.

1 Ask students to highlight in the text the things that don't sound real.

Speaking about the Dream Academy

2 Stress that in good writing, each paragraph usually focuses on one topic.

3 ★★★ Students change partners and discuss the list they made for homework again, using *Useful language* phrases, e.g. *I want better food in the school, like salads and pasta.*

4 Students work in groups of four, making sure everyone contributes an idea, using the list they made for homework.

5 Remind students they should focus on one topic in each paragraph. Encourage students to check their work for correct spelling and grammar.

6 Students swap texts and check each other's work. They then give each other feedback. Write *I like this ...* and *I think you can change this ...* on the board to help them.

WRITING A description

1 Read Azra's description. Do you think *Dream Academy* is a real school? Why / Why not?

Dream Academy

I'm a student at Dream Academy.

1 **c**
Students can study traditional subjects like maths and English. They can also study 'how to' subjects such as how to make videos, record and produce music, be a photographer, be a DJ. My favourite subject is how to be a DJ!

2 **d**
Students choose their own teachers. They interview them and decide together. For example, the music teacher is a famous pop star.



3 **a**
Students never have more than four lessons a day. Students can choose when lessons start and finish.

4 **b**
Students don't have lessons in classrooms – they are in learning pods.

My favourite space is the music pod. I love listening to music in it.

I love studying at Dream Academy.

Azra

2 Match headings a–d with paragraphs 1–4.

- | | |
|---------------------|--------------------|
| a Only four lessons | c Amazing subjects |
| b Creative spaces | d Star teachers |

3 Read the *Useful language* box. Find and underline sentences with these words in Azra's description.

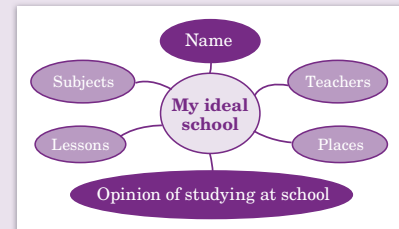
Useful language

for example like such as

Write a description of your ideal school.

PLAN

4 Make a spidergram about your ideal school.



Decide what information to include in each paragraph of your description. Use your spidergram and the information in Exercise 2 to help you.

WRITE

5 Write your description. Remember to include four paragraphs, *can/can't* and expressions from the *Useful language* box.

CHECK

6 Do you ...

- give the name of the school in the opening sentence?
- include all of the information from your spidergram?
- give your opinion about studying at the school in your closing sentence?

Finished? p120 Ex 4

UNIT 3 | SCHOOL DAYS 41

Extend it!

Students display the best writing from each group around the room, then walk around and read all of them. They vote on the best four ideas from all the texts.

Finished?

Students turn to p120 and do Exercise 4.

Flipped class

Prepare for **Explore it!** (p43). Ask students to research an interesting fact about school life in Japan.

Homework

Workbook p29

Lesson aim: I can understand texts about schools and school activities.

Warmer

Elicit what students know about schools in Australia or Japan. Ask: *Are schools the same in different countries?*

► Play **Video 3.5** and pause after each piece of information about the school. Put students into groups to discuss if they like or don't like this aspect of the school. Elicit ideas and new vocabulary on the board. At the end, students find a new partner and discuss what they liked and didn't like about the school, using the language on the board.

Extra video comprehension questions

1 **3.11** Elicit which facts about the Japanese schools the students want to find out. Set a strict time limit for the activity and disallow the use of phones and dictionaries. After feedback, ask students to find the answers to any unanswered questions they had, for homework.

Japan Quiz

2 ★★★ In pairs, students write an extra question for the whole class to answer.

3 Allow students to use their smartphones, if appropriate, to check the pronunciation of the words. Most online dictionaries are able to play the pronunciation of words.

AROUND THE WORLD

READING A blog post

- 1** Write three things you want to know about school life in Japan. Compare with a partner. Read the blog. Does it answer your questions?
- 2** Read the blog again and answer the questions.
- 1 What does Hideki do when he gets to school?
He takes off his shoes and puts them in his locker.
 - 2 How often do the students have an assembly?
Every Monday morning.
 - 3 Where does Hideki have lunch?
In his classroom.
 - 4 What do the students do at 3.30?
They clean and tidy up.
 - 5 How many hours does Hideki spend at school?
Nine hours.

Art, English, Computer Science, Maths, Science, Music, Spanish, History, Geography, Drama.



Globetrotters

Watch video 3.5
The School of the Air

- Where is Jamie and Paul's school?
- What subjects do they study?
- What do Jamie and Paul love doing?

In a big town in the middle of Australia.

Baking.

3 Find and underline words in the blog to match the definitions.

- 1 Paragraph 1 (adj) for wearing or doing outside; not inside a building
- 2 Paragraph 5 (n) letters or numbers you use when you write
- 3 Paragraph 6 (n) something you play with small pieces, for example, chess

Voice it!

4 Discuss the questions.

- 1 What is respect? Why is it important?
- 2 How does Hideki show his teachers respect?
- 3 Can you give an example of when you show respect?

Welcome to my school day!



Hi, I'm Hideki!

My school day starts at 8.30 am. When I arrive, I take off my shoes and I put them in my locker. We can't wear outdoor shoes at school so we put on special indoor shoes.

We have an assembly with the principal in the main hall on Monday mornings and we

have six 50-minute classes every day. My best subjects are Japanese, science and art.

Lunchtime starts at 12.30 pm. We don't eat lunch in a canteen – we stay in our classroom. Different students serve the meal every day and a teacher eats with us.

When classes end at 3.30, we all stay to clean and tidy up the

classrooms and throw away the rubbish. I don't mind doing these jobs. It's an important part of school life and I like having the responsibility.

Nearly everyone belongs to an after-school club. One of my clubs meets on Mondays and Thursdays to learn about traditional Japanese arts like Shodo and Haiku. Haiku is a type of Japanese poetry.

Shodo is writing Japanese characters (*kanji*). I can write some characters quite well now.

My other club is the Go club. It's on Tuesdays and Fridays. Go is a Japanese board game and it's more than 2,500 years old. I love playing it, but when I leave school after a long, busy day at 5.30 I'm usually exhausted.



42 SCHOOL DAYS | UNIT 3

4 Explain the meaning of respect (when someone wants to be polite to another person, especially because they are older or more important). Elicit that Hideki shows respect by helping to clean and tidy up the classrooms. Discuss examples of showing respect with the whole class.

Learn to learn

Looking up every unknown word in the dictionary makes reading difficult and makes students less likely to read for pleasure. They should instead choose which words are essential for comprehension, and look them up, and decide which words can be ignored.

5 Encourage students to make guesses about what the words mean. Praise them for making intelligent guesses.

6 Scanning a text to find information quickly is an important reading subskill. You may want to turn this into a game where the fastest five students to find all the phrasal verbs win.

7 ★★★ Students write two more sentences with a phrasal verb from Exercise 6. They then read the sentence to their partner, replacing the verb with a *beep*. Their partner has to repeat the sentence with the correct phrasal verb.

Explore it!

Help students create a multiple-choice question using the interesting fact they researched for homework.

Culture project

See Project Book p30 for further information and activities.

LEARN TO LEARN

Understanding new words from context

When you read a text, don't look up every word. Find other words you know in the same sentence and try to guess the meaning of the new word.

5 Look at the words in **bold** in the blog. What do they mean? Which other words in the sentences do you know?

6 Find and circle these phrasal verbs in the text. What do they mean?

put on take off throw away tidy up

indoor = for wearing inside
serve = to bring food to other people
rubbish = a collection of things you don't want
exhausted = extremely tired

put on = to put clothes on your body
take off = to remove clothes from your body
throw away = to remove something you don't want
tidy up = to put things in the right place

7 Complete the sentences with the phrasal verbs from Exercise 6.

- 1 It's hot in here. **Take off** your coat!
- 2 Now it's cold. Can I **put on** my coat again?
- 3 I can help you to **tidy up** your room.
We can **throw away** all the rubbish.

Explore it!

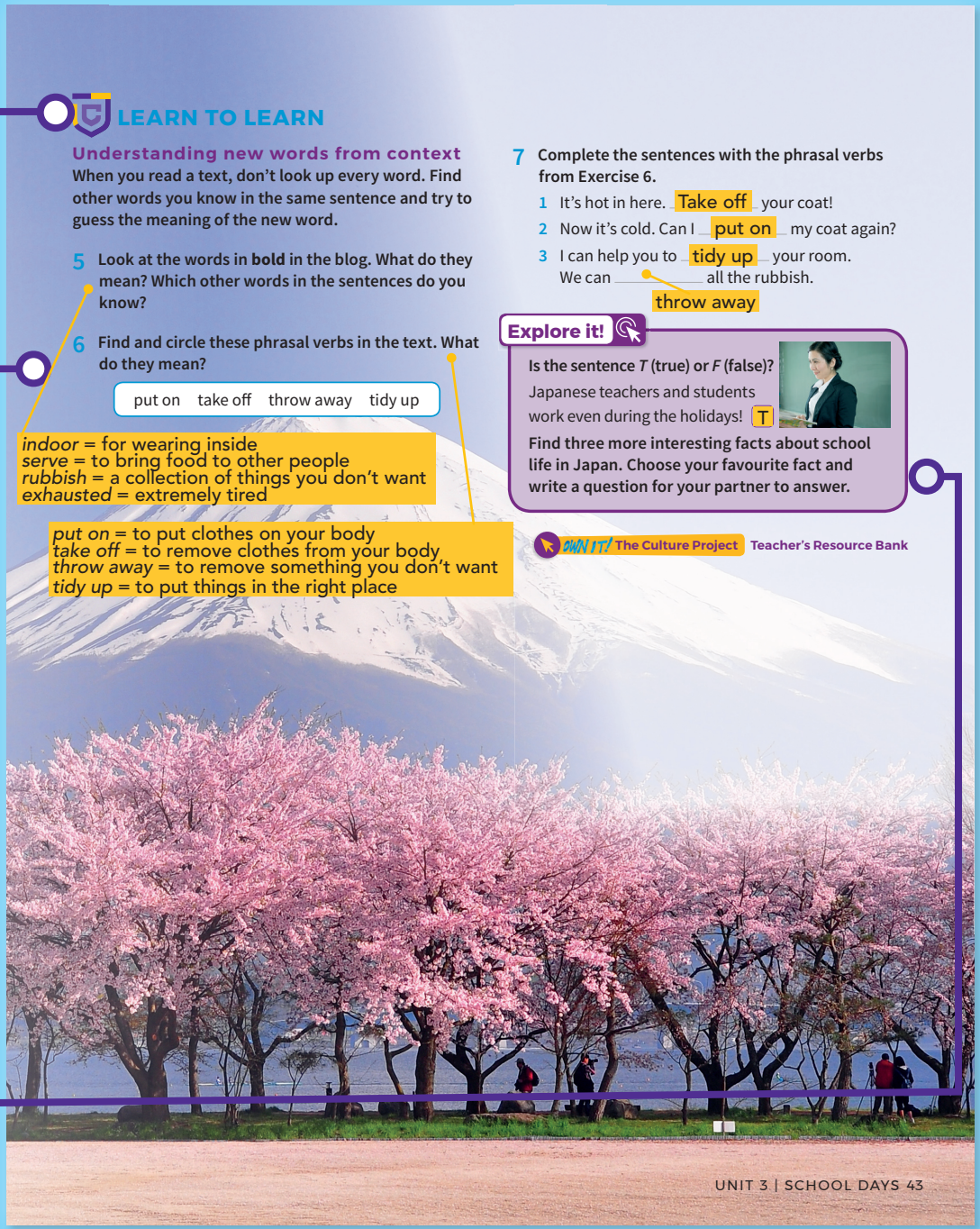
Is the sentence *T* (true) or *F* (false)?

Japanese teachers and students work even during the holidays! **T**

Find three more interesting facts about school life in Japan. Choose your favourite fact and write a question for your partner to answer.



OWN IT! The Culture Project Teacher's Resource Bank



UNIT 3 | SCHOOL DAYS 43

Class challenge

There is a school in the Philippines built from drinking straws / **plastic bottles** / old newspapers.

Flipped class

Prepare for the **Review** lesson (p44). Students revise the grammar and vocabulary from Unit 3.

Homework

Students write a 50-word text similar to the one on p42 about a typical day in their school.

Lesson aim: I can review what I have learnt and reflect on my progress.

The aim of this review page is for students to revise the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or set it for homework.

Vocabulary

- Put students into teams. Tell one student from each team a school subject in secret. Students go back to their teammates and try to explain the school subject, without saying what it is. The team to guess the most subjects first wins.
- Put students into teams. One student chooses a place in secret. He/She draws the place for the rest of the team to guess. The team which guesses the most words first wins.

Language in action

- Put students into small groups. Students take turns to answer the questions by telling the truth or telling a lie. Students must catch each other's lies.
- Point out that Layla is a girl's name. Put students into A/B pairs. Student A reads the words (e.g. *Jack / ride a bike?*) and student B must say the question. Student A says *Yes* and student B adds *He can*. Repeat for 2-4.
- Before students complete these exercises, elicit the following object pronouns and write them on the board: *me, you, her, him, us, them*.
- Students check the table on p39 before completing this exercise.

Unit quiz review

3 REVIEW

VOCABULARY

- Write the school subjects.

 1 drama	 2 art	 3 Spanish
 4 music	 5 ICT	 6 maths
 7 geography	 8 PE	 9 food technology

- Read the sentences and write the places.

- Teachers go here at break. **staffroom**
- Students do experiments here. **science lab**
- Students choose books here. **library**
- We have lunch here. **canteen**
- We always go here for an assembly. **main hall**

- Answer the questions. Write sentences that are true for you.

- How well can you ...
- 1 speak English? _____
 - 2 use a computer? _____
 - 3 do difficult maths problems? _____
 - 4 cook? _____
 - 5 dance? _____

44 SCHOOL DAYS | UNIT 3

Self-assessment

Encourage students to look back at the exercises in the unit and any homework tasks they did. Then, they discuss their progress in pairs and complete the checklist.

Homework

Workbook pp30-31

- Write questions and short answers. Use *can*.

1 Jack / ride a bike? (✓)
Can Jack ride a bike?
Yes, he can.

2 Layla / sing well? (X)
Can Layla sing well?
No, she can't.

3 your grandma and grandad / use a computer (✓)
Can your grandma and grandad use a computer?
Yes, they can.

4 we / drive a car? (X)
Can we drive a car?
No, we can't.

- Complete the sentences with the correct object pronouns.

- 1 We can't do this. Can you help **us** ?
- 2 Is that James? I'm not sure it's **him** .
- 3 Where's my phone? Have you got **it** ?
- 4 Liz is stuck. Can you give **her** a hand?

- Write the sentences.

- 1 She / love / do / maths every day
She loves doing maths every day.
- 2 We / not mind / get up / early / for school
We don't mind getting up early for school.
- 3 They / hate / play / football
They hate playing football.
- 4 He / not like / revise / for exams
He doesn't like revising for exams.

Self-assessment

I can talk about my school subjects. 😞 😐 😊

I can talk about the places in my school. 😞 😐 😊

I can use *can* and *can't* to talk about ability and permission. 😞 😐 😊

I can use verbs to talk about what I do and don't like doing. 😞 😐 😊

Lesson aim: I can use flashcards to review vocabulary.

Flashcards have a number of advantages. In a vocabulary list, the first and last words tend to be remembered better. Also, in a list, students might remember a word because of what comes after it or before. Flashcards can be shuffled, so this does not happen.

- 1 Create the five flashcards for each group of students. After feedback, students test each other with the flashcards to familiarise themselves with the idea of using them.
- 2 Elicit an example on the board of the missing types of flashcards (types 3 and 5).
- 3 Students can use the review section on p44 to find some words and phrases to use. This will also train the students to refer to the review sections of the book to refresh their memory of what has been learnt.

OWN IT!

- 4 Students can swap their cards with another pair and try again, or they can join another pair and work in groups of four, and then eight, joining and shuffling their cards every time.
- 5 Elicit ideas from the whole class.

LEARN TO LEARN

LEARN TO ... USE FLASHCARDS

Flashcards can help you remember new vocabulary.

- 1 Match the front and back of the flashcards.

1

information and _____ technology (ICT)

2

3

hang _____ with friends

4

a place where you do experiments

5

a

science lab

b

glasses

c

moustache

d

communication

e

out

- 2 Tick the types of flashcard you can see in Exercise 1.

1 picture + word

2 phrase with one word missing

3 word in English + word in your language

4 word + meaning

5 word + example sentence
- 3 Choose five words or phrases from Unit 3. Use the words or phrases to make the five different types of flashcards in Exercise 2.

4 Show the front of your flashcards from Exercise 3 to your partner. Can they guess what is on the back of each flashcard?

physical

Physical ... Oh, I don't know!

It's a school subject.

Physical education!











Yes! That's right!
- 5 Discuss with your partner. Which is your favourite type of flashcard from Exercise 2? Why?

🏠 Homework

Ask students to make 10 flashcards for words and phrases from Units 1 and 2. They can test themselves at home or bring them to the next lesson to test other students.

LEVEL 1 (A1+) SCOPE & SEQUENCE











	Vocabulary	Language in action	Reading
Starter unit Welcome! p4	Months p4 Cardinal and ordinal numbers p4 Colours p4 Classroom objects p7	Subject pronouns and possessive adjectives p6 Verb <i>be</i> p6 Question words p6 <i>whose</i> + possessive pronouns p8 Imperatives p8	An online profile: Welcome to my life! p5
Unit 1 Friends and family p10 🕒	Family members p11 Describing people p14	🕒 <i>have got</i> : affirmative and negative p13 Possessive 's p13 🕒 <i>have got</i> questions p15	A webpage: Meet the Flying Cortes Family p12 🕒 An article: Twins Day p18 🕒 Children's Day p18
Unit review p20, Finished? p118			
Unit 2 That's life! p22 🕒	Daily routines p23 Leisure activities p26	🕒 Present simple: affirmative and negative p25 Adverbs of frequency p25 🕒 Present simple: questions p27 <i>Wh-</i> questions p27	A profile: A day in the life of ... p24 📅 Everyday maths p137
Unit review p32, Finished? p119			
Unit 3 School days p34 🕒	School subjects p35 Places in a school p38	🕒 <i>can</i> for ability and permission p37 🕒 Verb forms: (<i>don't</i>) <i>like</i> , <i>don't mind</i> , <i>love</i> , <i>hate</i> + <i>ing</i> p39 Object pronouns p39	A webpage: Ballet School p36 🕒 A blog post: Welcome to my school day! p42 🕒 The School of the Air p42
Unit review p44, Finished? p120			
Unit 4 You are what you eat p46 🕒	Food and drink p47 Adjectives p50	🕒 Countable and uncountable nouns p49 <i>a/an, some/any</i> p49 🕒 <i>there is/isn't, there are/aren't</i> p51 <i>much/many, a lot of</i> p51	An article: Time for a snack p48 📍 Foodscapes p138
Unit review p56, Finished? p121			
Unit 5 What's your style? p58 🕒	Clothes p59 Accessories p62	🕒 Present continuous p61 🕒 Present simple and present continuous p63	An online diary: Michiko's Mix.com p60 🕒 A magazine article interview: Special Days p66 🕒 Culture and Fashion p67
Unit review p68, Finished? p122			
Unit 6 Sport for life p70 🕒	Sports p71 Sports verbs p74	🕒 Comparatives p73 🕒 Superlatives p75	Online FAQs: Bossaball p72 🏊 Fast or Slow? p139
Unit review p80, Finished? p123			
Unit 7 Amazing animals p82 🕒	Animals p83 Adjectives p86	🕒 <i>was/were, there was/were</i> p85 🕒 Past simple: regular and irregular verbs p87	Fact files: Animals with a Difference p84 🕒 An article: The Girl and the Golden Eagle p90 🕒 Four-legged Friends p90
Unit review p92, Finished? p124			
Unit 8 Lost and found p94 🕒	Places in town p95 Personal possessions p98	🕒 Past simple: questions p97 🕒 Past simple: <i>Wh-</i> questions p99	An online travel article: Lost treasures p96 🕒 The Lascaux Cave Paintings p140
Unit review p104, Finished? p125			
Unit 9 Summer fun p106 🕒	Outdoor life p107 Holidays p110	🕒 Future with <i>will/won't</i> p109 🕒 Present continuous for future <i>be going to</i> p111	A leaflet: Wild weekend p108 🕒 A webpage: Your Guide to American Summer Camps p114 🕒 A summer camp in ... p114
Unit review p116, Finished? p126			
Vocabulary Bank p127-136 CLIL p137-140 Pronunciation p141-142 Irregular verbs p143			

Listening		Speaking and pronunciation		Writing	Project	Learn to Learn 	
A talk	p7			An informal letter	p9		Learning numbers together p4 Recording vocabulary p7
A conversation	p14	Phoning a friend p16  Everyday English p16 /h/ p141		An informal email	p17		Making connections (1) p11 Drawing pictures p14 Increasing your vocabulary p19 Learn to ... organise your notebook p21
Street interviews	p26	An interview p28  Everyday English p28 /s/, /z/ and /ɪz/ p141		An article	p29	The maths project: A class survey p30 How to present survey results p30	Word partners (1) p23 Word partners (2) p26 Learn to ... work in pairs p33
A radio programme	p38	Asking for help p40  Everyday English p40 can p141		A description	p41		Recognising cognates p35 Making a spidergram p38 Understanding new words from context p43 Learn to ... use flashcards p45
A quiz	p50	Ordering food and drink p52  Everyday English p52 Word stress p141		A description	p53	The art project: Design a food truck p54 How to evaluate a design p54	Personalising vocabulary p47 True or false sentences p50 Learn to ... play vocabulary games p57
An interview	p62	Buying clothes or accessories p64  Everyday English p64 -ing p142		A description of a photo	p65		Making a picture dictionary p59 Listening for the general idea p62 Making connections p67 Learn to ... guess the meaning of words p69
A conversation	p74	Buying tickets online p76  Everyday English p76 schwa /ə/ p142		A profile of a sportsperson	p77	The PE project: An information leaflet p78 How to design a leaflet p78	Saying collocations out loud p71 Remembering vocabulary sets p74 Learn to ... write example sentences p81
A podcast	p86	Talk about a day out p88  Everyday English p88 /t/, /d/ and /ɪd/ p142		An article	p89		Word categories p83 Preparing to listen p86 Noun and verb forms p91 Learn to ... use mind maps p93
A radio interview	p98	Losing things p100  Everyday English p100 Intonation in questions p142		A blog post	p101	The history project: An interview p102 How to do a recorded interview p102	Compound nouns p95 Using photos to predict content p98 Learn to ... improve your writing p105
A conversation	p110	Making suggestions and responding p112  Everyday English p112 going to p142		An email	p113		Collocation p107 Personalising spidergrams p110 Understanding different types of English p115 Learn to ... make an action plan p117

LEVEL 2 (A2) SCOPE & SEQUENCE

	Vocabulary	Language in action	Reading
Starter Unit Welcome! p4	Free time and hobbies p4 Sport p4 Personal possessions p7	Present simple p6 Adverbs of frequency p6 love, like, don't mind, hate + -ing p8 have got p8	A blog post: Thoughts for today p5
Unit 1 What are you watching? p10	TV shows p11 Making movies p14	Present continuous p13 Present simple and present continuous p15 Adverbs of manner p15	Tweets: Mad about TV p12 An online article: Welcome to Studio Ghibli – the Japanese Disney! p18 Indian cinema p18
Unit review p20, Finished? p118			
Unit 2 Out of the past p22	The weather p23 Useful objects p26	Past simple p25 there was/there were p27	Diary extracts: The Oregon Trail p24 The legend of El Dorado p137
Unit review p32, Finished? p119			
Unit 3 What's the story? p34	Adjectives of feeling p35 Prepositions of movement p38	Past continuous: affirmative and negative p37 Past continuous: questions p39 Past simple and past continuous p39	A fable: The Monkey as King p36 A Turkish fairy tale: The boy who found fear p42 A bee's story p42
Unit review p44, Finished? p120			
Unit 4 The best things in life are free p46	Money verbs p47 Caring jobs p50	could p49 Comparative and superlative adjectives p49 too, too much, too many p51 (not) enough + noun p51	A newspaper article: A different life p48 The best things in life are (nearly) free p138
Unit review p56, Finished? p121			
Unit 5 Dream houses p58	Furniture p59 Household chores p62	(not) as + adjective + as, (not) + adjective + enough p61 have to/don't have to p63	A magazine article: Amazing homes p60 An encyclopaedia entry: Life in an Inuit igloo p66 Living in a ger p66
Unit review p68, Finished? p122			
Unit 6 Hidden danger p70	Accidents and injuries p71 Parts of the body p74	should/shouldn't and must/mustn't p73 Zero conditional and first conditional p75	An online article: Dangers at the beach p72 Small but deadly p139
Unit review p80, Finished? p123			
Unit 7 Get connected p82	Communication and technology p83 Getting around p86	Present perfect: affirmative and negative p85 will/won't, may and might p87 Infinitive of purpose p87	A magazine article: Smartphones and us p84 An article: One morning in the hi-tech capital of the world p90 Hello, robots! p90
Unit review p92, Finished? p124			
Unit 8 High-flyers p94	Exceptional jobs and qualities p95 Phrasal verbs: achievement p98	Present perfect for experience p97 Reflexive pronouns p99 Indefinite pronouns p99	Online comments: Teenagers taking the world by storm p96 Philo Farnsworth: a big influence on the small screen p140
Unit review p104, Finished? p125			
Unit 9 Show your moves p106	Musical instruments and genres p107 Dance styles p110	going to p109 will and going to p109 Present continuous for future p111 Present simple for future p111	An events guide: What's on at the Waterside p108 A travel article: Festival de Jerez: a flamenco heaven p114 The Schuhplattler p114
Unit review p116, Finished? p126			

Vocabulary Bank p127-136 CLIL p137-140 Pronunciation p141-142 Irregular verbs p143

Listening	Speaking and pronunciation	Writing	Project	Learn to Learn 
A conversation p7		A personal profile p9		Verb and noun phrases p4 Making vocabulary cards p7
A guided tour p14	Asking for and giving opinions p16  Everyday English p16 Contractions: <i>be</i> p141	A description of a celebrity p17		Using real examples p11 Listening for specific information p14 Understanding new words p19 Learn to ... organise your notebook p21
A radio programme p26	Talking about your weekend p28  Everyday English p28 <i>/t/, /d/ and /ɪd/</i> p141	An account of a journey p29	The history project: a museum display p30 <i>How to give feedback</i> p30	Word families (1) p23 Categorising p26 Learn to ... guess the meaning of new words p33
A radio phone-in p38	Telling an anecdote p40  Everyday English p40 Word stress in adjectives p141	A story p41		Personalising p35 Using your knowledge p38 Phrasal verbs p43 Learn to ... guess the meaning of new words p45
Monologues p50	Making requests p52  Everyday English p52 Schwa at the end of words p141	An opinion essay p53	The social studies project: a poster p54 <i>How to agree as a group</i> p54	Similar words p47 Identifying key information p50 Learn to ... organise your homework p57
Street interviews p62	Discussing a photo p64  Everyday English p64 <i>have: /f/ vs /v/</i> p141	A description of a house p65		Using spidergrams p59 Answering multiple-choice questions p62 Word families (2) p67 Learn to ... use a memory journey p69
A radio interview p74	Making suggestions p76  Everyday English p76 <i>/n/ and /v/</i> p142	A blog post p77	The science project: an information leaflet p78 <i>How to work in groups</i> p78	Using places to remember words p71 Using pictures to predict a story p74 Learn to ... give useful opinions about your partner's English p81
A radio interview p86	Giving instructions p88  Everyday English p88 The letter <i>i</i> p142	An article p89		Collocations p83 Recognising opinions p86 Words that describe sounds p91 Learn to ... make and use flashcards p93
A talk p98	An interview p100  Everyday English p100 Intonation in questions p142	A competition entry p101	The design and technology project: a timeline p102 <i>How to manage your time</i> p102	Word formation: people words p95 Making notes p98 Learn to ... make a vocabulary study plan p105
A discussion p110	Making polite refusals p112  Everyday English p112 Sentence stress p142	A review p113		Stress patterns p107 Distinguishing between speakers p110 Referencing p115 Learn to ... practise your English during the holidays p117

LEVEL 3 (B1) SCOPE & SEQUENCE


	Vocabulary	Language in action	Reading
Starter unit Welcome! p4	Technology p4 Feelings p4 Music p7	Present simple and present continuous with adverbs of frequency p6 Present simple for future p6 Past simple p8	A message on an app p5
Unit 1 Be inspired p10	Describing people p11 Phrasal verbs p14	⊕ Past simple and past continuous with <i>when, while</i> and <i>as</i> p13 ⊕ <i>used to</i> p15	An article: The man who taught himself to see p12 ⊕ An article: The boy who brought light to Freetown p18 ⊕ Local heroes p18
Unit review p20, Finished? p118			
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