

Second Edition

OWN IT!

2

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CAMBRIDGE

Teacher's Book

Alice Copello



Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press & Assessment is a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781009812009

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First published 2020

Second edition 2026

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in XXX by XXX

A catalogue record for this publication is available from the British Library

ISBN 978-1-009-81200-9 Teacher's Book with Digital Pack

Additional resources for this publication at www.cambridge.org/ownit2

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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

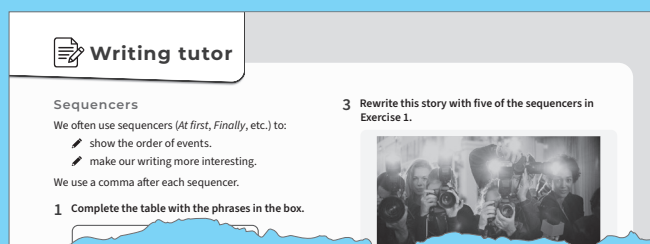
There are **four new projects** across the course with engaging topics to capture students' attention and build their competency skills. A documentary-style video introduces the theme, a short reading text develops the idea, and a vocabulary extra activity helps students to discuss the topic. With a 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**gets up** (get up) at 9 am. She ²**has** (have) a shower and ³**brushes** (brush) her teeth. Then she ⁴**gets dressed** (get dressed) and ⁵**has** (have) her favourite breakfast: toast and fruit juice. She ⁶**doesn't see** (not see) her dad on Saturday mornings because he ⁷**goes** (go) to work.

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

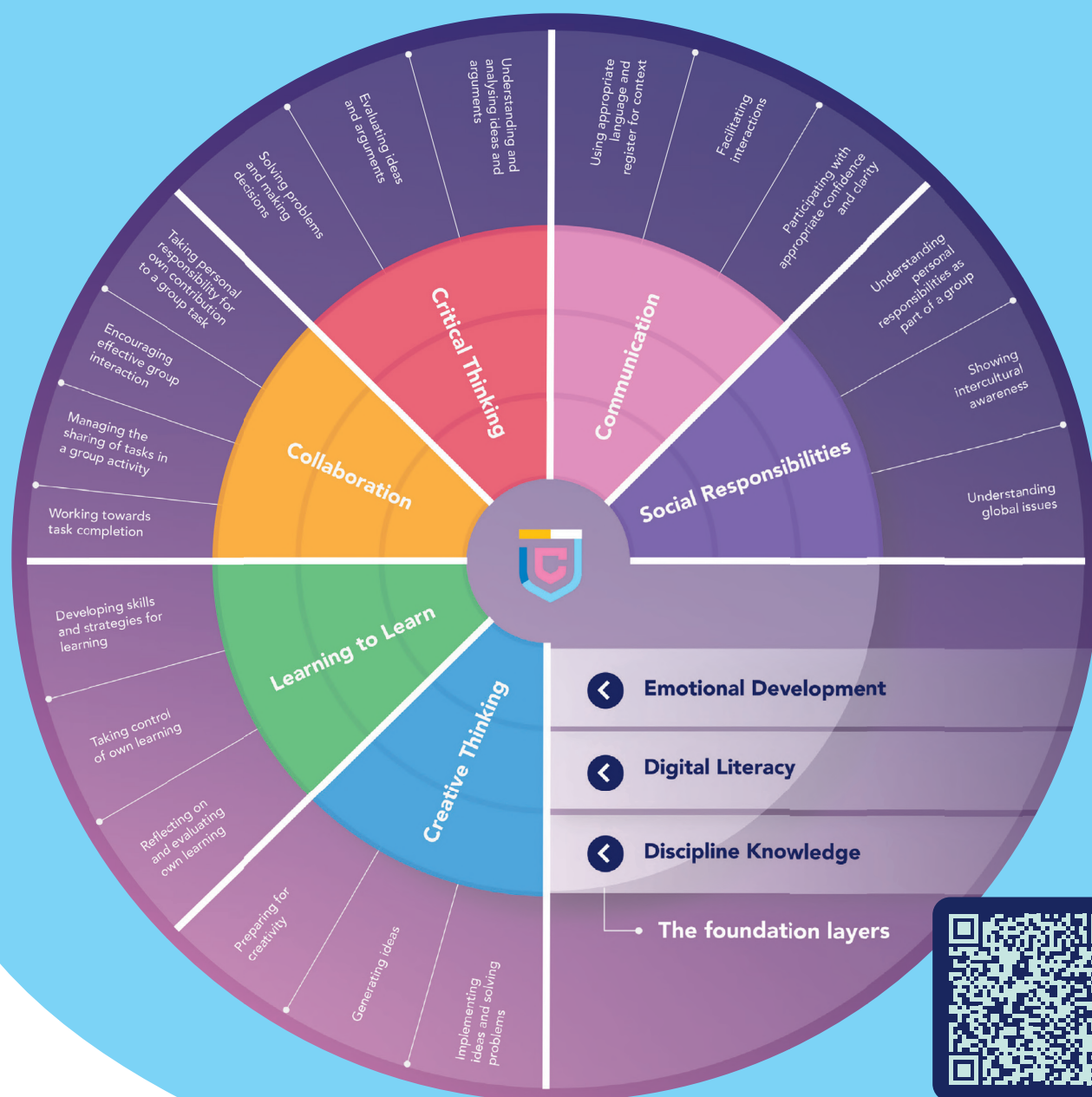
Life Competencies

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.

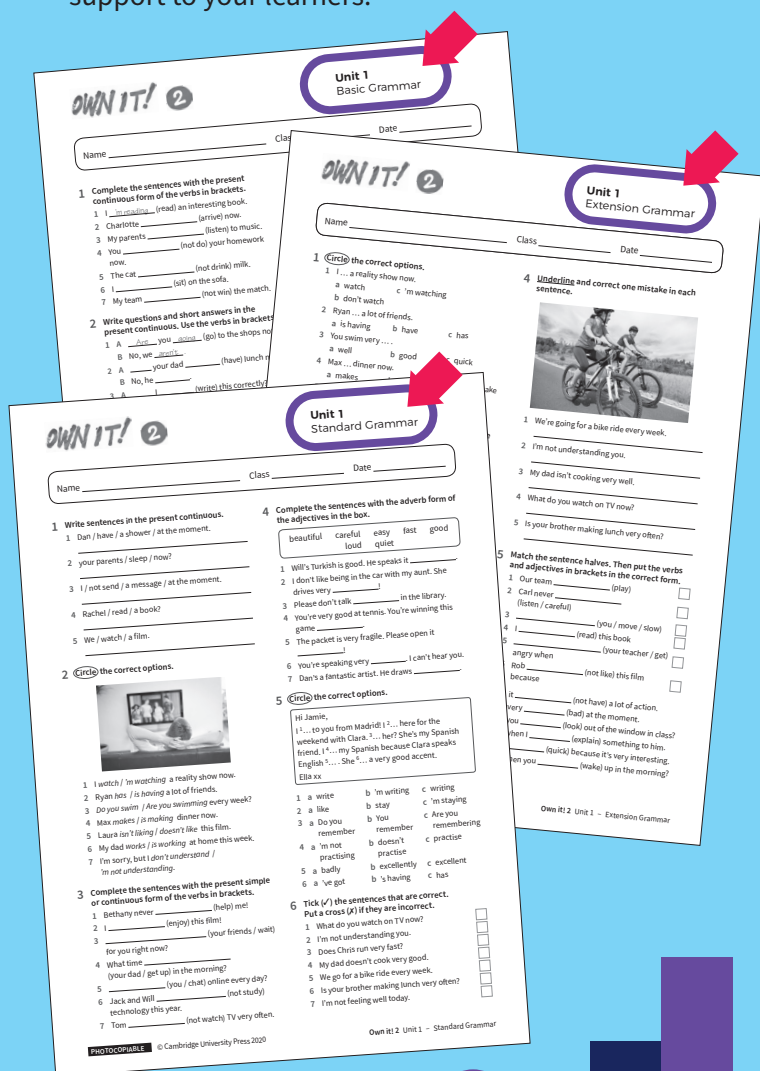


Everything you need ... all in one place!

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.



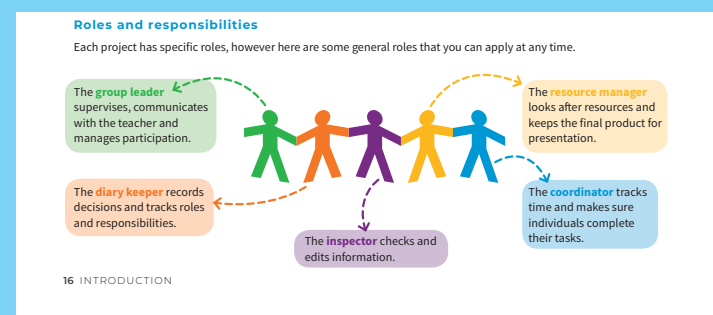
A comprehensive testing package

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.

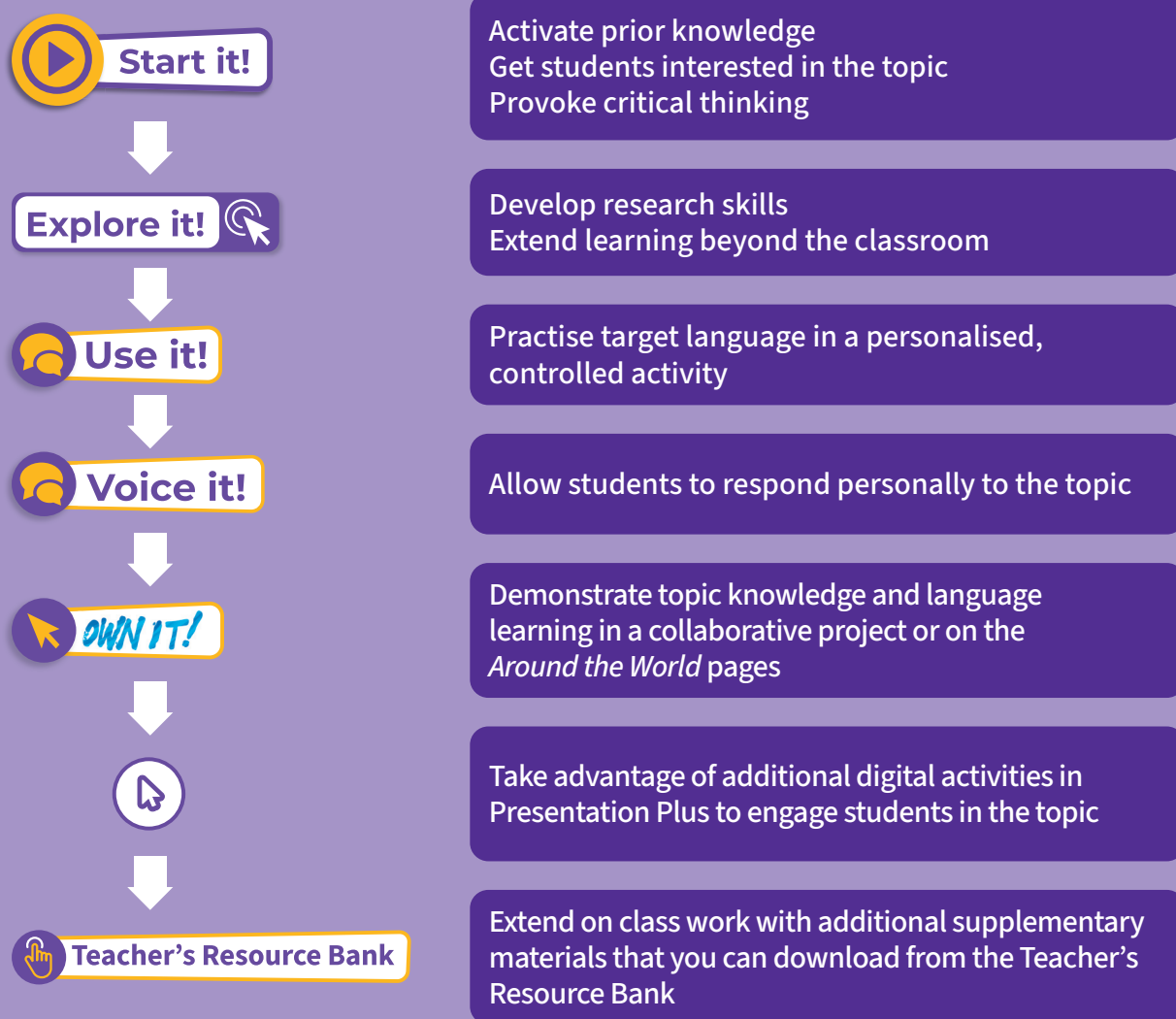


Example	Purpose	Action / Outcomes	
Project work  Project	To encourage learners to work collaboratively, test their own and their peers' assumptions and evaluate information	Develop learning skills and self-awareness to improve analytical thinking. Learners take responsibility for their own learning, 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.

Vocabulary

Animals

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

- | | | |
|---------------------------------|------------------------------------|----------------------------------|
| ☐ bear | ☐ crocodile | ☐ donkey |
| ☐ duck | ☐ eagle | ☐ giraffe |
| ☐ hippo | ☐ horse | ☐ lion |
| ☐ monkey | ☐ mouse | ☐ parrot |
| ☐ snake | ☐ whale | |

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

- 1 _____ 4 _____
2 _____ 5 _____
3 _____ 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 for each category.

- Mammals _____
Birds _____
Reptiles _____
Snakes _____

- 5 Work with a partner. Guess the extra animals in new categories for the animals. Tell your partner the animals. 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.

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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

- 1 Look at the photos. Do you recognise these animals? Where do they live?

- 2 Read the text and the fact files. Check your answers to Exercise 1.

- 3 Read the sentences and write T (true), F (false) or DS (doesn't say).

- 1 An axolotl can grow new parts of its body.
- 2 The maned wolf is a member of the wolf family.
- 3 Mediterranean monk seals are slower than sharks.
- 4 There are more maned wolves than axolotls or monk seals.
- 5 Pollution is a problem for all of these animals.
- 6 The maned wolf is the heaviest of the three animals.
- 7 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 axolotls 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 for wolves in forests for people are 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 coasts 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

- 1 He **was** a little baby once.
2 They **were** little babies called tadpoles.
3 He **wasn't** pink as a baby.
4 His parents **were**n't worried about that.
5 **Was** the water clean? Yes, it **was**. / No, it **wasn't**.
6 **Were** the forests big? Yes, they **were**. / No, they **were**n't.

- 2 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.

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

- 1 The water **wasn't** dirty in Lake Xochimilco the past.
The water **was** dirty in Lake Xochimilco the past. It **was** clean.
- 2 There **were** 36 axolotls per square km in the lake in the past.

- 3 There **were** 15,000 maned wolves in Brazil in the past.

- 4 Monk seals **were** hungry in the past. There **were**n't a lot of fish for them to eat.

- 5 In the past, there **were** about 700 monk seals.

Watch video 7.2

What colour was the flamingo when it was a baby? What animals were there?

There **was** / **were** a lesson about baby animals. There **were** cute baby animals. There **wasn't** a cuter baby animal than this seal. There **were**n't any baby butterflies. There **were**n't any baby wolves. Yes, there **were**. / No, there **wasn't**. Was there a baby seal? Yes, there **was**. / No, there **wasn't**. Were there any wolves? Yes, there **were**. / No, there **were**n't.

- 3 Complete the text with **was(n't)** / **were(n't)** or **there was(n't)** / **there were(n't)**.

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? The future **good** for bald eagles. 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!

- 4 Write questions with **was/were**. Ask and answer with a partner.

- 1 Where / born?
Where **were** you born?
- 2 What / favourite animal / when / you / six?
What **was** your favourite animal when you **were** six?
- 3 Who / best friend / when / you / eight?
Who **was** your best friend when you **were** eight?
- 4 When / your last holiday?
When **was** your last holiday?

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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 crow 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 **thirty 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, Write and Check
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?

Get it right!

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 videos

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.

- Look at the words in bold in the blog. What do they mean? Which other words in the sentences do you know?
- Find and circle these phrasal verbs in the text. What do they mean?
put on take off throw away tidy up
- 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 T (true) or F (false)?
Japanese teachers and students work even during the holidays! ☐ T ☐ F

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
- Discuss with a partner.
 - What do you think of the rock art in Ubirr?
 - How did Bininj/Munggy use art as a form of communication?
 - Why did Bininj/Munggy paint visitors from Europe?
 - How can we use art to tell stories?

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.



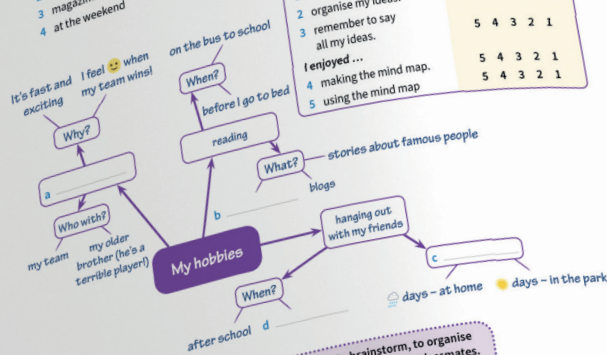
Learn to learn

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? (?)
 - 2 _ two lions. (✓)
 - 3 _ an elephant with no tusks. (X)
 - 4 _ a tiger with no stripes. (✓)
 - 5 _ a donkey. (X)
 - 6 _ a white gorilla? (?)
- 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

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Unit 1 What are you watching? p10	TV shows Making movies p11 p14		Reading Social media posts Listening A film review Speaking Asking for and giving opinions Writing A description of a celebrity p12 p14 p16 p17		Present continuous Present simple and present continuous Adverbs of manner p13 p15 p15		
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Unit 5 Dream houses p58	Furniture Household chores p59 p62		Reading A magazine article: Amazing homes Listening Street interviews Speaking Discussing a photo Writing A description of a house p60 p62 p64 p65		<i>(not) as + adjective + as, (not) + adjective + enough</i> <i>have to/don't have to</i> p61 p63		
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Unit 6 Hidden danger p70	Accidents and injuries Parts of the body p71 p74		Reading An online article: Dangers at the beach Listening A radio interview Speaking Making suggestions Writing A blog post p72 p74 p76 p77		<i>should/shouldn't</i> and <i>must/mustn't</i> Zero conditional and first conditional p73 p75		
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 Learn to learn		 Around the world	 Life competencies	Project
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Warmer

Books closed. Ask students to write down as many hobbies and sports as they can in one minute. Check answers and write new or unusual words on the board.

- 1 **S.01** Before doing the activity, point out that some verbs go with more than one item in the box.

Audioscript p122

Target vocabulary

chat online /tʃæt 'ɒnlaɪn/
download songs /daʊn'ləʊd sɒŋz/
go shopping /gəʊ 'ʃɒpɪŋ/
go for a bike ride /gəʊ fər ə baɪk raɪd/
hang out with friends /hæŋ aʊt wɪð frendz/
listen to music /'lɪsən tə 'mju:zɪk/
make cakes/videos /meɪk keɪks/'vɪdiəʊz/
play an instrument /pleɪ ən 'ɪnstɾəmənt/
read books/magazines /ri:d bʊks/mæɡə'zi:nz/
take photos /teɪk 'fəʊtəʊz/
write a blog /raɪt ə blɒɡ/

- 2 **S.02** ★ Pause the recording for a few seconds after each phrase to allow students to check their spelling in pairs.

Audioscript p122

- 3 **S.03** After drilling the pronunciation, put students into small groups. Ask them to take turns to mime a sport and guess it.

Audioscript p122

Vocabulary bank

Target vocabulary

athletics /æθ'letɪks/
basketball /'bɑ:skɪtbɔ:l/
gymnastics /dʒɪm'næstɪks/
hockey /'hɒki/
rugby /'rʌɡbi/
sailing /'seɪlɪŋ/
swimming /'swɪmɪŋ/
table tennis /'teɪbəl tenɪs/
volleyball /'vɒl.i.bɔ:l/
windsurfing /'wɪndzɜ:frɪŋ/

Starter

Welcome!

Vocabulary

Free time and hobbies

- 1 **S.01** Match verbs 1–11 with the words in the box to make phrases. Listen, check and repeat.

a bike ride	a blog	an instrument
books/magazines	cakes/videos	friends
music	online	photos
shopping	songs	

- | | |
|--------------------------------|-------------------------------|
| 1 chat online | 7 make cakes/videos |
| 2 download songs | 8 play an instrument |
| 3 go shopping | 9 read books/magazines |
| 4 go for a bike ride | 10 take photos |
| 5 hang out with friends | 11 write a blog |
| 6 listen to music | |

- 2 **S.02** Listen and write the activities in Exercise 1.

- | | |
|-----------------------------|-------------------------|
| 1 play an instrument | 5 go shopping |
| 2 take photos | 6 make cakes |
| 3 listen to music | 7 read magazines |
| 4 go for a bike ride | |

Sport

- 3 **S.03** Match the words with the pictures 1–8. Circle the two sports that aren't in the pictures. Listen, check and repeat.

- | | |
|-------------------------------------|--------------------------------------|
| 4 athletics | 6 basketball |
| 1 gymnastics | 8 hockey |
| 2 rugby | 3 sailing |
| 5 swimming | 7 table tennis |
| ☐ volleyball | ☐ windsurfing |



4 Starter unit



Learn to learn

Verb and noun phrases

We often use verbs and nouns together to make different phrases. Learn them together.

- 4 Complete the list with nouns in Exercises 1 and 3.

Verb	Noun
play	an instrument, basketball, hockey, rugby, table tennis, volleyball
go	shopping, sailing, swimming, windsurfing
make	cakes, videos
write	a blog, books, magazines, music
read	a blog, books, magazines, music

- 5 Correct the verbs in these sentences.

- Do you want to play **go** swimming with us?
- My mum often makes **goes** shopping on Saturday.
- We go **play** basketball at school.
- I usually do **take** photos with my phone.
- Does your brother play **do** athletics?

Use it!

- 6 Discuss the questions.

- What is your favourite sport to watch on TV?
- What is your favourite sport to do?
- What isn't a good sport to do on your own?

Explore it!

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

Rugby is popular in many countries, but it is the only sport in Exercise 3 that isn't played at the Summer Olympic Games. **F**

Find another interesting fact about sports and write a question for your partner to answer.



Vocabulary bank



Learn to learn

Encourage students to keep a vocabulary notebook, in which they can record any verb-noun phrases they notice.

- 4 Encourage students to copy the table into their notebooks after feedback.

- 5 Students work in pairs to complete the exercise. Students check their answers with another pair before confirming as a class.

- 6 Students take notes on their answers to 1–3 before speaking.

Explore it!

Point out that all the sports in Exercise 3 are played at the Summer Olympics. Allow students to use their phones to research a fact about sports.

Homework

Workbook p4, Exercises 1–2

Lesson aim: I can read a blog post.

1 Elicit the meaning of *blog post* and give students a few minutes of thinking time before discussing the question in pairs. Elicit questions on the board and leave them there, using this as an opportunity to gauge students' existing knowledge of question formation.

2  **S.04** Set a three-minute time limit to encourage faster reading, and tell students not to worry about unknown vocabulary at this stage. Then elicit any answers to the questions on the board, together with questions corresponding to extra information given in the text.

3 ★ Tell students where to find the vocabulary (2 – Rosie; 3 – Nora; 4 – Nora; 5 – comments section).

4 Encourage students to underline the keywords in the text that helped them find the answers and elicit these during feedback, e.g. *Rosie, I'm always busy!*

5 ★ Write the following phrases on the board for students to use in their discussion: *I'm a lot like ... because ..., I'm nothing like ... because ..., I'm a bit like ... because ...*

Extend it!

Ask students to work in pairs to write a comment for Rosie's blog post, at the top of an A4 piece of paper. Display the comments around the room, and allow students to read the comments, 'like' them, and respond to them if they wish.

Reading A blog post

1 Look at the photos in the blog post. What do you want to know about the people?

 **S.04** 2 Read the blog post. Do you learn the information you wanted to know in Exercise 1?

3 Find words in the blog post that mean:

- 1 doing a lot of things **busy**
- 2 difficult **tough**
- 3 making you a bit angry **annoying**
- 4 very bad **terrible**
- 5 very good **brilliant**

4 Read the blog post again and write the names of the people. Who ...

- 1 is a busy person? **Rosie**
- 2 are Rosie's brother and sister?
Dan and Nora
- 3 likes computer magazines and computer games?
Dan
- 4 is not a good singer?
Nora
- 5 are Sara and Fatima?
Rosie's best friends
- 6 thinks Rosie's blog is very good?
Jody

Voice it!

5 Discuss the questions.

- 1 Are you like any of the people in Rosie's blog? If so, who and why?
- 2 Do you read blogs? Why / Why not?
- 3 What's your favourite blog? What's it about?

Thoughts for today

Rosie Wilson

Hi everyone! Today, my blog is all about my hobbies, family and friends. I'm always busy! So, what do I do? I go swimming three mornings a week. I always get up at 5.30 am 😊. It's tough, but swimming is my favourite thing (after my blog – obviously!).



My big brother, Dan

He plays computer games and he sometimes reads magazines (computer game ones!). He plays football every day with his friends, but he doesn't leave the house! 😞

My annoying little sister, Nora

She does her homework and she often listens to music at the same time. Does she sing too? Yes, she does – but she's a terrible singer! 😞



Best friends forever: Sara and Fatima ❤️❤️❤️

I don't see them during the week because we don't go to the same school. That isn't a problem because we usually hang out together at the weekend. They love taking selfies and they post Snapchat stories every day!

What about you? Do you often read my blog? How do you spend your free time? **Let me know!**

Comments:

Jody I read your blog in my free time. It's brilliant!

Starter unit 5

Flipped class

► Ask students to watch **Video S.1** and do **Video worksheet S.1** in preparation for the next lesson.

🏠 Homework

Workbook p4, Exercises 3–4

Warmer

► Play **Video S.1** if it was not set for homework and ask students to raise their hands when Zara mentions an activity they also do. Elicit that Zara listens to music and Sophia, the vlogger, usually writes short stories. Students can then discuss their own summer routines.

1 Confirm understanding of *regularly* (happening very often) before working through the exercise as a class.

2 Draw attention to the table. Point out the changes in word order between the questions and short answers. Ask students to highlight *Do* and *don't* in the example answer to reinforce the structure. Students check their answers in pairs.

3 **S.05** ★★ Ask students to underline the sentences in the blog post that are true for them. Then they can discuss in pairs, asking extra questions to find out more information.

Audioscript p122

4 ★★ Challenge students to fill the gaps before reading the table. Elicit synonyms of *often* (e.g. *frequently*, *almost always*). Then, write 5% on the board and elicit adverbs like *rarely*, *hardly ever* or *almost never*.

5 Focus students' attention on the table and elicit that adverbs of frequency go before verbs (*go*, *read*, *buy*, etc.) but after the verb *be*.

► Grammar tutor

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

Language in action Present simple

	I / You / We / They	He / She / It
+	I usually write in the morning.	My friend Dan often goes to a climbing gym.
-	I don't check my phone before breakfast.	She doesn't listen to pop music.
?	Do you have a routine? Yes , I do . / No , I don't . How do you spend your mornings?	Does he like PE class? Yes , he does . / No , he doesn't .

1 Match the uses of the present simple with the examples.

- Things which are always true
- Things that happen regularly
- Ana wakes up early every morning. **b**
- There aren't eight days in a week. **a**

2 Look at the table. Write questions and short answers using the present simple.

- polar bears / live / the jungle?
Do polar bears live in the jungle? No, they don't.
- you / like / shopping?
Do you like shopping? Yes, I do. / No, I don't.
- your friend / play / an instrument?
Does your friend play an instrument? Yes, (s)he does. / No, (s)he doesn't.

3 **S.05** Complete the blog post with the present simple form of the verbs. Then listen and check.

I **like** (like) my new school. I **2** (not know) all the students in my class yet, but I **3** **sit** (sit) next to a boy called Jorge in my English class. He's sports mad. He **4** **plays** (play) basketball every day. On some days he **5** (not have) lunch – he's on the basketball court!
6 **Do** you **get** (get) a lot of homework? Our teachers **7** **give** (give) us lots! I **8** **don't do** (not do) it at home – I **9** **go** (go) to homework club on Wednesdays. Some of the older students **10** **help** (help) us. They're nice. After homework club, I **11** **don't get** (not get) home until about 6.30 pm. I **12** **listen** (listen) to music and relax before dinner.

Adverbs of frequency

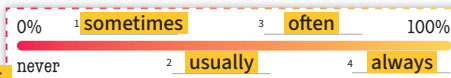
Emiliano **is always** busy. He never has free time.

Maria **sometimes** watches TV but not every day.

Daniel **usually** goes to school by bike.

Burcu **often** plays tennis with me. She's very good.

4 Complete the timeline with the adverbs of frequency in the table above.



5 Write sentences with the words in brackets.

- I'm late for school. (never)
I'm never late for school.
- I do my homework at the weekend. (always)
I always do my homework at the weekend.
- Do you go shopping with friends? (sometimes)
Do you sometimes go shopping with your friends?
- Do you take photos on your phone? (usually)
Do you usually take photos on your phone?

► Grammar tutor p124

Use it!

6 Discuss the sentences in Exercise 5. Are they true for you?

Are you always late for school?

No, I'm never late for school!

6 Starter unit

6 Encourage students to move around the room, talking to at least five other classmates.

Grammar game

Students write one extra true sentence about themselves using an adverb of frequency, e.g. *I always eat pizza on Friday*. In groups, or with the whole class, students take turns reading out their sentence, without saying the adverb of frequency. The other students must guess the adverb of frequency they think is missing.

Homework

Workbook p5, Exercises 1–3

Lesson aim: I can talk about personal possessions.

- 1 **S.06** Alternatively, students can cover the pictures and play a game in small groups. Student A chooses an object from the box and draws it. The first student to guess what it is wins a point and takes the next turn.

Audioscript p122

Target vocabulary

bus pass /bʌs pɑ:s/
camera /'kæmərə/
headphones /'hedfəʊnz/
keys /ki:z/
laptop /'læptɒp/
money /'mʌni/
passport /'pɑ:spɔ:t/
phone /fəʊn/
portable charger /'pɔ:təbəl 'tʃɑ:dʒə/
tablet /'tæblət/

- 2 Encourage students to do the activity without looking at the box.

Vocabulary bank

Learn to learn

Using vocabulary cards has some advantages over writing lists of words: they can be easier to use when testing yourself and you can shuffle them to change the order.

- 3 & 4 Tell students that the drawings do not need to be perfect.

- 5 Allow students two minutes to think and make notes before attempting the activity.

Vocabulary bank

Vocabulary and listening Personal possessions

- 1 **S.06** Match the words with the photos. Listen, check and repeat.

4 bus pass	9 camera
2 headphones	6 keys
10 laptop	3 money
8 passport	7 phone
5 portable charger	1 tablet



- 2 Complete the sentences with words in Exercise 1.

- 1 Where are my **keys**? I can't open the door.
2 Dan is always late. Can I borrow your **phone** to message him?
3 You can't go to the USA without your **passport**.
4 I want to take good photos. I need a nice **camera**.
5 That music is very loud. Use your **headphones**.
6 My battery is low. Can I borrow your **charger**?

Learn to learn

Making vocabulary cards

Make vocabulary cards to help you learn new words. Draw a picture on one side and write the word on the other.

- 3 Make your own vocabulary cards for the words in Exercise 1.

- 4 Test a partner. Show your cards. Can your partner say the words in English?

Use it!

- 5 Describe a possession in Exercise 1 for your partner to guess. Think about:
- when you use it
 - where you use it
 - what you use it for

I use it every day. I always keep it in my bag. I use it to get to school.

Is it your bus pass?

Yes, it is!

Starter unit 7

Flipped class

- ▶ Ask students to watch **Video S.2** and do **Video worksheet S.2** in preparation for the next lesson.

Homework

Workbook p5, Exercise 4

1 Have students work in pairs to complete the exercise. Fast finishers can make new True/False sentences with the vocabulary to challenge each other or another pair.

2 Have students swap partners with another pair to play the vocabulary cards game. Monitor discussions to ensure the correct use of *have got*.

3  **S.07** Write *coding club* and *photography club* on the board and ask students what vocabulary they might expect to hear relating to each club (e.g., *computer, programming, pictures, camera*).

4  **S.07** Before playing the audio again, ask students, in pairs, to discuss the questions, based on what they remember from the first listening. Support less confident students by asking confident ones to raise their hand when they hear an answer in the audio.

Audioscript p122

5 Elicit different school clubs and write a list on the board before students discuss the questions.

Vocabulary and listening

Personal possessions



bus pass



camera



headphones



keys



laptop



money



passport



phone



portable charger



tablet

1 Are the sentences **T** (true) or **F** (false)?

1 You need a passport to make a cake. **F**

2 You use a camera to download songs. **F**

3 You can use headphones to listen to music. **T**

4 You use a portable charger to write a blog. **F**

5 You can use your laptop to chat online. **T**

6 You can use your phone to read books. **F**



Learn to learn

Making vocabulary cards

Make vocabulary cards to help you learn new words. Draw a picture on one side and write the word on the other.



2 Use the cards you made in class. Take turns to pick up a card, look at the picture and name the things. Ask your partner questions about the things they've got.

Bus pass. Have you got a bus pass?

Yes, I have.

Where is it?

It's ...

A conversation



3 Listen. Circle the club Alex wants to go to.

a coding club b photography club



4 Listen again and circle the correct answers.

1 Emine goes to the ... club.

a coding b photography

2 Alex ... taking photos.

a likes b doesn't like

3 Alex has got a ...

a tablet b laptop

4 Mr Adams ...

a is a good teacher b knows Bill Gates

5 In her free time, Libby writes ...

a a blog b computer programs



Voice it!

5 Do you go to any school clubs? Which ones? What school club would you like to go to?

Lesson aim: I can talk about likes and dislikes and use *have got*.

Warmer

► Play **Video S.2** and elicit that James hates his phone and going shopping, but loves using his computer, home, hanging out with friends and watching a sci-fi series. Give students in groups a few minutes to discuss the things that they love or hate.

1 Draw attention to the table. Point out the structure of the sentences using *love, like, don't mind, hate* and *-ing*. Elicit one more sentence for each and write them on the board for students to follow the structure. Ask volunteers to answer items 2 and 3 and say something they *don't mind* or *hate* doing.

2 ★ Elicit two more sentences from the class about some imaginary things Yusef likes/loves/doesn't mind/hates.

3 Students work in pairs. Tell students that they can tell the truth or a lie. Their partner can ask extra questions to guess if the student is lying.

4 🎧 Students remain in pairs to complete the exercise. After feedback, elicit extra personalised examples, for example, *I ... glasses, You ... an English book, Sera ... a smartphone*, etc. and write them on the board. Ask volunteers to complete the examples with contractions.

5 **S.08** Explain that we use *any* in negative sentences and questions.

Audioscript p123

► Grammar tutor

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

Language in action

love, like, don't mind, hate + -ing



Watch video S.2
What two things does James hate?
What four things does he love?

love / like / don't mind / hate + -ing

I **love** hanging out with friends. 😊😊😊

I **like** playing sports. 😊

I **don't mind** playing them. 😊

I **hate** using my phone. 😞😞😞

1 Look at the table. Match 1–3 with a–c.

- | | |
|--|-----------------------------------|
| 1 We follow <i>love, like, don't mind</i> and <i>hate</i> with | a you don't have strong feelings. |
| 2 When you <i>don't mind</i> doing something, | b you don't like it at all. |
| 3 When you <i>hate</i> doing something, | c the verb + <i>-ing</i> . |

2 Complete the blog post with the correct form of the verbs in the box.

do get up help listen speak

Yusef 😊 ¹likes listening to music. Mic Lowry is his favourite band.
He 😞😞😞 ²hates getting up early.
He 😞😞😞 ³English, even in our French class! ⁴loves speaking.
I 😞 ⁵my maths homework.
Yusef 😊 ⁶doesn't mind helping me.

don't like doing

Use it!

3 Think of five sentences using *love, like, don't mind* and *hate*. Say your sentences to your partner. Do you agree?

I don't mind cleaning the kitchen. I hate doing it!

have got

	I / You / We / They have (not) got	He / She / It has (not) got
+	We've got a new computer at home.	She's got a new camera.
-	I haven't got any video games.	He hasn't got a phone.
?	Have you got a favourite TV show? Yes, I have. / No, I haven't.	Has your uncle got any pets? Yes, he has. / No, he hasn't.

4 Look at the table and write the contractions.

- We have got → We've got
- She has got → She's got
- They have not got → They haven't got
- He has not got → He hasn't got

5 **S.08** Complete the text with the correct form of *have got*. Then listen and check.

We've got a new student in our class. Her name's Paola. What have we got in common? A lot! She has got brown hair and blue eyes – just like me! Has she got any brothers and sisters? Yes, she has. She has got two annoying little sisters, just like me. She hasn't got any brothers. We have got the same trainers, phones and headphones! We both love playing table tennis. We haven't got any classes today because it's a holiday. I've got Paola's phone number, and I hope she's free to practise table tennis with me this afternoon.

► Grammar tutor p124

Use it!

6 Ask and answer questions using *have got*.

Have you got any brothers or sisters?

Starter unit 9

6 Alternatively, students can write questions in pairs and do a class survey, speaking to as many students as possible within an established time limit.

Grammar game

Ask students to think about objects they have got in their bags (they can look up any unknown words in a dictionary). In pairs, they take turns asking each other 'Have you got a/any... (sunglasses/keys/phone/diary)?'. When the answer is yes, the student takes the object out of their bag. After three minutes, the student whose partner has the most items out of their bag wins.

Homework

Workbook p6