

Second Edition

OWN IT!



A2 Key for Schools exam content in *Own It!* Second Edition has been checked by exam experts at Cambridge University Press & Assessment for accuracy and level.



CAMBRIDGE

Teacher's Book

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Contents

Welcome to <i>Own it!</i> Second Edition	4
Student's Book Unit Visual Guide	11
Student's Book scope and sequence	18
Teacher's notes	
Starter Unit Welcome!	20
Unit 1 Friends and family	26
Unit 2 That's life!	36
Unit 3 School days	46
Unit 4 You are what you eat	56
Unit 5 What's your style?	66
Unit 6 Sport for life	76
Unit 7 Amazing animals	86
Unit 8 Lost and found	96
Unit 9 Summer fun	106
Learn to learn answer key	116
Reviews answer key	117
Pronunciation answer key	119
Grammar tutor answer key	120
Student's Book audioscripts	122
Workbook answer key	134
Workbook audioscripts	147
Writing tutor answer key	152

Welcome to *Own it!* Second Edition

In our ever-changing world, teens require competence and confidence to navigate their path to success. *Own it!* Second Edition builds on the strong foundations of the original series with a focus on critical and creative thinking, collaboration and learner autonomy. This empowers students to take ownership of their learning and embrace all of life's opportunities!

What's new?

This second edition delivers everything you told us you love about the course and more by:

- Capturing students' attention with **video-based projects**
- Increasing engagement through clearly focussed, **integrated grammar**
- Driving the development of key skills with **structured speaking and writing frames**
- Saving you time with a **variety of teacher resources** and support
- Making the most of every moment through seamless **learning and assessment** in the classroom and beyond

What we've kept and why

Project work Collaboration is a key strand of this course and a **project** at the end of every unit facilitates student collaboration and develops other life competency skills such as critical thinking, creative thinking and digital literacy. The **updated online Project Book** includes Teacher tips as well as printable templates and self-evaluation forms for students to recognise their own strengths and weaknesses and develop their presenting skills.

Learner autonomy Through the **Cambridge Life Competencies framework** the course introduces learners to vital techniques and strategies, including specific **Learn to learn pages** that ensure learners become more independent and are empowered to take ownership of their learning.

Mixed ability support There is extensive support for the mixed ability classroom through **differentiated tasks** and **graded Workbook activities**, as well as **graded vocabulary and grammar worksheets** and a comprehensive collection of **tests at three different levels**. This helps to keep your students engaged and motivated and ensures that you can cover the curriculum as needed.

Global topics *Own it!* Second Edition has a global, cultural focus with the **Around the World pages** and **documentary videos** bringing it to life. There are new reading texts with a focus on **Sustainability** and the course encourages learners to ask questions and compare cultural similarities and differences and to question their own impact on the world.

Teen-friendly videos *Own it!* Second Edition is a video rich course with five videos in every unit including **documentary style real life videos** to engage learners, **Language in Action grammar vlogs** to consolidate grammar learning and **Everyday English Speaking** to support communication.

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

Merve, Türkiye

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

Andrés, Ecuador

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

Itana, Brazil

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

Exploring the Second Edition ...

We listened to teachers around the world who know *Own it!* and asked them what they needed from this second edition to best meet their evolving needs. As a result, we have maintained the pedagogical focus on learning grammar and vocabulary and practising the four key skills, but have enhanced the following features to better support teachers and engage learners.

New video-based projects with a focus on Competencies and CLIL

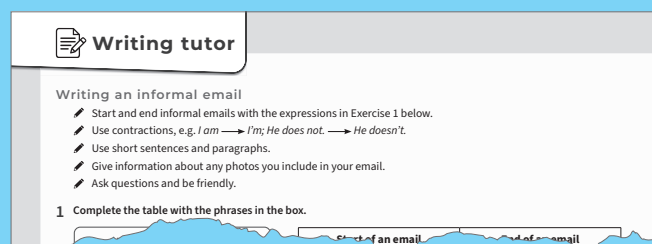
There are **four new projects** across the course with engaging topics to capture students' attention and build their competency skills. A documentary-style video introduces the theme, a short reading text develops the idea, and a vocabulary extra activity helps students to discuss the topic. With a focus on CLIL, these themes span the curriculum and culminate in a collaborative project where **students work together** to produce a text and deliver a thought-provoking presentation to their classmates.

A more integrated and comprehensive grammar approach

To help **students take ownership of their learning**, this second edition strongly embeds the grammar vlog videos in the *Language in Action* pages with complete grammar reference tables and corresponding follow-on activities to help students recognize and understand the grammar point. **Ten new Grammar Tutor** pages in the Student's Book give simple explanations of grammar rules and short practice exercises to consolidate learning and serve as a reference for students practising before tests.

More support for Speaking and Writing

Aimed to give students specific support with the skill of Writing, there's a bigger focus on **Useful language** for each unit's text type. The second edition Workbook also features **five new Writing Tutor** pages which focus on practical tips for writing in English and short exercises for students to develop this skill. There are **differentiated Writing and Speaking frames** at two different levels to support students to structure their speech or text and assist with planning.



A wealth of teacher resources

Resources on our digital platform **Cambridge One** keep all materials in one place and downloadable materials from the **Teacher's Resource Bank** provide a multitude of additional resources including **new video worksheets**, **new writing worksheets** and **new activity cards** focused on sustainability and Cambridge life competencies. (See p7 for more information on the Teacher's Resource Bank). A **refreshed and updated online Project Book** accompanies this course to support teachers with planning and delivering effective and engaging project lessons with a flipped classroom approach.

An integrated learning and assessment approach

Learning outcomes at the start of every unit, a dedicated **Learn to learn** page with practical tips and activities and a **self-assessment checklist** at the end of each unit are some of the ways in which *Own it!* Second Edition helps your students to see evidence of their learning and understand their progress. **Assessment** touchpoints are threaded throughout the material and digital tools such as **Test & Train Mini** and **Personalised Learning** alongside a wealth of course-specific testing materials provide additional opportunities for students and teachers to monitor and track progress. See page 10 for more information about integrated learning and assessment in *Own it!* Second Edition.

2 Grammar tutor

Present simple: affirmative and negative 2.2

We use the present simple to talk about facts, habits and routines.

Affirmative
I speak Chinese. They are English. (fact)
She wakes up early. (habit) He walks to school. (routine)

Negative
They don't eat meat. (fact)
(He / She / It) + doesn't + infinitive.
He doesn't do his homework. (habit)

1 Complete the text with the present simple form of the verbs in brackets.

On Saturday mornings, Nehir ¹ *get* up. (get up) at 9 am. She ² (have) a shower and ³ (brush) her teeth. Then she ⁴ (get dressed) and ⁵ (have) her favourite breakfast: toast and fruit juice. She ⁶ (not see) her dad on Saturday mornings because he ⁷ (go) to work.

At 10 am she ⁸ (go) to see her best friends, Beren and Ela. Nehir ⁹ (stay) at their house for about two hours, then she ¹⁰ (get) the bus to her grandma's house. She ¹¹ (visit) her grandma on Saturdays because ¹² (not see) her during the week.

Present simple: questions 2.3

Do you brush your teeth in the morning?
Does she go to bed at 9 pm?
Use short answers with *do/does*.
Don't repeat the main verb.

A: *Do you often go to school by car?*
B: Yes, I do. ✓
Yes, I go. X

Wh- questions
What time do you go to bed?
Where does he go to school?
When do they start school?
Who does she live with?
Why do you like tennis?
How often do you play video games?

2 Complete the questions and answers. Use the verbs in brackets.

1 *Do* you *play* tennis at the weekend? (play) No, I *don't*.
2 *James* to your school? (go)
3 Yes, he. He's in my class.
4 When you exams at your school? (take) In the summer.
5 your parents Spanish? (speak) No, they.
6 Where your aunt? (live) In England.

Adverbs of frequency
Adverbs of frequency say how often we do something.

0% 100%

never sometimes usually often always

They go after the verb *be* but before all other verbs and adjectives.
She's always happy.
We usually do homework after school.
With *never*, we use an affirmative verb.
I never go out with my friends on Monday. ✓
I never don't go out with my friends on Monday. X
In questions, adverbs of frequency always come after the subject.
Do you always have English class on Wednesday?

3 Circle the correct options.

1 I ... early in the morning.
a usually get up b get up usually
2 I ... sports at the weekend.
a do often b often do
3 I ... lunch with my sister at school.
a sometimes have b have sometimes
4 I ... my homework in the evening.
a do always b always do
5 I ... burgers for dinner.
a never eat b eat never

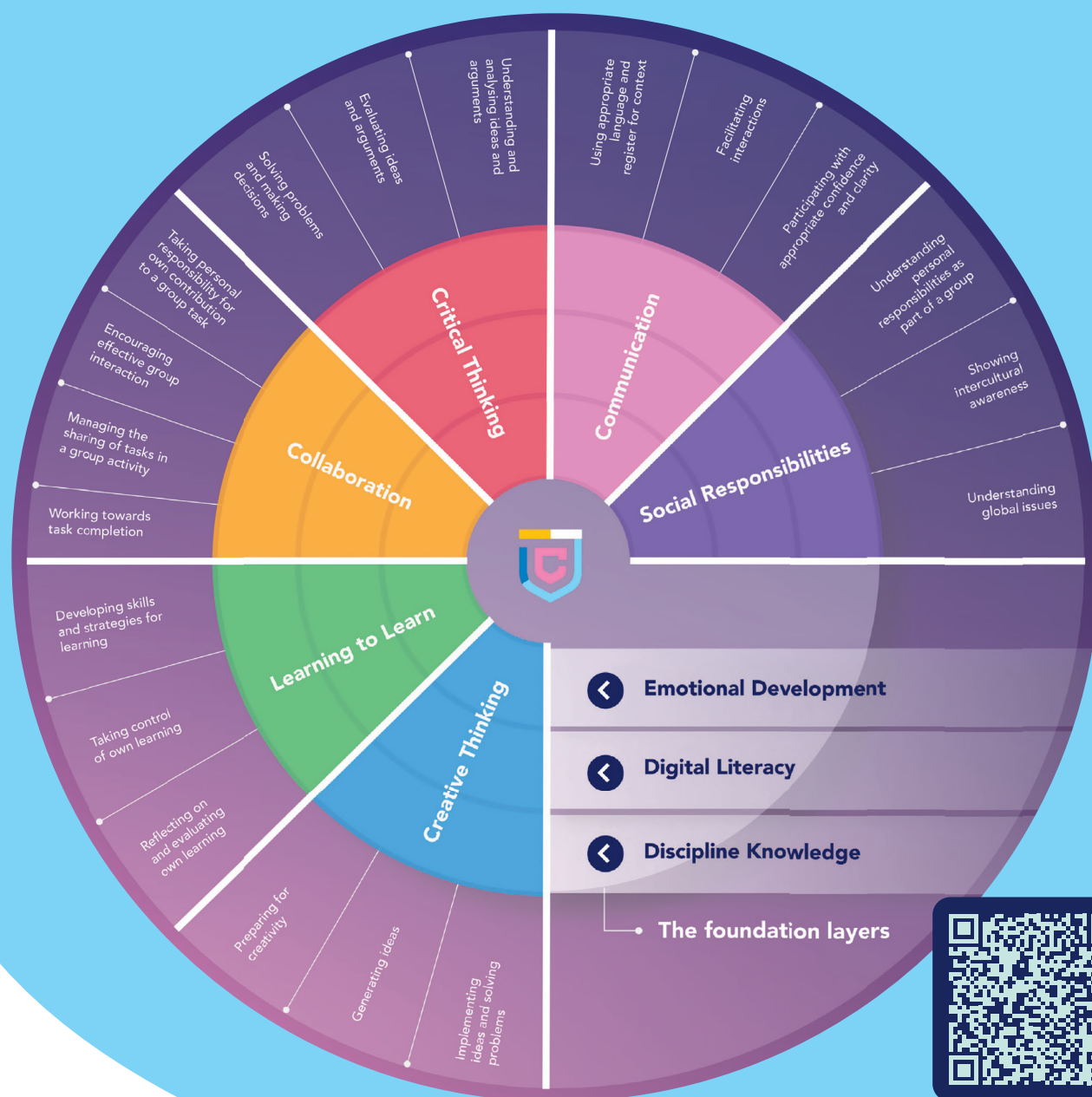
Life Competencies

Life Competencies are the skills students need in order to fulfil their potential and take ownership of their learning. Cambridge has created the **Life Competencies Framework** to map some of the important life skills that students can develop as they learn a language.

Own It! Second Edition uses this framework to define and build life skills in every unit. There is a special focus on **critical thinking**, **creative thinking** and **collaboration** in the projects, and on **learning to learn** in a dedicated page at the end of each unit, as well as short tips to help students to own their learning and find strategies that suit them best.

These competencies are then further practised with worksheets and materials available on the **Teacher's Resource Bank**, including in the newly updated online **Project Book**.

You can visit cambridge.org/clcf to explore the **Life Competencies Framework** in more detail and find more support on developing certain competencies in your classroom. Additionally, you can download detailed booklets for each competency, as well as **activity cards for teenage learners** with specific tasks that develop students' Life Competencies skills to complement the material found throughout the course.

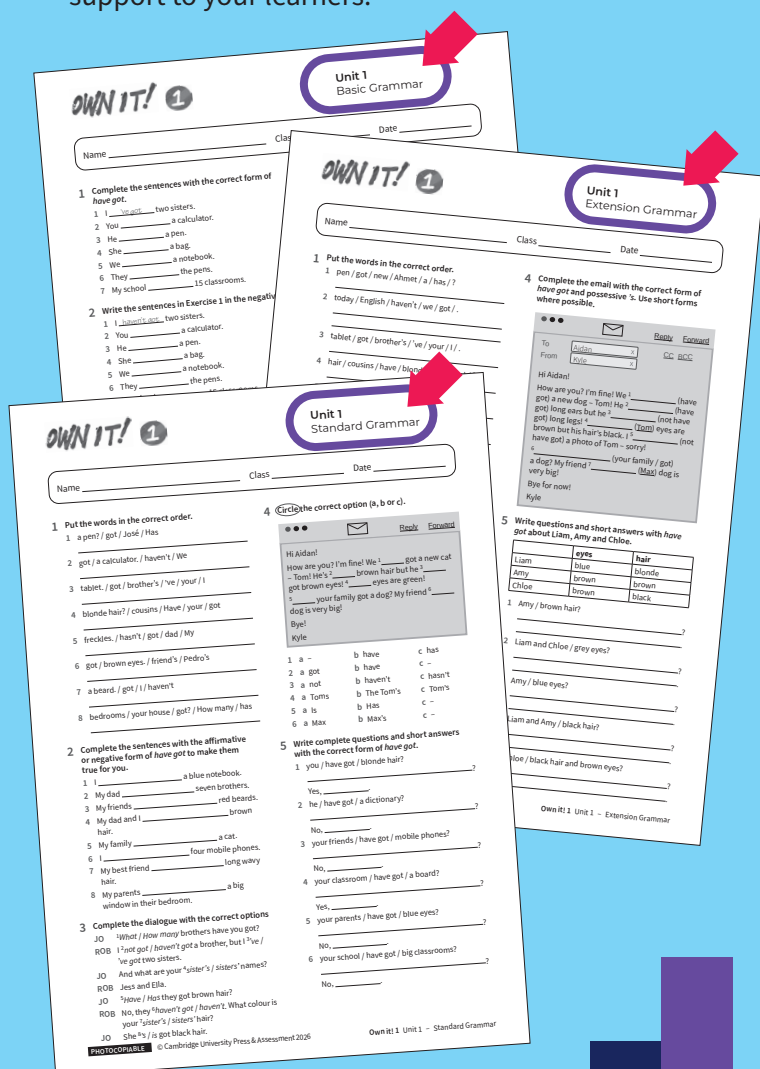


Everything you need ... all in one place!

The **Teacher's Resource Bank** on **Cambridge One** has everything you need to supplement the course and teach effectively with *Own It!* Second Edition. These resources are provided to save you time in preparing materials and the graded exercises help you deal with mixed ability in the classroom and cater for the diverse needs of your students. Here you can also find audio and video scripts for the course, as well as various additional pedagogical materials to support your planning and teaching.

Graded worksheets to support mixed ability

The grammar and vocabulary worksheets are provided at **three levels: basic, standard and extension**. The new **Writing and Speaking frames** to support communication are provided at two levels: *standard* and *extension*. In addition, there are **communication worksheets**, **grammar maps**, **culture project worksheets**, **fast finisher worksheets**, **new video worksheets**, **exam tips** and **vocabulary bank pages** all available to provide additional support to your learners.



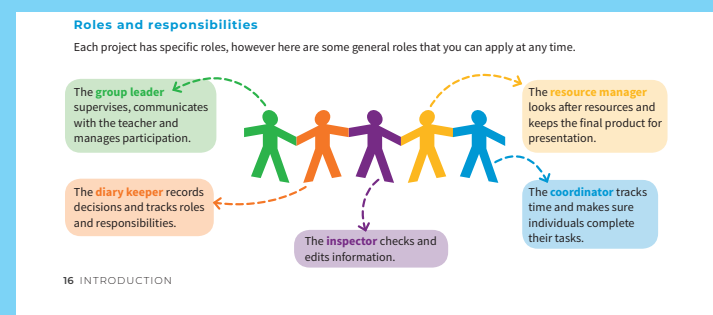
A comprehensive testing package

Just like with the worksheets, you can access **all tests at three levels: basic, standard and extension**. We have provided you with a **Diagnostic test** as well as a **Placement test** and then unit tests, terms tests and an end of year test. In addition, you can access ready-made tests or customise and generate your own using the **Test Generator** tool on **Cambridge One**.



Updated online Project Book with new content

To supplement the four new CLIL projects in the **Student's Book**, you can access the new and improved **online Project Book** with tips about how best to exploit the new materials and how to lead successful project-based lessons with a focus on life competencies, flipped classroom, and a cultural awareness theme.



Your digital classroom

All your digital tools are in one place. Access *Own It!* Second Edition on our digital platform, **Cambridge One**, to find a wide range of digital tools which save you time and provide the support you need including:

- Presentation Plus with interactive activities
- Embedded audio and video files with scripts
- Additional materials in the Teacher's Resource Bank
- Test Generator
- Practice Extra with answers
- Online games to practice vocabulary and grammar
- Kahoot quizzes to motivate learners
- Personalised Learning for additional skills practice



Presentation Plus

In *Own it!* Second Edition, **Presentation Plus** has a fully interactive Student's Book and Workbook with embedded audio and video files, as well as interactive exercises to facilitate front-of-class teaching and learning. Each unit has additional digital activities that go beyond what's on the page to further support and engage learners. The books can be accessed both online and offline so that you can teach anywhere, at any time. In addition, there are a wealth of interactive games including our brand-new, front-of-class **Spin the wheel** game to engage your learners and help them practise spelling, grammar and vocabulary.

Teacher's Resource Bank

You can access a broad range of supplementary, course-specific resources to save you time with lesson planning and evaluating students' work. There are materials to support with planning the curriculum, various printable **graded worksheets and tests** at three different levels, **video and audio files** with their accompanying scripts, exam preparation support, **online Project Book** and much more. **Cambridge English Qualifications** practice tests are available in a standard and a modified large print version to meet the diverse needs of your students.

Test Generator

With this tool you can easily access **ready-made tests** or **customizable tests** for end of unit, end of term, and end of year to meet the diverse needs of your students. You can also create exam practice tests to check your students' readiness for the Cambridge English Qualifications.



Practice Extra

Assign **extra vocabulary and grammar** activities at your class's CEFR level in our mobile-friendly language practice application, **Practice Extra**. The correct answers are included so students get immediate feedback and gain independence in learning autonomously. Students can also access **Practice Extra** themselves for self-study, additional practice and reinforcement. **Games** are included to engage and motivate students.



Kahoot quizzes

Challenge your learners by engaging their competitive nature in these **ready-made Kahoot quizzes**, that you can access through Cambridge One. The quizzes focus on **grammar and vocabulary practice**. Students are engaged and motivated, and you can better understand your learners' needs, targeting learning in areas that need improvement.

Personalised Learning

Through the **Personalised Learning** portal on Cambridge One, you can activate additional **targeted Reading and Listening skills practice at the individual student's level**. The bite-sized, innovative exercises are achievable yet manageable and help meet your students' diverse needs. Teachers receive data on their progress to better understand their learners' strengths and weaknesses. (See p10 for more information in Integrated Learning and Assessment.)



Benefits to students:

- Tailored practice that meets the individual student's needs
- Reinforcement activities to support and motivate learners
- Extension activities to challenge stronger students

Benefits to teachers:

- Diverse students' needs in mixed-ability classes are met, saving time
- Confirmation of individual and group progress
- Identification of possible areas requiring reinforcement

Test & Train Mini

In Levels 2 and 4 of *Own it!* Second Edition, you can access **Test & Train Mini** with authentic Cambridge English Qualifications practice tests and supplementary materials at **A2 Key for Schools** and **B1 Preliminary for Schools** levels to help students develop exam strategies and skills, ensuring they are exam-ready. The **Teacher View** allows you to easily check your students' progress and scores and access additional exam resources including answer keys and audio scripts.

Integrated Learning and Assessment in *Own it!* Second Edition

Integrated Learning and Assessment in *Own it!* Second Edition helps teachers and students get the most out of every moment of learning. It consists of four pillars:

Learning objectives

Evidence of progress

Actionable feedback

Tailored follow-up

Own it! Second Edition combines the use of teaching, learning and assessment methods to plan, measure and improve outcomes. It empowers students and teachers to understand and unlock the learning process, by:

- building lifelong learning habits through *Learn to learn* tips
- empowering learners to take ownership through personal development and self assessment
- providing the solid platform they need to succeed as global citizens
- developing their exam readiness with exam-oriented activities, and additional support around vocabulary, grammar and the four skills.

Discover how you can make the most of integrated learning and assessment in *Own it!* Second Edition at cambridge.org/ownit2/ila

The table below shows a selection of the combined learning and assessment opportunities in this course. Use these to gain insights into your learners' strengths and areas for improvement. For a more in-depth overview, scan the QR code to visit the website.

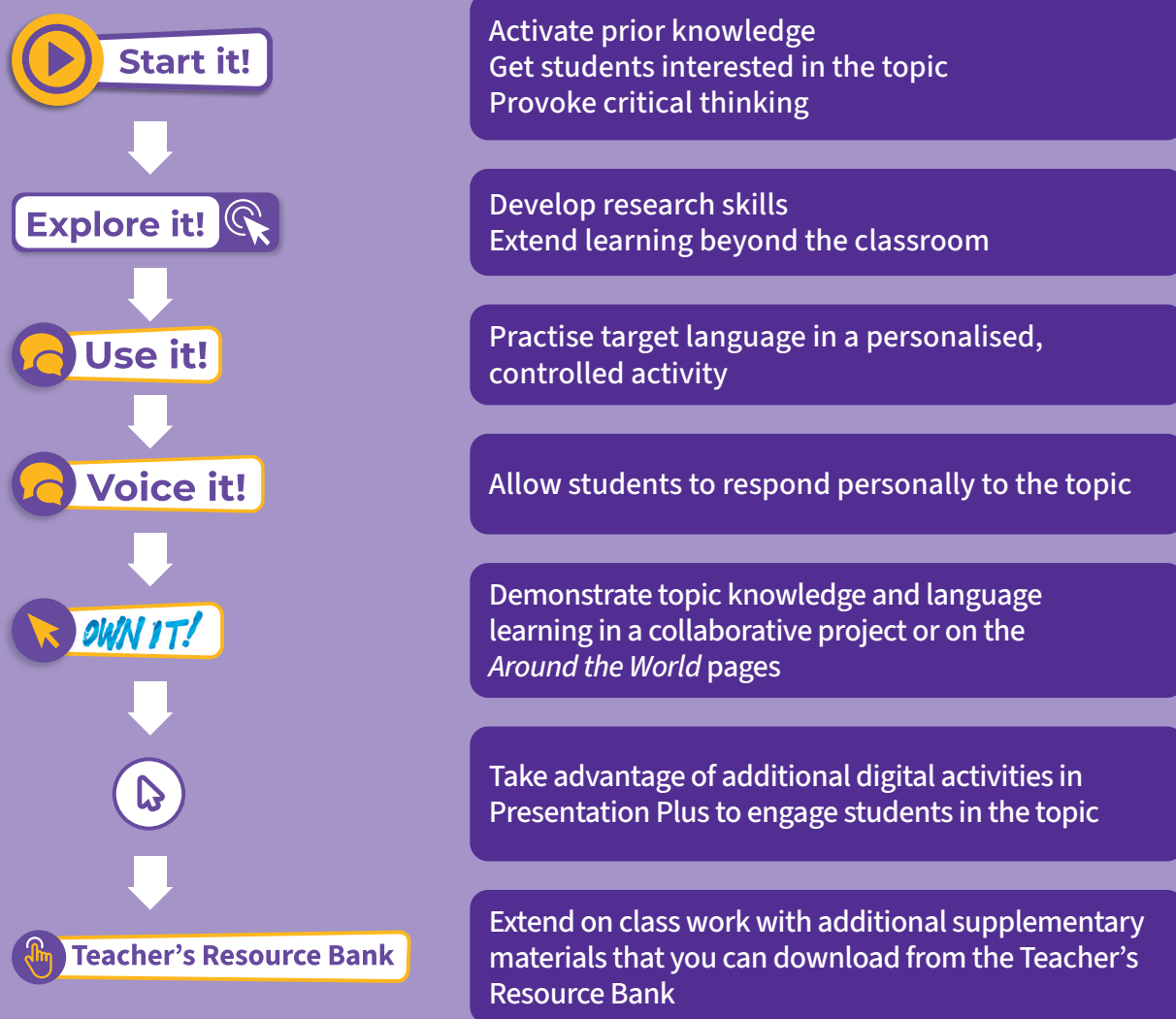


Example	Purpose	Action / Outcomes	
Project work  Project	To encourage learners to work collaboratively, test their own and their peers' assumptions and evaluate information	Develop learning skills and self-awareness to improve analytical thinking. Learners take responsibility for their own learning, helping them identify areas for improvement in both language development and collaboration skills.	Student's book and Project Book
Test & Train Mini 	Offer guided exam practice and assess exam-readiness	Develop exam techniques and target areas requiring reinforcement and practice.	
Kahoots quizzes 	To provide feedback in a fun and engaging way	Understand the mix of knowledge across the group and target areas for improvement.	Cambridge One
Personalised Learning 	To provide personalised skills practice through data driven recommendations	Students gain insights into their strengths and weaknesses and targeted activities. Teachers access data to view progress	

Student's Book Unit

Visual Guide

Every unit in *Own it!* Second Edition 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!* Second Edition 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!*



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.

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.

Learning outcomes

clearly show unit aims at a glance.

Explore it!

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



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.

Reading Fact files

- Look at the photos. Do you recognise these animals? Where do they live?
- Read the text and the fact files. Check your answers to Exercise 1.
- Read the sentences and write T (true), F (false) or DS (doesn't say).

- An axolotl can grow new parts of its body.
- The maned wolf is a member of the wolf family.
- Mediterranean monk seals are slower than sharks.
- There are more maned wolves than axolotls or monk seals.
- Pollution is a problem for all of these animals.
- The maned wolf is the heaviest of the three animals.
- People are finding solutions to help these animals.

Amazing animals in danger

In the past, these animals **were**n't in danger and life **was**n't the same. But things change and now people know about the problems and they are finding solutions.

Axolotl

In the past, **there was** a lot of water in Lake Xochimilco, Mexico. It **was** clean. **There were** a lot of axolotls in the water – about 6,000 healthy per square kilometre. They **were**n't hungry. Now there are only 36 axolotls in the same area. Why? They're hungry because there's a lot of plastic in the water and it's dirty. But don't worry! Scientists and farmers are working to clean the water and help the axolotls.

Weight 56–225 grams
Habitat Lake Xochimilco, Mexico City
Food small fish, insects and worms
Amazing fact It can grow new parts of its body.

Maned Wolf

In Brazil, **there were** almost 24,000 maned wolves in the past. Today, there are less than 15,000. What's the biggest problem? The wolves can't live in the forests because there aren't a lot of trees. But there are ways to fix this. There are now safe places in forests for wolves. Local people are learning about the wolves and helping to protect them.

Weight 20–25 kg
Habitat Savannas in Brazil and forests in South America
Food small animals and insects, fruit and vegetables
Amazing fact The maned wolf isn't really a wolf – it's a member of the dog family. It barks like a dog!

Mediterranean Monk Seal

Today, there are about 700 Mediterranean monk seals. How many monk seals **were** there in the past? 24,000. The ocean **was** their home and it **was** safe. Monk seals sometimes die because they swim into fishing nets. But there's good news! There are different nets now. The seals can swim in and out of them easily.

Weight up to 315 kg
Habitat caves and beaches of the Mediterranean Sea
Food fish, octopus
Amazing fact It can swim faster than a shark.

Language in action

was / were, there was / were

- Look at the table. Circle the correct words.
- 1 We use (there) **was** / were for singular nouns and (there) **was** / were for plural nouns in the past.
- 2 We use (there) **was** / were + not for questions / negative sentences.
- 3 The word order is the same / different in questions.

Correct the sentences. Check your answers in the text on page 84.

- The water **wasn't** dirty in Lake Xochimilco the past.
The water **was** dirty in Lake Xochimilco the past. It **was** clean.
- There **were** 36 axolotls per square km in the lake in the past.
- There **were** 15,000 maned wolves in Brazil in the past.
- Monk seals **were** hungry in the past. There **were**n't a lot of fish for them to eat.
- In the past, there **were** about 700 monk seals.

Good news stories

Bald eagles **were** in danger in the past but they aren't now. In the 1960s, only a few hundred bald eagles in the USA. Scientists **happy** They **very** worried.

The future? After working hard for a long time, some good news. In 2007, the bald eagle on the list of animals in danger. The scientists' work **easy**, but it **a** success!

Use it!

- Write questions with was/were. Ask and answer with a partner.
- Where / born?
- What / favourite animal / when / you / six?
- Who / best friend / when / you / eight?
- When / your last holiday?

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.

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 dolphins do?
- Do you think dolphins can understand people? Why / Why not?

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

- A group of dangerous dolphins
- A group of clever dolphins
- A group of quiet dolphins



Learn to learn

Preparing to listen

Thinking about the questions before you listen can help you hear the correct answers.

6 Underline the question words in Exercise 7.

7 Listen again and answer the questions.

- How old was Kai? He was fifteen.
- Where were Kai and Mateo?
- What was noisy?
- Who was in a boat?
- How long were the dolphins with Luna?

8 Work in pairs. Take turns to tell the story.

There were two people and dog on a kayak in the sea.

There was a group of seven dolphins.

Language in action

Past simple: regular and irregular verbs

	Regular	Irregular
+	Everyone laughed.	
-	I didn't touch it.	
Past time expressions	Our class visited a wildlife centre last week.	I took this picture before they ran away. We didn't see any elephants. They didn't go to the centre yesterday.

1 Look at the table and complete the rule.

1 Regular past simple forms end in

2 Match the verbs to the correct past simple form.

- touch a visited
- take b saw
- see c went
- visit d touched
- go e took

Get it right!

We use past time expressions with the past simple. For example, yesterday, last (night/week/month/year), three (days/weeks/months) ago.

3 Complete the text with the correct past simple form of the verbs in brackets. Listen and check.

A boy's best friend

A few years ago, a Danish man ¹found (find) a baby crow. It was very thin and hungry. There wasn't an animal specialist to help him so the man ²(give) the crow food and it ³(become) part of the family. They ⁴(love) Russell. Russell ⁵(spend) a lot of time together. After a few weeks, the family ⁶(put) the crow in their garden to fly home. Russell doesn't live every day. Otto's mum ⁷(share) the story on social media. Russell and Otto are famous now!



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 **forty-five minutes** ago.
- I / get up / four hours
- I / start / school / seven years
- I / have / lunch / an hour
- I / meet / my English teacher / six months

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.

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.

Speaking
Talk about a day out
Listen to the conversation.
Where was Martha yesterday?

Useful language
How was (the school trip)? It was (really) cool.
What about (lions)? What was (it) like?

Watch video 7.4
Everyday English
No way! Really?
Wow! You're joking!

Writing
An article
1 Look at the photo. What do you think this llama can do? Read the article and check your ideas.

Meet Boating de Oro
By Lara Wilson

Useful language
In 2023 On 22nd February, 2023
More than ten years ago

Get it right!
We use on for days and dates. On Monday / On 22nd May
We use in for months and years. In February / In 2025

Plan
5 Work with a partner. Plan a conversation about a day out. Decide ...
where you went
what you saw
what you didn't see
what happened

Speak
6 Practise the conversation with your partner.
Remember to use:
• verbs in the past
• expressions from the Useful language and Everyday English boxes

Check
7 Work with another pair. Listen to their conversation and complete the notes.
Place:
What they saw:
What they didn't see:
What happened:

Write your own article about a famous animal.
Plan
5 Research a story about a famous animal. Make notes. Use the notes to write an article.
Introduction
Description of things the animal did
Conclusion
Write
6 Write your article. Remember to include:
• three paragraphs
• the past simple
• time expressions from the Useful language box
Check
7 Do you ...
• introduce the animal in the first paragraph?
• describe what the animal did?
• use time expressions?

Unit 7 | Amazing animals 89



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

Everyday English videos

In every unit there's 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.



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 video

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.

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.

- What does Hideki do when he gets to school?
He takes off his shoes and puts them in his locker.
- How often do the students have an assembly?
- Where does Hideki have lunch?
- What do the students do at 3.30?
- How many hours does Hideki spend at school?

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.

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?

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

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

Voice It!

4 Discuss the questions.

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

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

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

- It's hot in here. _____ your coat!
- Now it's cold. Can I _____ my coat again?
- I can help you to _____ your room. We can _____ rubbish. _____ all the _____

Explore it!

Is the sentence 7 (true) or F (false)?
Japanese teachers and students work even during the holidays! ☐

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



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*.

Project

The *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 a collaborative project.

Plan, Present and Respond

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.

Creative thinking

Art that tells a story

- Look at the photos. What do you think is special about this art? Where is it? Work in pairs and share your ideas.
- Read the text and check your ideas.

Rock Art of Kakadu National Park, Australia

Kakadu National Park is in the north of Australia. It is the country's second biggest national park and it is also the home of the Aboriginal people – Bininj and Munggy. The park is famous for its natural beauty and its amazing rock art.

Some of the most amazing art is in Ubirr and Munggy. They used different styles at different times. They share the stories with each generation.

Bininj/Munggy painted scenes from their everyday lives. They used different styles at different times. They made prints of hands and drew simple figures. Some people think these prints were a way to understand and communicate with other generations.

They used x-ray art and painted the bones inside people and animals to show they were close to nature. Animals were also important to Bininj and Munggy, especially for food. They painted their favourite food like fish and vegetables. They painted animals from the past like the Tasmanian tiger because they didn't want people to forget this animal lived at that time.

They also used a style called contact art. They used this for the first time when people arrived from different parts of the world. Bininj and Munggy painted the first Europeans, their clothes and their ships. This was a very important event and they wanted future generations to understand it.

They didn't have pens or pencils so they used natural materials like clay to make paint. They mixed them with water or a palette. They could make red, yellow, orange, white and black. They also made their own paint brushes from materials like hair, feathers or parts of plants. Bininj and Munggy continue painting and telling their stories today. They don't always paint on rock – they use bark, paper or canvas.

Watch video 8.5
Painting nature

What type of art do you like?
Watch the video. What is it about?
• why nature is important
• the connection between art and nature
How do you feel when you are in nature?

Project

Vocabulary extra

- Match the words in the box with their meanings.
 - beauty close to communicate
 - event generation style
- a particular design, e.g. of art style
- an important or unusual thing that happens in history
- when you know something very well, you are it
- when something is nice to look at, it has natural
- people of about the same age within a family
- share information with other people by speaking, writing, drawing, painting

CLIL: Art

Types of art and art materials

- Look at these words from the text. Write them in the correct place in the diagram. Can you add any more words from the text?

canvas day contact art
paint painting paper prints

Types of art

Art materials

Describe the pieces of art. Use the words in Exercise 5.

Type: x-ray art
Materials: red clay, palette, paint, brush

Describe a piece of art you know and like. Use the ideas below and the words in Exercise 5.

A piece of art is a painting. It's a painted it.

They used
It tells us
I like it because

Project: a factsheet

Design a factsheet about art

Step 1: Plan
Work in groups. Make a factsheet about a piece of art from your country.

- Decide on a piece of art and find out about it online.
- What is it and how old is it?
- Who created it? What materials did they use?
- Why is it interesting? Does it tell a story, solve a problem or teach us about people's lives?
- Choose the most important facts to include in your factsheet.
- Find photos of the piece of art.
- Draw a map of the area if necessary.

Unit 8 Project: a factsheet

Unit 6 Project: an exercise plan

Our exercise plan for Monday – 60 minutes of physical activity to work our body and mind and to help us feel good.

Day	Activity	Time	Body	Mind	How we feel
Monday	In the morning, we walk to school with friends.	This takes 15 minutes.	We use our legs, feet and heart.	I smile because I'm chatting to my friends.	We feel happier and more relaxed.
	Before lunch, we play basketball in PE.	The lesson is 30 minutes long.	We use our heart, arms and legs. We're active.	Our brain produces endorphins.	We feel more energetic and can concentrate better in lessons.
	After dinner, we wash the kitchen floor.	This takes 5 minutes.	We use our heart, arms and chest.	We're producing more endorphins.	Helping other people makes us feel even better.
	In the evening, we record a dance to share online.	This takes 10 minutes.	We use our whole body when we dance.	Our favourite song produces more endorphins.	We're happier and also sleep better at night.

We're fitter, happier and healthier when we do these activities. What about you? What's your daily exercise plan like?

Step 2: Present
Present your exercise plan to the class.

Remember to:

- describe the types of exercise
- say how long you do each exercise for
- explain why each exercise is good for your body and mind and how it makes you feel

Step 3: Respond
Look at your classmates' exercise plans. Which activities do you want to do? Give reasons and compare with a partner.

Unit 8 Project: a factsheet

Our factsheet: Turkish cave paintings

This is a cave painting and it is about 8,000 years old. It is from the prehistoric period.

Archaeologists discovered these cave paintings in 2016 in the southern city of Mersin, in the Günar district of Türkiye.

This cave painting is famous because it was the first cave painting from this part of Türkiye. It is almost perfect.

People in the prehistoric period painted it with natural red material from the land called ochre. They didn't use paintbrushes – they painted with their fingers. The painting is red and it shows a person. It is dancing.

Archaeologists think the painting shows the beginning of a new season. People at that time danced because they wanted the food to grow well that season. They believed that when you danced like this, the food grew well.

Step 2: Present
Present your factsheet to the class. Remember to:

- describe what the piece of art is
- explain where it is and who painted it
- talk about why you think this art is interesting

Step 3: Respond
Look at your classmates' factsheets. What did you learn about the art? Does it tell a story? Write down two interesting or surprising facts you learned and compare with a partner.

To help students visualise their end project, a model page is provided in the Student's Book. It serves as a guide to inspire their creativity and has a checklist to focus the stages of the task.



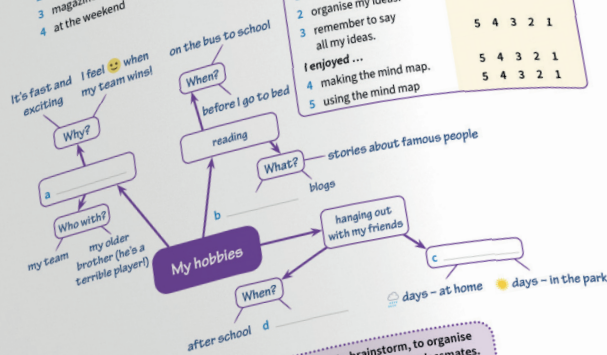
Learn to learn

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.

Learn to ... use mind maps

Mind maps can help you think of ideas and plan how to organise them.

- 1 Discuss the questions.
 - 1 What is a mind map?
 - 2 Why do people make mind maps?
 - 3 Do you use mind maps?
- 2 Ahmet made a mind map to help him with a presentation. What is the topic?
- 3 Complete Ahmet's mind map with the words and phrases below.



Search online for a digital mind mapping tool. Use it to brainstorm, to organise the ideas you might need and to plan. Share your findings with your classmates.

92 Amazing animals | Unit 7

7 Review

Vocabulary

- 1 Write the animals.



- 2 Complete the adjectives with the missing vowels.
 - 1 w _ l _ d
 - 2 t _ n _ y
 - 3 n _ _ _ sy
 - 4 b _ _ _ t _ f _ l
 - 5 q _ _ _ t
 - 6 l _ _ zy
 - 7 d _ _ ng _ _ r _ _ s
 - 8 h _ _ _ vy
 - 9 c _ _ t _
 - 10 l _ _ rg _
 - 11 l _ _ ng
 - 12 cl _ _ v _ _ r

Language in action

- 3 Joe and Sylvie went to a wildlife park last week. Write sentences with the correct form of there was/were.
 - 1 Were there many animals? (Y)
 - 2 two lions. (✓)
 - 3 an elephant with no tusks. (X)
 - 4 a tiger with no stripes. (✓)
 - 5 a donkey. (X)
 - 6 a white gorilla? (Y)
- 4 Complete the text with the past simple of the verbs in brackets.

Mammoths ¹ lived (live) many, many years ago in Asia, Europe and North America. They ² (die) because the weather ³ (get) warmer and they (not can) find any food. They ⁴ (be) about 3.5 m tall and ⁵ (weigh) about 6,000 kg. Their tusks ⁶ (be) very long - about five metres! They ⁷ (not eat) other animals. They ⁸ (eat) grass and plants and flowers.

Self-assessment

I can name fourteen animals in English.

I can use adjectives to describe animals.

I can use was and were to describe the past.

I can use regular and irregular verbs to talk about the past.

Unit 7 | amazing animals 93

Review

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

Student's Book Contents

	Vocabulary		Skills		Language in action
Starter Unit Welcome! p4	Months p4 Numbers p4 Colours p4 Classroom objects p7		Reading An online profile: Welcome to my life! p5 Listening A talk p8		Subject pronouns and possessive adjectives p6 Verb <i>be</i> p6 Question words p6 <i>whose</i> + possessive pronouns p9 Imperatives p9
Unit 1 Friends and family p10	Family members p11 Describing people p14		Reading A webpage: Meet the Kanneh-Masons p12 Listening A conversation p14 Speaking Phoning a friend p16 Writing An informal email p17		<i>have got</i> : affirmative and negative p13 Possessive 's p13 <i>have got</i> questions p15
Learn to learn p20, Review p21					
Unit 2 That's life! p22	Daily routines p23 Leisure activities p26		Reading A profile: A day in the life of ... p24 Listening Street interviews p26 Speaking An interview p28 Writing An article p29		Present simple: affirmative and negative p25 Adverbs of frequency p25 Present simple: questions p27 <i>Wh-</i> questions p27
Learn to learn p32, Review p33					
Unit 3 School days p34	School subjects p35 Places in a school p38		Reading A webpage: Ballet school p36 Listening A radio programme p38 Speaking Asking for help p40 Writing A description p41		<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
Learn to learn p44, Review p45					
Unit 4 You are what you eat p46	Food and drink p47 Adjectives p50		Reading An article: Time for a snack p48 Listening A quiz p50 Speaking Ordering food and drink p52 Writing A blog post p53		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
Learn to learn p56, Review p57					
Unit 5 What's your style? p58	Clothes p59 Accessories p62		Reading An online diary: Michiko's mix.com p60 Listening An interview p62 Speaking Buying clothes or accessories p64 Writing A description of a photo p65		Present continuous p61 Present simple and present continuous p63
Learn to learn p68, Review p69					
Unit 6 Sport for life p70	Sports p71 Sports verbs p74		Reading Online FAQs: Learn about Boccia p72 Listening A conversation p74 Speaking Buying tickets online p76 Writing A profile of a sportsperson p77		Comparatives p73 Superlatives p75
Learn to learn p80, Review p81					
Unit 7 Amazing animals p82	Animals p83 Adjectives p86		Reading Fact files: Amazing animals in danger p84 Listening A podcast p86 Speaking Talk about a day out p88 Writing An article p89		<i>was/were, there was/were</i> p85 Past simple: regular and irregular verbs p87
Learn to learn p92, Review p93					
Unit 8 Lost and found p94	Places in town p95 Personal possessions p98		Reading An online travel article: Lost treasures p96 Listening A radio interview p98 Speaking Losing things p100 Writing A blog post p101		Past simple: questions p97 Past simple: <i>Wh-</i> questions p99
Learn to learn p104, Review p105					
Unit 9 Summer fun p106	Outdoor life p107 Holidays p110		Reading A leaflet: Wild weekend p108 Listening A conversation p110 Speaking Making suggestions and responding p112 Writing An email p113		Future with <i>will/won't</i> p109 Present continuous for future <i>be going to</i> p111
Learn to learn p116, Review p117					
Pronunciation p118–119 CLIL model projects p120–123 Grammar tutor p124–133 Irregular verbs p134					

 Learn to learn		 Around the world	 Life competencies	Project
Learning numbers together Recording vocabulary Using your own language	p4 p7 p8			
Making connections (1) Drawing pictures Increasing your vocabulary Organising your notebook	p11 p14 p19 p20	 An article: Twins Day  Children's Day	p18 p18	 Project: A poster  Teacher's Resource Bank
Word partners (1) Word partners (2) Working in pairs	p23 p26 p32	 Digital literacy: Staying safe online  Teens on screens  CLIL: Maths	p30 p30 p31	 Project: A class survey p31
Recognising cognates Making a spidergram Understanding new words from context Using flashcards	p35 p38 p43 p44	 A blog post: Welcome to my school day!  The school of the air	p42 p42	 Project: A haiku  Teacher's Resource Bank
Personalising vocabulary True or false sentences Playing vocabulary games	p47 p50 p56	 Social responsibilities: Sustainable food choices  Think before you eat  CLIL: Science	p54 P54 p55	 Project: A menu p55
Making a picture dictionary Listening for the general idea Making connections (2) Guessing the meaning of words	p59 p62 p67 p68	 A magazine article interview: Special days  Culture and Fashion	p66 p66	 Project: A lookbook  Teacher's Resource Bank
Saying collocations out loud Remembering vocabulary sets Writing example sentences	p71 p74 p80	 Emotional development: A healthy and happy life  Healthy and happy  CLIL: Biology	p78 p78 p79	 Project: An exercise plan p79
Word categories Preparing to listen Noun and verb forms Using mind maps	p83 p86 p91 p92	 An article: The girl and the golden eagle  Four-legged friends	p90 p90	 Project: A scrapbook  Teacher's Resource Bank
Compound nouns Using photos to predict content Improving your writing	p95 p98 p104	 Creative thinking: Art that tells a story  Painting nature  CLIL: Art	p102 p102 p103	 Project: A factsheet p103
Collocation Personalising spidergrams Understanding different types of English Making an action plan	p107 p110 p115 p116	 A webpage: Your guide to American summer camps  A summer camp in ...	p114 p114	 Project: A webpage  Teacher's Resource Bank

Warmer

Books closed. Ask students to write the months in the correct order.

- 1 S.01 ★★☆☆ Now, they do Exercise 1 to check.

Audioscript p123

Target vocabulary

January /'dʒænjuəri/
February /'februəri/
March /mɑ:tʃ/
April /'eɪprəl/
May /meɪ/
June /dʒu:n/
July /dʒu:'laɪ/
August /'ɔ:gəst/
September /sep'tembə/
October /'ɒk'təʊbə/
November /nəʊ'vembə/
December /di'sembə/

Get it right!

Ask pairs to check their months. Did they use capital letters?

- 2 Elicit students' answers and correct any pronunciation issues.
- 3 Write the numbers 1–10 on the board and elicit the words *first*, *second*, etc. Point out that these words are used to talk about dates.

Vocabulary bank

Learn to learn

Learning related words is a good way of increasing vocabulary more quickly.

- 4 S.02 The main difference in pronunciation between *seventeen* and *seventy* (and other similar numbers) is the stressed syllable, not the length of the vowel.

Starter

Welcome!

Vocabulary Months

- 1 S.01 Put the months in the correct order. Listen, check and repeat.

4 April	1 January	5 May
8 August	6 June	11 November
12 December	7 July	10 October
2 February	3 March	9 September

Get it right!

In English, months and days of the week start with a capital letter. Is it the same in your language?

- 2 Complete the sentences. Compare with a partner.
- This month is _____.
 - My birthday is in _____.

Cardinal and ordinal numbers

- 3 Write the numbers.
- The number of letters in my name. _____
 - The date today. _____
 - The number of people in my house. _____

Learn to learn

Learning numbers together
Learn and practise cardinal and ordinal numbers together.

23 twenty-three 23rd twenty-third

- 4 S.02 Listen. Circle the numbers you hear.
- a 17 b 70 3 a 12th b 20th
 - a 13 b 30 4 a 51st b 61st

Use it!

- 5 Take turns to say a cardinal number. Your partner says the ordinal number.
- 6 S.03 Listen and complete the sentences with the date.
- Laura's birthday is on 24th July.
 - Onur's birthday is on 3rd October.
 - Bella's birthday is on 22nd February.
 - Nico's birthday is on 1st November.
- 7 Complete the sentences. Tell your partner.
- My birthday is on _____.
 - Today is _____.

Colours

- 8 S.04 Add the colours and write the new colour. Listen, check and repeat.

1	2	3	4
red + blue	blue + yellow	red + white	red + yellow
purple	Green	Pink	Orange

- 9 S.05 Do the quiz with a partner. Circle the correct answers. Listen and check.

The great big number quiz!!

- The number of countries in the world is ...
a 195 b 100 c 95
- ... million people speak English as their first language.
a 3 b 36 c 360
- There are ... seconds in a year.
a 36,536,000 b 31,536,000 c 35,636,000
- ... million people have the same birthday as you.
a 20 b 6 c 10

- 5 Demonstrate the activity with the whole class before students work in pairs.
- 6 S.03 After listening, ask students if they want to listen again.
- 7 Students walk around the class and ask each other their birthday, then organise themselves in order of whose birthday comes first. Which month has the most birthdays in the class?
- 8 S.04 ★★☆☆ Students test each other in pairs. They take turns to point at something in the room and ask what colour it is.

- 9 S.05 If students have smartphones and if appropriate, they can research the answers to develop their digital learning skills.

Extend it!

In pairs, students write an extra question for the quiz. The class tries to answer the questions.

Homework

Workbook p4, Exercises 1–2

Lesson aim: I can understand an online profile.

Warmer

Put students into teams. Give them three minutes to write as many countries in English as they can. The team with the most countries wins.

1 Elicit that Thiago is from Brazil and his nationality is Brazilian. Ask where Diana is from (Spain) and what her nationality is (Spanish).

2 **S.06** ★★ Ask students to correct the false sentences. (1 Thiago is from Brasília. 4 Thiago's favourite colours are yellow and green. 5 Miranda is Mexican.) In pairs, students write an extra sentence about the texts. They swap with another pair who decide if the extra sentence is true or false.

3 Encourage students to check spelling in a dictionary and come to the board to write the answers.

4 If you have a multinational class, elicit students' nationalities. Write a list of the nationalities on the board.

5 Encourage students to be creative. While yellow and green are probably Thiago's favourite colours because of the Brazilian flag, elicit alternatives such as 'they are the colours of his football team'.

Class challenge

The South African flag has got 4 / 6 / 8 colours on it.

Reading An online profile

1 Look at the photos. Where do you think Thiago and Diana are from? Read the profiles quickly and check your answers.

S.06 2 Read the profiles again. Are the sentences T (true) or F (false)?

- 1 Thiago is from São Paulo. **F**
- 2 Thiago's favourite colour is blue. **F**
- 3 Thiago is good at football. **T**
- 4 Diana is from Granada. **F**
- 5 Miranda is Turkish. **F**
- 6 Diana's favourite place is her bedroom. **T**

3 Find nationalities in the profiles to match the countries.

- 1 Spain **Spanish**
- 2 Mexico **Mexican**
- 3 Türkiye **Turkish**
- 4 Brazil **Brazilian**
- 5 the USA **American**

Welcome to my life!

Hello! My name's Thiago.

I'm from Brasília. It's the capital of Brazil. I'm Brazilian. I'm 14. I'm with Bruno and Victor in this photo. They're my best friends. We're at the same school, but I'm not in their class. Our school is an American school.

My favourite colours are yellow and green. Can you guess why?

My favourite number is 7.

My dream is to be a footballer like Vinicius Júnior. He's amazing! I'm good, too! 😊 Are you a football fan? What's your name? Where are you from? Write soon!



Thiago

4 Complete the table with the countries and nationalities.

Flag	Country	Nationality
	Australia	¹ Australian
	² Canada	Canadian
	China	³ Chinese
	⁴ Germany	German
	Poland	⁵ Polish
	the UK	⁶ British

Voice it!

5 Complete the sentences with your ideas. Compare with a partner.

- 1 Thiago's favourite colours are yellow and green because _____.
- 2 Diana's bedroom is _____ because _____.

Hi! My name's Diana. I'm from Granada in Spain.

I'm 13 years old. In this photo, I'm with Miranda and Suki. They're my best friends. They aren't Spanish. Miranda's Mexican and Suki's Turkish.

My birthday is on 9th March. When is your birthday?

My favourite colour is blue.

My favourite place is my bedroom. Guess what colour it is!

My dream is to be a singer like Camila Cabello. She's brilliant! 😊 Are you a good singer?

What's your name? How old are you? Let me know! 😊



Diana

Starter Unit 5

Extend it!

Ask students to write a 30-word text starting with: *I would like a friend from ... because ...*

Homework

Workbook p4, Exs 3–5

Warmer

► Draw three circles on the board and write *Simon*, *Isabella* and *Martine* inside them. Students write down facts about these people while they watch **Video S.1**. After the first minute of the video, pause and elicit the information. Then play the rest of the video. (All three are students at an international school. Simon: from the UK, his dream is to play drums; Isabella: from the United States, her dream is to be a singer; she's amazing; Martin: from Brazil, his dream is to play guitar.)

- 1 ★★ Encourage students to check their answers in pairs before conducting whole-class feedback.
- 2 Drill the pronunciation of the contracted forms of *be*. Point out that short forms are more frequent in spoken English than the full forms.
- 3 **S.07** After feedback, students work in pairs to write a similar description of another famous person. They then work with a new pair in a group of four, taking turns to read out the description and guess the person. If time allows, let the exercise continue with as many pairs as possible.
- 4 Point out that *be* goes before the subject (*you*, *your best friend*, etc.) in questions.
- 5 Before students do the activity, elicit that we use question words to ask about different kinds of information (e.g. age, people, etc.).

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 124.

Language in action Subject pronouns and possessive adjectives

Isabella's from the United States. Martin's dream is to play guitar.

Watch video S.1
Where is Isabella from?
What is Martin's dream?

Subject pronouns	Possessive adjectives
I	My name is Simon.
You	What's your dream?
He	His dream is to play guitar.
She	Her dream is to be a singer.
It	Its hair is long.
We	Our teacher is kind.
They	Their car is blue.

- 1 Look at the table. Circle the correct words.
 - 1 Alana is my / I best friend.
 - 2 Our / We aren't from Brazil. Our / We 're from Spain.
 - 3 Her / She name is Luna. Her / She 's 13.
 - 4 Their / They names are Kit and Bella.

Verb *be*

+	I'm from the UK. She's amazing. We're students at an international school.
-	But we're not in the same class.
?	Is Simon from the UK? Yes, he is . Are Isabelle and Martine friends? Yes, they are . Is Isabella from Brazil? No, she isn't .

- 2 Use the table to complete the sentences with the correct form of the verb *be*. Check your answers in the profiles on page 5.
 - 1 I'm _____ from Granada.
 - 2 Camila Cabello **is** brilliant.
 - 3 Miranda and Suki **are** Spanish.
 - 4 **Are** _____ you a good singer?
 - 5 **Is** _____ Diana's bedroom red? No, it **isn't**.

6 Starter Unit

- 3 Complete the profile with the correct form of *be*. Guess the person. Listen and check.

Her birthday **is** (✓) on 13th December.

She **isn't** (x) British.

She **is** (✓) American.

My favourite songs **are** (✓) *Shake it Off* and *Back to December*.

Is she your favourite singer?

- 4 Write questions with the verb *be*.

- 1 you / 12? **Are you 12?**
- 2 you / from / Ankara? **Are you from Ankara?**
- 3 your best friends / in your class?
Are your best friends in your class?
- 4 your teacher / English?
Is your teacher English?
- 5 today / 19th June? **Is today 19th June?**

Question words

- 5 Match the question words with their functions.

- | | |
|-----------|------------------|
| 1 What | a age |
| 2 Where | b people |
| 3 When | c places |
| 4 How old | d things |
| 5 Who | e time and dates |

- 6 Complete the questions with *is* or *are*.

- 1 Where **are** you from?
- 2 How old **are** you?
- 3 When **is** your birthday?
- 4 Who **is** your best friend?
- 5 What **is** your favourite colour?

Grammar tutor p124

Use it!

- 7 Ask and answer the questions in Exercise 4 and Exercise 6.

- 6 & 7 Encourage students to move around the room, talking to as many classmates as possible.

Grammar game

Students play in teams of six. Read a question word out (e.g. *When*). Teams have 30 seconds to write down as many possible answers as possible (e.g. *now*, *yesterday*, *in April*, etc.). Repeat with the other question words. The team with the most answers wins.

Homework

Workbook p5, Exs 1–6

Lesson aim: I can talk about objects in a classroom.

Warmer

Put students into groups. Ask them to write down the English words for things they can see around them (e.g. *chairs, a door*, etc.). The team with the most words in three minutes wins.

- 1 s.08 ★★ Ask students to cover the words and try to name the items in the picture.

Audioscript p123

Target vocabulary

board /bɔ:d/
calculator /'kælkjələtə/
chair /tʃeə/
dictionary /'dɪkʃənri/
door /dɔ:/
notebook /'nəʊtbʊk/
pen /pen/
pencil /'pensl/
poster /'pəʊstə/
ruler /'ru:lə/
table /'teɪbəl/
window /'wɪndəʊ/

Vocabulary bank

Learn to learn

Students should start having a separate notebook for recording vocabulary. Throughout the course, students will learn different ways to record vocabulary. They should gradually decide which methods work best for them.

- Encourage students to share their notebooks in small groups. Elicit which are the best and why.
- Translation can be an effective strategy for learning and revising vocabulary at this level.

Vocabulary Classroom objects



- 1 s.08 Match the words in the box with the objects in the picture 1-12. Listen, check and repeat.

1 board	11 calculator	8 chair	9 dictionary
2 door	12 notebook	5 pen	10 pencil
3 poster	6 ruler	7 table	4 window



Learn to learn

Recording vocabulary

Divide the pages in your notebook to record new vocabulary. Write a translation and draw a picture to help you remember the words.

Classroom objects	Translation	Picture
ruler		

- Organise your notebook and write new vocabulary from this unit.
- Test a partner. Say a word in your language. Your partner says it in English. Can you remember all the new words?

Starter Unit 7

Extend it!

Put students into small groups. Students close their books and write down as many words from the lesson as possible in one minute. The team with the most correct words wins.

Homework

Workbook p5, Exercise 7; p6 Exercises 1-3

1 Ask a volunteer to read the example sentence. Point out the word dictionary circled as an example in the word search. Tell students that the rest of the classroom objects they should find in the puzzle may be written across in the puzzle or down. If students need extra support, they can complete the exercise in pairs.

2 After students have translated the words for classroom objects into their own language, allow pairs to test each other, then swap partners with another pair for further review.

Audioscript p123

3 & 4  s.11 Ask students to repeat the words they heard. Write these on the board and play the recording again to support students who are struggling.

Audioscript p123

5 Students empty their bags on their desks or tables. Using a dictionary if necessary, they write down the words for each item on their desks.

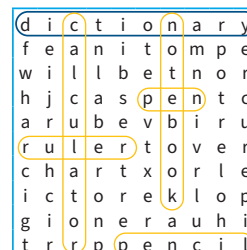
Vocabulary bank

Vocabulary and listening



1 Find six classroom objects. Can you see these objects in your classroom? What colour are they? Write sentences.

- 1 The dictionary is red and blue.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Learn to learn

Using your own language

When you learn a new word in English, write a translation in your own language to help you to remember it.

- 2 Write a list of the classroom objects in Exercise 2. Write translations in your own language. Cover the English words. Can you remember them?
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

A talk

 3 Listen and circle the correct answer.
Stefan is ...
a a teacher. b a student.

 4 Listen again. Circle the correct answers.
1 Stefan is in Year 7 / 10.
2 Stefan is / isn't a friendly person.
3 It's the students' first / second day at the school.
4 At the end, Luiza is / isn't in the classroom.

Use it!

5 Answer the questions with a partner.
1 What classroom objects are on your table?
2 What is in your bag?

Extend it!

Put students into small groups. Students close their books and write down as many words from the lesson as possible in one minute. The team with the most correct words wins.

Homework

Workbook p6 Exercises 4–6

Lesson aim: I can use *whose* and possessive pronouns.

Warmer

► Play **Video S.2** and ask students to make notes on the classroom objects as they see them. Elicit that Mia's pen is purple. Write the objects on the board (a pen, a ruler, pencils, a calculator, sunglasses, a bag).

1 After feedback, ask students in pairs to act out sentences 1-6 with their own possessions (pencils, notebooks, etc.).

2 **S.10** After feedback, play the audio again and drill the pronunciation of the questions.

Audioscript p123

3 Elicit that we can use imperatives to tell people what to do (or what not to do). Draw attention to the table and have students complete the exercise. Elicit two more general school or classroom rules with imperatives, one positive and one negative.

4 **S.11** ★★ Elicit which of the rules apply to their English class. Students then write down five new rules they could have in the English class (e.g. *Don't message friends during lessons*). Elicit the ideas on the board and let students vote on the best five rules.

5 **S.12** Demonstrate the activity by saying *Stand up!* and making sure that all the students stand up.

Audioscript p123

► Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 124.

Language in action *whose + possessive pronouns*



Watch video S.2
What colour is Mia's pen?
What classroom objects are there?

Whose ... ?	Possessive pronouns
Whose sunglasses are these?	They're mine .
	They're yours .
Whose calculator is that?	It's his .
Whose pencils are those?	They're his .
	It's hers .
Whose pen is this?	It's ours .
	It's theirs .

this, that, these, those

This is my pencil.	That is my calculator.
These are my notebooks.	Those are my pens.

1 Look at the table. Complete the second sentence with a possessive pronoun.

- It's your pencil. It's **yours**.
- That's his notebook. That's **his**.
- This table is my table. This table is **mine**.
- Those are our chairs. Those are **ours**.
- Is this your calculator? Is this **yours**?
- Are these her pens? Are these **hers**?

S.10 2 Write the questions. Listen and match the questions with the answers.

- book / whose / this / is
Whose book is this? **b**
 - posters / those / are / whose
Whose posters are those? **d**
 - are / pens / whose / these
Whose pens are these? **c**
 - that / ruler / whose / is
Whose ruler is that? **a**
- a It's his. c They're hers.
b It's mine. d They're ours.

Imperatives

Positive	Negative
Close the door! ✓	Don't be late!

3 Look at the table and circle the correct words.

- We use a verb *with to / without to* for imperatives.
- We use *don't* to form *positive / negative* imperatives.

S.11 4 Complete the instructions with the verbs in the box. Listen and check.

don't forget don't write listen to use write

- Don't write** on the desks!
- Write** new words in your notebook!
- Don't forget** to bring your pen!
- Listen to** your teacher!
- Use** a dictionary!

S.12 5 Listen and follow the instructions.

► Grammar tutor p124

Use it!

6 Take turns to give your partner instructions. Use classroom objects or your own ideas.

Pick up your pen!

Write your birthday!

Starter Unit 9

6 Allow students a few minutes to write down the instructions if necessary, before telling their partner what to do.

Homework

Workbook p6 Exercises 4-6