

Second Edition

OWN IT! 3

IT'S YOUR WORLD



CAMBRIDGE

Teacher's Book

WITH DIGITAL PACK

Garan Holcombe

Second Edition

OWN IT!



B1 Preliminary 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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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.

 **Writing tutor**

Writing facts and opinions

We often use specific phrases to give our opinions, including: *For me, I (don't) think, In my opinion, In my view and Personally.*

We do this:

- to make it clear to the reader that we are saying what we think or believe
- to show that we know that the reader might have a different opinion

We don't use these phrases to state facts.

Explaining opinions

Sometimes we can provide more detail to explain our opinion. This helps the reader to understand our point of view. Imagine the reader asking 'Why?' and try to answer that question.

For me, it wasn't a very entertaining film.

Why?

What I didn't like about it was that it was full of ideas from the 1950s.

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. ✗
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 goes to your school? (go)
3 Yes, he does. He's in my class.
4 When do you take exams at your school? (take) In the summer.
5 Do your parents speak Spanish? (speak) No, they don't.
6 Where does your aunt live? (live) In England.

Adverbs of frequency
Adverbs of frequency say how often we do something.
0% never sometimes usually often 100%
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. ✗
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.

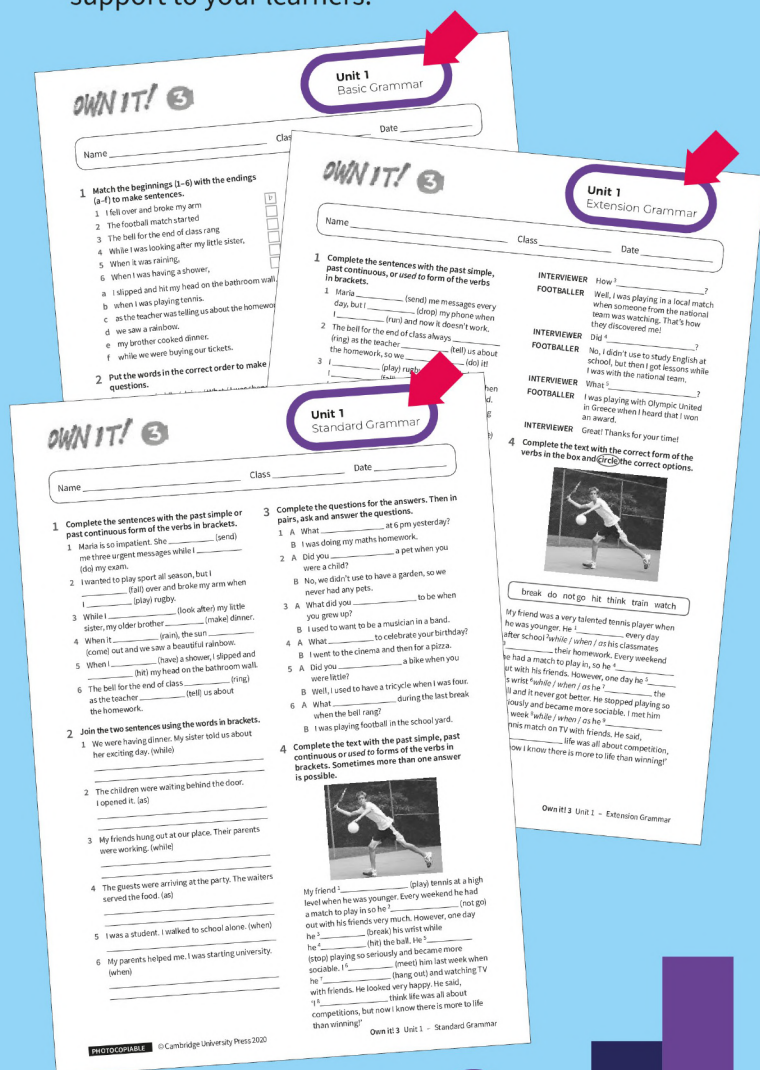
A comprehensive testing package

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.



Roles and responsibilities

Each project has specific roles, however here are some general roles that you can apply at any time.



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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.

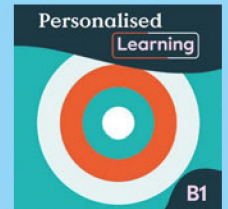
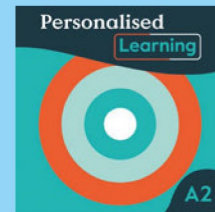


Kahoot quizzes

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.

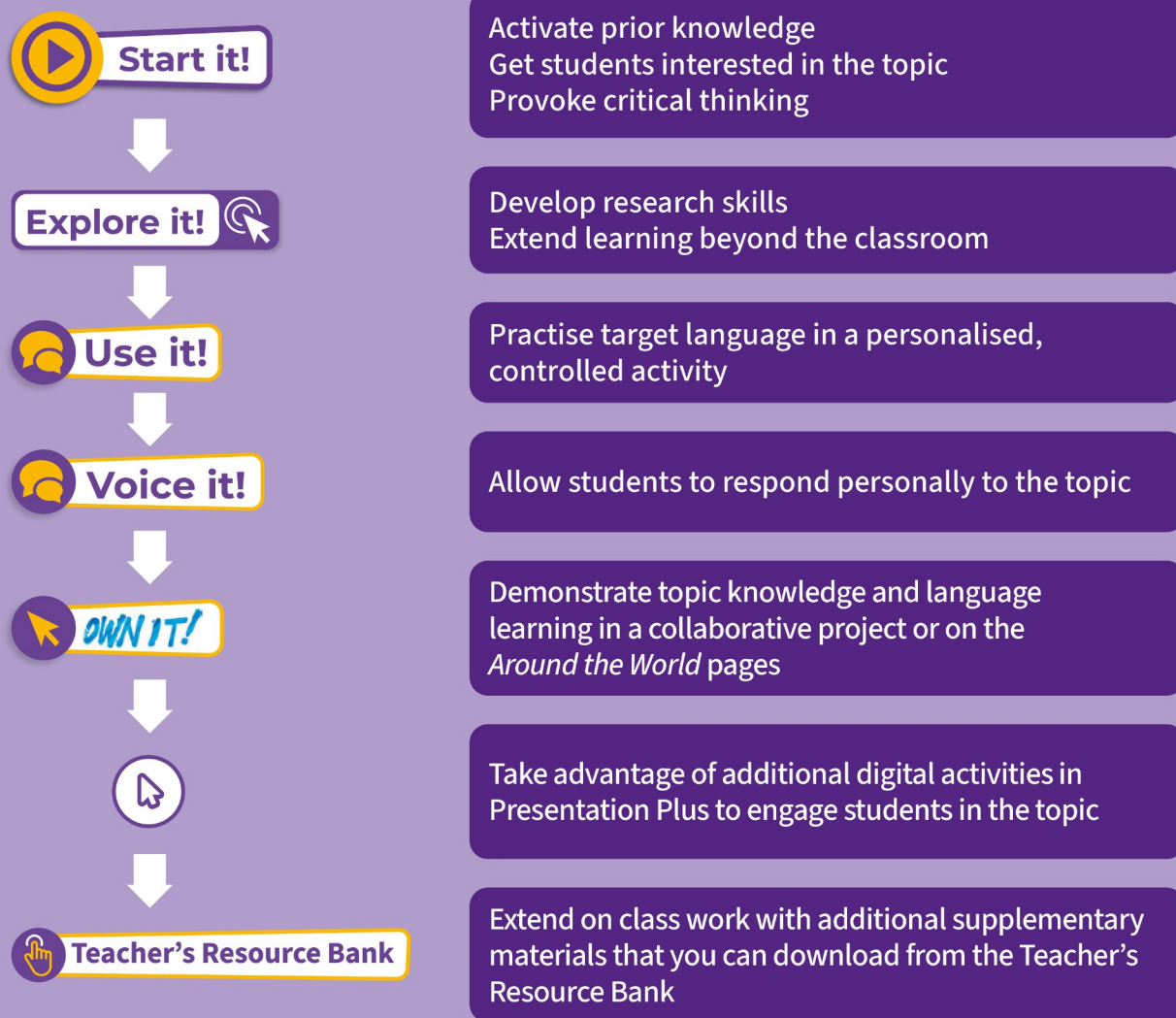


Example	Purpose	Action / Outcomes	
Project work 	To encourage learners to work collaboratively, test their own and their peers' assumptions and evaluate information	Develop learning skills and self-awareness to improve analytical thinking. Learners take responsibility for their own learning, helping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



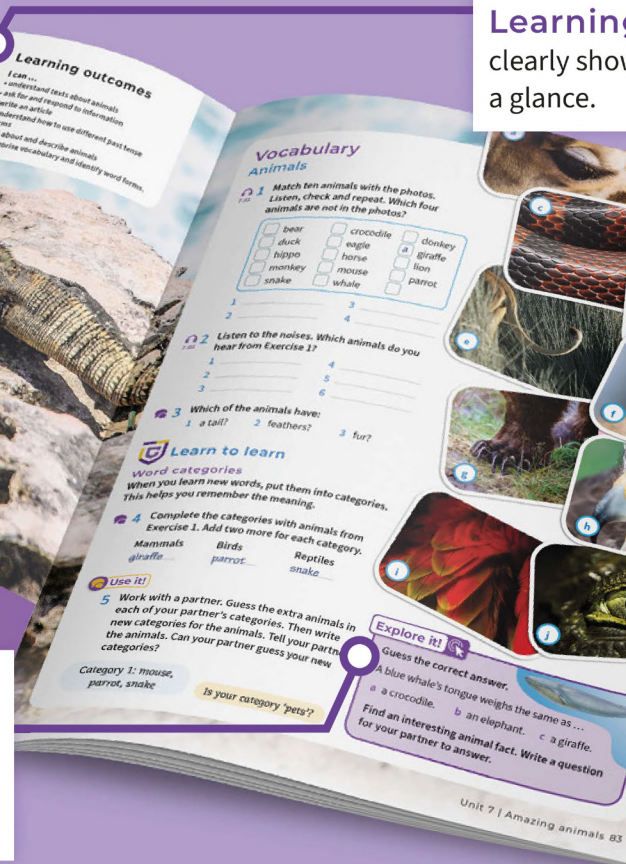
Start it!

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



Explore it!

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



Learning outcomes

clearly show unit aims at a glance.



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.



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

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

Watch video 7.3
Which animals ran away? Who touched a snake?

Use it!

1 Look at the table and complete the rule.

- 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 'found' (find) a baby crow. It was very thin and hungry. There wasn't an animal specialist to help him so the man 'took' (take) the crow home. His family 'gave' (give) the crow food and it 'became' (become) part of the family. They 'love' (love) Russell, Russell 'spent' (spend) a lot of time together. After a few weeks, the crow 'went' (go) to the garden to fly home. Russell 'doesn't' (not leave) live with the family now but he visits them every day. Otto's mum 'shared' (share) the story on social media. Russell and Otto are famous now!

Grammar tutor p131

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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
1 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!

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:

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

Meet Boateng de Oro
By Loro Wilson

1 Boateng de Oro is a clever llama. He lives on a farm in Italy with his owner, Walter Mair. Boateng and Walter take people into the Italian mountains. Boateng loves jumping.
2 In 2023, Walter and Boateng appeared on an Italian TV show. Lots of people watched the show. Boateng jumped 1.2 metres. He broke the world record. More than ten years ago, a llama called Caspa could jump 1.13m. On 22nd February, 2023, five days later, Boateng jumped 1.3 metres at home on the farm.
3 Now you know about clever llamas. Do you know any other animals with amazing abilities?

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

4 Complete the text with the correct time expressions.
Bini Senko was born 'on' 21st March, 2012. He was a very clever rabbit. 31st October, 2016, Bini scored 7 basketball slam dunks in one minute. It was a world record! Several years 1, Bini and his owner appeared on a TV show for the first time. 4, April 2020, Bini learned to paint pictures. Bini was a TV star 5 June 2022. He was in a TV documentary. Sadly, Bini died. 6 1st September 2023, Bini's owner shared the news on social media.

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?

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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.

Get it right!

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



Around the world

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



Globetrotters 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.

- 1 What does Hideki do when he gets to school?
He takes off his shoes and puts them in his locker.
- 2 How often do the students have an assembly?
- 3 Where does Hideki have lunch?
- 4 What do the students do at 3.30?
- 5 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 30-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 our 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.

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

Voice 111

4 Discuss the questions.

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

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.

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

Explore it!

Is the sentence T (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 45



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 Munguy. The park is famous for its natural beauty and its amazing rock art.

Some of the most amazing art is in Ubirr and Munguy. Archaeologists think that some of it is more than 20,000 years old. Art is very important for Bininj and Munguy because it tells their stories over thousands of years. They share the stories with each generation.

Bininj/Munguy painted scenes from their everyday lives. They used different styles or 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 Munguy especially for food. They painted animals from the past like the Tasmanian tiger because they didn't want people to forget this animal lived at that time.

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?

Vocabulary extra

Match the words in the box with their meanings.

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

4 Discuss with a partner.

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

CLIL: Art

Types of art and art materials

5 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 clay contact art
paint painting paper prints

Types of art
Art materials

Project

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

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

Type: ...
Materials: ...

7 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.

Project: a factsheet p123

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 the 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 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 Gantar district of Türkiye. It is almost perfect.

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 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.

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.
 - 1 football
 - 2 Where?
 - 3 magazines
 - 4 at the weekend



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.

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7 Review

Vocabulary

- 1 Write the animals.



monkey



cat



lion



mouse



dog



rabbit



bird



fish



snake



frog



turtle



bear



wolf



fox



hedgehog



squirrel



chipmunk



hamster



guinea pig



ferret



shrew



mole



bat



pangolin



sloth

- 2 Complete the adjectives with the missing vowels.
 - 1 w _ l _ d
 - 2 t _ n _ y
 - 3 n _ _ _ _ _ _ _ _
 - 4 b _ _ _ _ _ _ _ _
 - 5 q _ _ _ _ _ _ _
 - 6 l _ _ _ _ _ _ _
 - 7 d _ _ _ _ _ _ _
 - 8 h _ _ _ _ _ _ _
 - 9 c _ _ _ _ _ _ _
 - 10 l _ _ _ _ _ _ _
 - 11 l _ _ _ _ _ _ _
 - 12 c _ _ _ _ _ _ _

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.

Mammoth! I lived (live) many, many years ago in Asia, Europe and North America. They (be) warmer and they because the weather (be) about 3.5 m tall and (be) about 6,000 kg. Their tusks (be) about five metres! They (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.

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Warmer

Elicit students' ideas about modern technology like smartphones and tablets. Ask: *Do you like modern technology? Why / Why not?*

- 1 **S.01** Pause after each word to drill the pronunciation.

Target vocabulary

app /æp/
device /dɪ'vaɪs/
emoji /em'oʊji/
screen /skri:n/
social media /'səʊʃəl
'mi:diə/
video chat /'vɪdiəʊ tʃæt/

Vocabulary bank

Audioscript p122

- 2 Encourage students to ask each other follow-up questions.

Explore it!

★★★ Extend this activity by asking students to invent their own emojis.

- 3 **S.02** ★★★ Students write their own sentences with emojis for their partner to complete with the adjectives from Exercise 3. They can try communicating feelings other than the ones in the exercise.

Target vocabulary

angry /'æŋɡri/
bored /bɔ:d/
embarrassed /ɪm'bærəst/
excited /ɪk'saɪtɪd/
nervous /'nɜ:vəs/
upset /ʌp'set/

Vocabulary bank

Starter

Welcome!

Vocabulary Technology

- 1 **S.01** Match the words with the photos (1–6). Then listen, check and repeat.

5 emoji	1 app	3 device
2 screen	6 video chat	4 social media

1

2

3

4

5

6

Use it!

- 2 Circle the correct words to complete the questions. Then ask and answer with a partner.
- What's your favourite screen / app on your phone?
 - Which emoji / screen do you use the most in messages to your friends?
 - Which device / social media sites do you use?
 - How often do you use video chat / device?

Explore it!

Guess the correct answer.
What was the most popular emoji in 2024?
a b c
Find another interesting fact about emojis. Then write a question for your partner to answer.

4 Starter Unit

Feelings

- 3 **S.02** Write the words in the box next to the emojis in the sentences. Then listen, check and repeat.

angry bored embarrassed
excited nervous upset

1 Help! He's talking about his favourite computer game again! I'm so **bored**.

2 Oops! Clothes disaster this morning. One red sock, one pink sock. I feel **embarrassed**.

3 Andi's **upset** with me. I forgot to reply to his text.

4 Feeling **nervous** before my presentation. Wish me luck!

5 Video chat isn't working – again! Feeling **angry**.

6 This birthday boy is feeling **excited**. Party at my house tonight!

Learn to learn

Recording vocabulary

Writing new words in example sentences can help you to remember them.

- 4 Write the words from Exercise 3 in example sentences. Then read your sentences to your partner.

I always feel excited when the weekend starts.

Learn to learn

Tell students that recording new vocabulary in a sentence can help them understand how the word works.

- 4 Encourage students to read out their sentences, using intonation to express feelings.

Class challenge

The word *app* is short for apple / **application** / appointment.

Homework

Workbook p4, Exercises 1–3

Lesson aim: I can understand a message on an app.

Warmer

Ask students how they usually communicate online with their friends. Which apps do they like? Which apps do they dislike? Encourage students to give reasons for their answers.

- 1 Discuss the questions with the class as a whole. Encourage students to describe the photos in as much detail as possible.
- 2 **S.03** ★★ Challenge students to find the answers quickly by setting a one-minute time limit.
- 3 Encourage students to underline the parts in the messages which show the answer.
- 4 ★★ Students write their own text-message conversations with the new vocabulary. They then practise reading them.
- 5 ★★ Encourage students to extend their conversations by asking each other extra questions, e.g. *Why do you think people go to summer camps?*

Extend it!

Students plan their own summer camp. Ask them to think about the following questions: *What is it called? Where is it? What can people do there? How long can people stay?*

Reading

A message on an app

- 1 Look at the photos and answer the questions.
 - 1 What can you see?
 - 2 How do the people feel?
 - 3 Which is more difficult? Skateboarding or making a robot?

- 2 **S.03** Read the messages. What do Dylan and Izzy do at their summer camps every day?

Izzy

Hey, Dylan! How's tech camp? Are you having fun?

Dylan

It's brilliant. I'm never bored here.

What do you do every day?

In the morning we usually study computer languages, and in the afternoon we learn how to write apps. But we don't always do the same thing. Today we're building robots!

That sounds cool!

I bet.

It is, but it isn't as easy as it looks!

There's a competition tomorrow. I'm excited but also a bit worried. My robot isn't working very well. Anyway, how's skateboarding camp?

I'm **having the time of my life**. I'm learning lots of new tricks. I always feel nervous before I do one, and I sometimes feel embarrassed when I fall over. 😬

Oh, don't be upset!

I feel upset when my robot falls over! 😞

Listen, have you got any photos of you on your skateboard? I'm making an app for social media. I need some cool photos to put on it.

No. I hardly ever take photos.

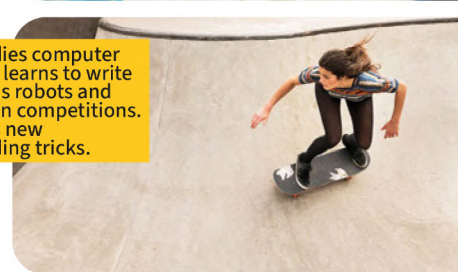
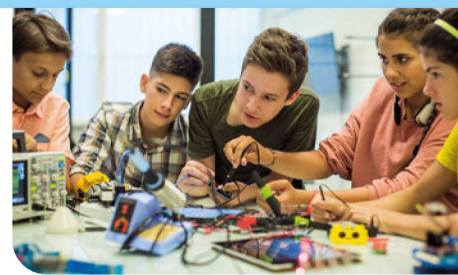
OK, don't worry. Anyway, got to go. The next class is starting and everyone's waiting for me.

You're never **on time**! Listen, we always use this messaging app to talk. Next time let's do a video chat.

Good idea! Bye!

Bye! Good luck with your robot!

Dylan: studies computer languages, learns to write apps, builds robots and takes part in competitions. Izzy: learns new skateboarding tricks.



- 3 Read the conversation again. Write D (Dylan) or I (Izzy).

Who ...

- 1 thinks their camp is always interesting? **D**
- 2 has an important event soon? **D**
- 3 sometimes falls over? **I**
- 4 needs help with a project? **D**
- 5 talks about a different way to communicate? **I**

- 4 Write the words and phrases in **bold** in the conversation that mean ...

- 1 clever, fun acts. **tricks**
- 2 a little. **a bit**
- 3 I believe that's true. **I bet**
- 4 enjoying myself a lot. **having the time of my life**
- 5 not late. **on time**

Voice it!

- 5 Discuss the questions.
 - 1 Which summer camp do you think is more interesting?
 - 2 Are summer camps popular in your country?

Starter Unit 5

Flipped class

► In preparation for **Video S.1** (p6), ask students to find out what a *vlog* is. (The word is formed from *video* and *blog*, and refers to an online video in which someone shares their thoughts, opinions and ideas.)

Homework

Workbook p4, Exercises 4–5

Lesson aim: I can use the present simple and continuous.

Warmer

► Play **Video S.1** and allow students to check their answers. Elicit that the boy is at a computer camp and that he usually chats with friends during the day.

- 1 Encourage students to check their answers in pairs before conducting whole-class feedback.

Get it right!

Ask students to underline the adverbs of frequency with the present simple or present continuous in the messages on p5.

- 2 **S.04** Ask students to read the gapped text through once to get a general idea of its content before playing the audio.

Audioscript p122

Grammar game

Student A mimes an activity, saying *How often do I...?* Student B guesses what is being mimed, saying something like *You always play tennis at the weekend*, and receiving a point for a correct guess.

- 3 ★★★★★ Students say whether their partner's sentences are true or not, e.g. *No, that's wrong. I don't often go to the cinema on Sundays. I hardly ever go to the cinema on Sundays.*

- 4 Explain that the examples in the table show a future use of the present simple. Check students' understanding by eliciting further example sentences, e.g. *The Maths test starts at 9.00.*

Language in action

Present simple and present continuous with adverbs of frequency



Watch video S.1
Where is he?
What does he usually do during the day?

Present simple	Present continuous
+ I usually chat with my friends.	I'm having a great time.
- I don't want to be late!	I'm not wasting time.
? What does he waste time on?	Is he learning a lot?

Get it right!
We use adverbs of frequency with the present simple, and *at the moment*, *today* and *now* with the present continuous.

- 1 Look at the table. Circle the correct words in each sentence.

- 1 We always **do** / *are doing* the same thing after school.
- 2 Do you *have* / **Are you having** fun at the moment?
- 3 Sami **hardly ever plays** / *is playing* his guitar.
- 4 The students *design* / **are designing** apps today.
- 5 I **don't watch** / *'m not watching* TV in the morning.

- 2 **S.04** Complete the message with the correct form of the verbs in brackets. Then listen and check.

Hi Anna! How's it going? **Are you having** (have) a good holiday? Guess where I **'m calling** (call) from! Summer camp! I **'m having** (have) an amazing time here. During the day, we **do** (do) sports and in the evening, we **sing** (sing) songs by the fire. Oh, and guess what! We **make** (make) our own food every day, so I **'m learning** (learn) how to cook! I'm sure you **don't believe** (not believe) me, but it's true! Anyway, my friends **are calling** (call) me. Speak soon! Bye!

Use it!

- 3 Write sentences about your partner with the time expressions.

in the evening at the weekend
when it's sunny at the moment

You often go to the park at the weekend.

Present simple for future

My **next** class **starts** in 5 minutes!
Our bus **arrives** at 8.30 am.

- 4 Look at the table. Write sentences in the present simple. Do they refer to the present (P) or the future (F)?

go leave start visit

- 1 the film / at 21.00
The film starts at 21.00. F
- 2 the train / soon
The train leaves soon. F
- 3 we / on holiday next Monday
We go on holiday next Monday. F

► Grammar tutor p124

6 Starter Unit

Grammar tutor

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

Extend it!

Write these questions on the board: *What time does this lesson finish? When does the next school holiday start?* Encourage students to ask each other the questions, and extend their conversations with follow-up questions.

Homework

Workbook p5, Exercises 1–3

Lesson aim: I can describe types of music and musical instruments.

- 1 s.05 Ask students to describe what they can see in the photos before they do this activity.

Target vocabulary

bass /beɪs/
DJ /diːdʒeɪ/
drums /drʌmz/
fans /fænz/
folk /fɒk/
heavy metal /'hevi 'metl/
jazz /dʒæz/
keyboard /'kiːbɔːd/
rap /ræp/
reggae /'regeɪ/

Audioscript p122

- 2 s.06 ★ Play the recording twice. The first time, students listen but don't write down their answers. The second time they write their answers.

- 3 ★★★ Students think of more words to add to the table.

Vocabulary bank

- 4 Set a time limit of two minutes for this activity.

- 5 ★★★ Encourage students to ask further questions, e.g. *Which instrument would you like to learn?*

Homework

Workbook p5 Exercises 4–6



Vocabulary and listening

Music

- 1 s.05 Match the words with the photos (1–10). Then listen, check and repeat.

7 bass	8 DJ	3 drums
4 fans	6 folk	5 heavy metal
9 jazz	1 keyboard	10 rap
2 reggae		

- 2 s.06 Listen and write the words from Exercise 1.

1 bass	5 folk	9 rap
2 DJ	6 heavy metal	10 reggae
3 drums	7 jazz	
4 fans	8 keyboard	

- 3 Complete the table with the words from Exercise 1.

Types of music	folk, heavy metal, jazz, rap, reggae
Instruments	bass, drums, keyboard
People	DJ, fans

Use it!

- 4 Read the questions and make notes.

- How often do you listen to music?
- What are your favourite types of music?
- Is the music you listen to different from the music that your parents like? Why?

- 5 Ask and answer the questions in Exercise 4.

How often do you listen to music?

I listen to music every day when I get home from school. What about you?



Starter Unit 7

Lesson aim: I can describe types of music and musical instruments.

1 Students work in pairs to complete the wordsearch. Ask pairs to raise their hands when they find their first word in the puzzle. Confirm the word is one of the music vocabulary set, then allow students to complete the exercise.

2 ★ After students complete the exercise, put them into pairs to compare answers. Ask volunteers to share some of the sentences they wrote with the class.

Learn to learn

Explain that words usually have a meaning in context, for example, a 'fan' can refer to a machine used to move air around on a hot day, but in the context of music, it means someone who loves a band or singer.

3 ^{S.07} ★ Play the recording and ask students to comment on the context in which the words appear.

4 ^{S.07} Encourage students to note down the information in the recording which helped them choose the correct words.

Audioscript p122

5 Discuss the question with the whole class. Encourage students to think of the advantages and disadvantages of being a DJ in a children's hospital.

Homework

Workbook p6 Exercises 1–4

Vocabulary and listening

Music



bass



DJ



drums



fans



folk



heavy metal



jazz



keyboard



rap



reggae

1 Circle eight music words in the wordsearch.

k	a	d	f	r	i	t	r	c
e	n	i	r	e	g	g	a	e
y	a	j	g	b	u	n	p	e
b	w	a	s	a	p	o	k	l
o	d	z	r	f	o	l	k	x
a	e	z	i	a	r	b	i	v
r	s	q	u	n	i	k	o	r
d	r	u	m	s	r	e	y	a
e	f	n	o	w	b	a	s	s

Learn to learn

Recording vocabulary

Writing new words in example sentences can help you to remember them.

2 Match the sentence beginnings with the endings. Then write two sentences in your notebook with one technology word and one adjective for feelings in each sentence. **Student's own answers**

- | | | |
|-------------------------|----------|------------------------------|
| 1 Everyone in my family | d | a drums in a jazz band. |
| 2 Matt plays the | a | b about his new album. |
| 3 My sister works as | e | c metal too loud and boring. |
| 4 His fans are excited | b | d loves reggae. |
| 5 I find heavy | c | e a DJ for a radio station |

A conversation

Learn to learn

Contextualising vocabulary

Listening to words in context helps you to understand and remember them.

3 ^{S.07} Listen to the conversation. Which words from Exercise 1 do you hear?

4 ^{S.07} Listen again and circle the correct answers.

- Most of the children like pop / rap music.
- A lot of the children feel excited / nervous about hearing themselves on the radio.
- On the radio, the children talk about their hobbies / families.
- Sometimes doctors / bands give concerts in the hospital.

Voice it!

5 Would you like to be a DJ in a children's hospital? Why / Why not?

Lesson aim: I can understand how to use the past simple.

Warmer

► Play **Video S.2**, pausing it after each section to answer any questions students might have.

1 Draw attention to the table and have students complete the exercise. Elicit that the past simple is used to talk about events that happened at a definite time in the past – we know when they happened. Have students complete the exercise.

2 ★ Help students by eliciting which verbs in the box are regular and which are irregular.

3 Set a time limit of four minutes for students to write their questions. Before students practise asking and answering them, check that they have formed the questions correctly.

4 Before students rewrite the paragraph, ask them to read it through quickly so they know what it is about.

Grammar tutor

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

5 🎧 Read out the example and check that students know how to form questions in the past simple. Monitor and help students as necessary.

6 Encourage students to develop their conversations by asking further questions.

Extend it!

Students ask and answer questions about the text they rewrote in Exercise 4, e.g. *What time did Matias get up?* *What did he do first after he got up?*

Language in action

Past simple

	Regular verbs	Irregular verbs
+	This morning I listened to reggae.	My friend told me about this new band.
-	I didn't get the bus this morning.	I didn't know much about it before.
?	What did she listen to last summer?	Who did she spend time with?

1 Look at the table. Complete the sentences with verbs in the past simple. Are the verbs regular (R) or irregular (I)?

- Where **did** you **work** (work) last summer? **R**
- I **played** (play) lots of music. **R**
- They **_____** (not want) to be in hospital. **R** **didn't want**
- The music on the hospital radio **made** (make) them feel better. **I**
- They **told** (tell) me about their hobbies. **I** **organised**
- One day I **_____** (organise) a visit from a band. **R**

2 Complete the sentences about your summer. Use the correct form of the verbs in the box.

get up go learn listen
play work

- I **didn't go** to the beach.
- I **_____** football in the park.
- I **_____** how to play the drums.
- I **_____** at a swimming pool.
- I **_____** to music every day.
- I **_____** late every day.

3 Write questions about the activities in Exercise 2. Then ask and answer them with a partner.

Did you go to the beach last summer?
Did you play football in the park?
Did you learn how to play the drums?
Did you work at a swimming pool?
Did you listen to music every day?
Did you get up late every day?

4 Rewrite the paragraph in the past simple. Then read your paragraph to a partner.

Matias gets up at 7 o'clock to go to school. First, he gets dressed and then he has breakfast. He has cereal and toast. He doesn't have juice or coffee. Then he cleans his teeth and puts on his coat. He doesn't walk to school. He goes by bus. He meets his friends outside school and they listen to music before school starts.

Matias **got up** at 7 o'clock to go to school. First, he **got dressed** and then he **had** breakfast. He **had** cereal and toast. He **didn't have** juice or coffee. Then he **cleaned** his teeth and **put** on his coat. He **didn't walk** to school. He **went** by bus. He **met** his friends outside school and they **listened** to music before school started.

Grammar tutor p124

Use it!

5 Write questions in the past simple with you.

- Where / go / on your last holiday?
Where did you go on your last holiday?
- What / do / last weekend?
What did you do last weekend?
- Who / see / yesterday?
Who did you see yesterday?
- When / have breakfast / yesterday morning?
When did you have breakfast yesterday morning?

6 Ask and answer the questions in Exercise 5.

Where did you go on your last holiday?

I went to Barcelona.

Starter Unit 9

Grammar game

Students think of an activity they did at the weekend. Their partner has to guess what it was by asking yes/no questions using the past simple, e.g. *Did you do this activity outdoors?* *Did you do it in the park?* Limit the number of questions students can ask to ten.

Homework

Workbook p6 Exercises 5–7