

Second Edition

OWN IT! 4

IT'S YOUR WORLD



CAMBRIDGE

Teacher's Book

WITH DIGITAL PACK

Garan Holcombe

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.

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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**

Giving personal opinions
Include your personal opinion in blog posts or an opinion essay. This will make your writing more interesting, more personal and it will have a greater impact on the reader. Use expressions like: *I think, I feel, I personally believe, in my opinion and I would say that.*

1 Read the tasks. Use expressions to give your personal opinion.
1 Some people ~~think young~~ people have too much free time.
Do you agree?

Using bullet points
We use bullet points '•' to make our writing easier to read by:

- using short sentences
- turning the information into a list
- using the most important information

Notice that we use a short phrase with a colon ':' to introduce the information.

3 Read the tasks. Use bullet points. Put a ...

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* to your school? (go)
3 Yes, he *is*. He's in my class.

4 When *you* exams at your school? (take) In the summer.

5 *your parents* Spanish? (speak) No, they *don't*.

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. ✗
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.

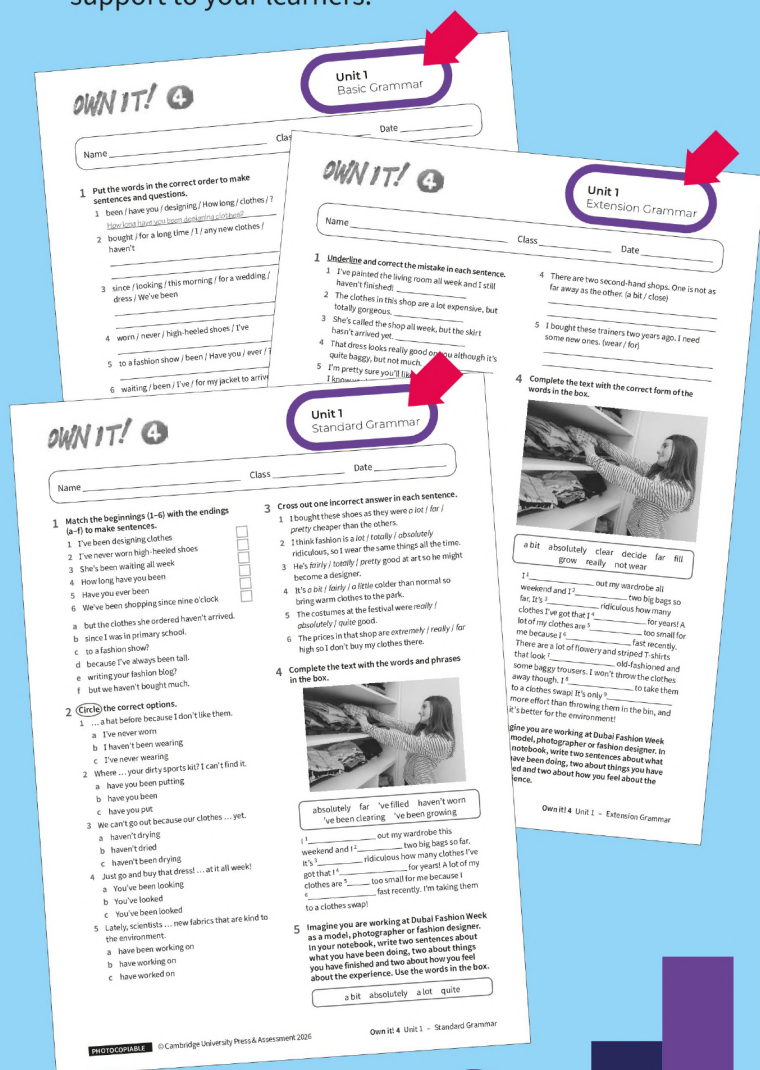


Everything you need ... all in one place!

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.



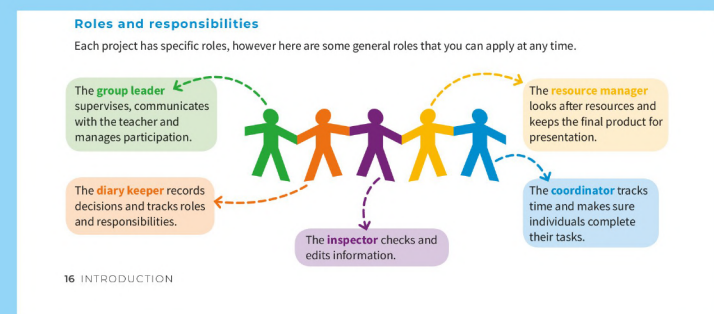
A comprehensive testing package

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.

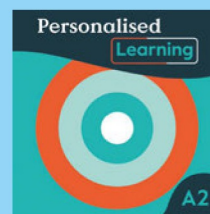


Kahoot quizzes

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.

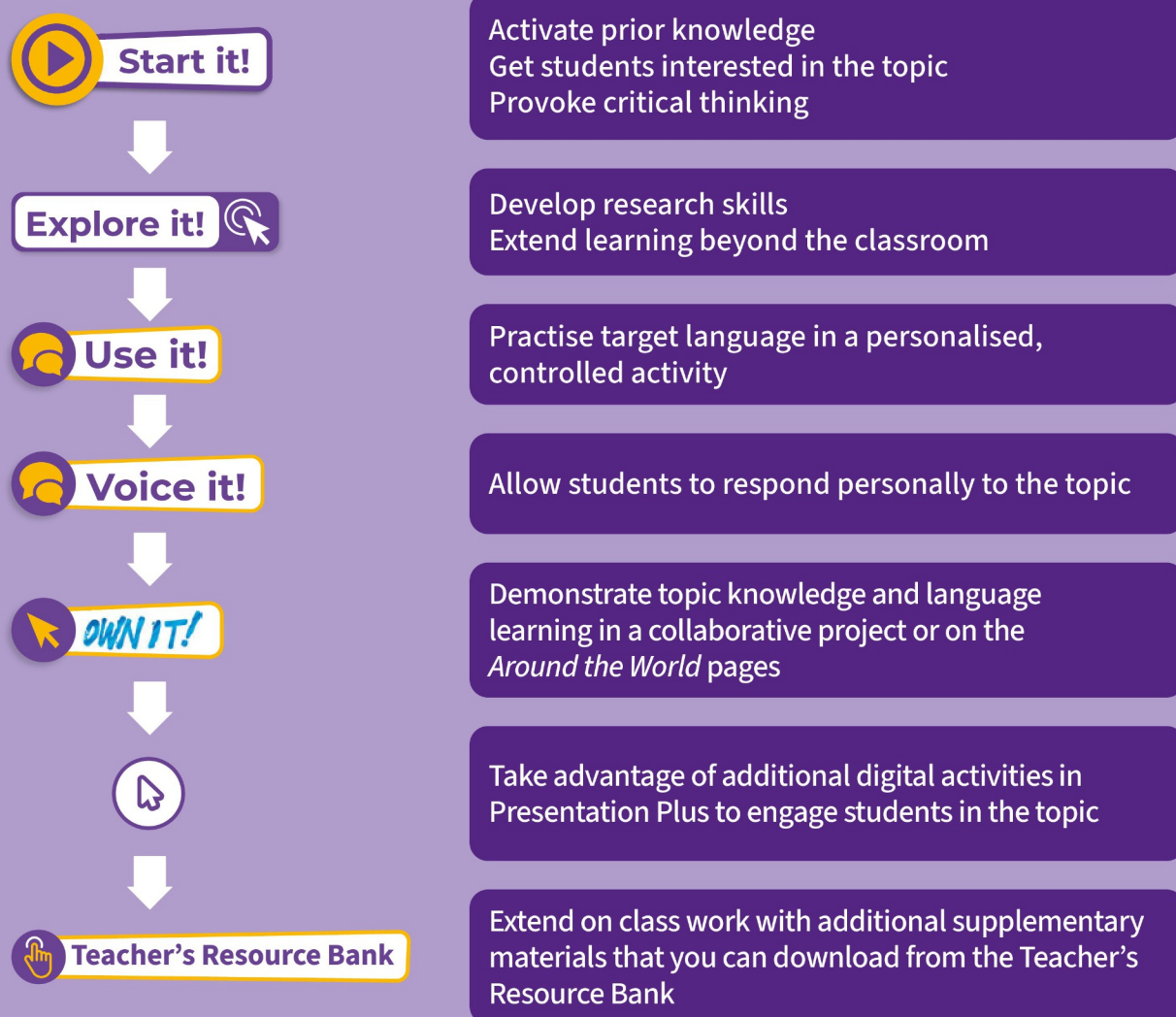


Example	Purpose	Action / Outcomes	
Project work 	To encourage learners to work collaboratively, test their own and their peers' assumptions and evaluate information	Develop learning skills and self-awareness to improve analytical thinking. Learners take responsibility for their own learning, helping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



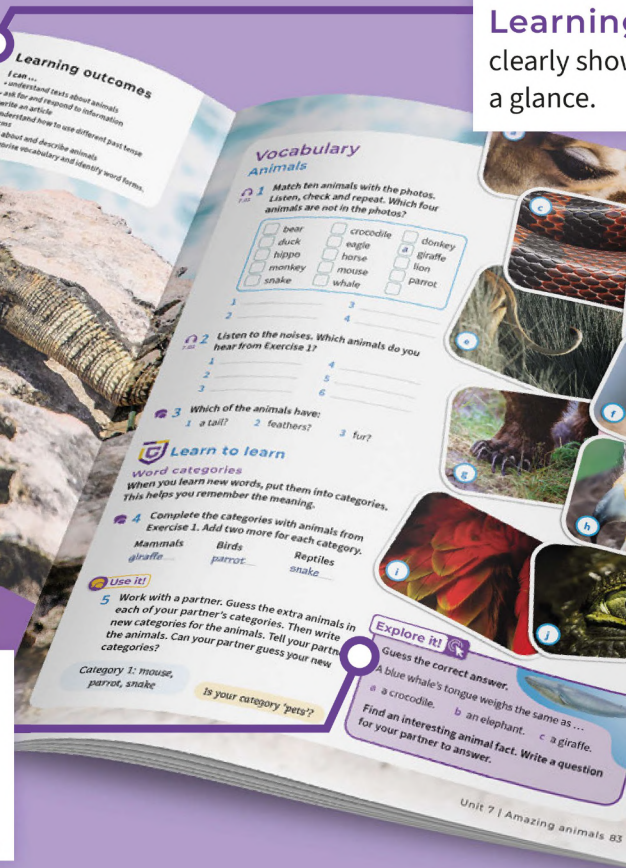
Start it!

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

86 Amazing animals | Unit 7

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 'loved' (love) Russell. Russell 'spent' (spend) a lot of time together. After a few weeks, the crow 'started' (start) to fly home. Russell 'didn't' (not) 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

Unit 7 | amazing animals 87

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 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 Boateng de Oro
By Loro 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

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 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 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 (pl) letters or numbers you use when you write
- Paragraph 6 (n) something you play with small pieces, for example, chess

Voice 111

4 Discuss the questions.

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

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

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

6 Find and circle these phrasal verbs in the text. What do they mean?
put on take off throw away tidy up

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

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

Explore it!

Is the sentence 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. The park is famous for its natural beauty and its amazing rock art. Some of the most amazing art is in Ubirr and Munguy. The park is famous for its natural beauty and its amazing rock art.

Bininj/Munguy painted scenes from their everyday lives. They used different styles or different times. They 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 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.

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

- 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/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

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

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

This 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 Turkey.

This cave painting is famous because it was the first cave painting from this part of Turkey. 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

- 2 Complete the adjectives with the missing vowels.

1 w _ l _ d	7 d _ ng _ r _ _ s
2 t _ ny	8 h _ _ vy
3 n _ _ sy	9 c _ _ t _
4 b _ _ _ t _ f _ l	10 l _ _ rg _
5 q _ _ _ t	11 l _ _ ng
6 l _ _ zy	12 cl _ _ v _ r

Language in action

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

Mammoth! I lived	(be) many, many years ago in
Asia, Europe and North America. They	(die)
because the weather	(get) warmer and they
	(not) can find any food. They
	(weigh) about
(be) about 3.5 m tall and	(be) very, very long -
6,000 kg. Their tusks	(be) herbivores, so they
about five metres! They	(eat) other animals. 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 travelling. Ask: *Do you like going to other places? What sort of holidays do you enjoy?*

- 1 **S.01** Before playing the recording, focus students' attention on the pictures. Ask: *What can you see in the photos?*

Audioscript p121

Target vocabulary

accommodation /əˈkɒməˈdeɪʃən/
backpacking /ˈbækprækɪŋ/
holiday resort /ˈhɒlədeɪ rɪˈzɔːt/
sightseeing /ˈsaɪtsiːɪŋ/
tourist attractions /ˈtuərɪst əˈtrækʃənz/
trip /trɪp/

- 2 **S.02** ★ Encourage students to use the context to help them complete the gaps. For example, we can guess that *sightseeing* goes in the first gap because the text goes on to refer to Big Ben.

Audioscript p121

Vocabulary bank

Learn to learn

Explain to students that *personalising* vocabulary means to connect it in some way to themselves, their experiences or things and people they know.

- 3 ★★★★★ Students write their own gapped sentences for their partner to complete using vocabulary from Exercise 1.

- 4 **S.03** ★★★★★ Encourage students to think of personalised contexts for each word, e.g. when they were last a member of an audience or a part they played in a school play. Students can then discuss these contexts in pairs.

Starter

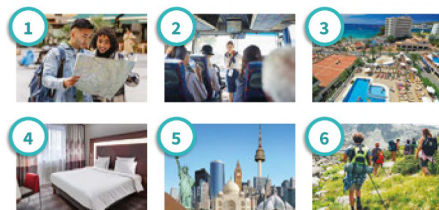
Welcome!

Vocabulary

Travel

- 1 **S.01** Match the words in the box with the photos. Listen, check and repeat.

- | | |
|-----------------------|---------------|
| 4 accommodation | 6 backpacking |
| 3 holiday resort | 1 sightseeing |
| 5 tourist attractions | 2 trip |



- 2 **S.02** Complete the comments with the words in Exercise 1. Listen and check.

Where did you go on holiday this summer?

London. It's a great city for ¹sightseeing because there are so many ²tourist attractions. My favourite was Big Ben.

To a ³holiday resort in Greece. The ⁴accommodation was amazing – a beautiful hotel right next to the beach.

I went ⁵backpacking in Mexico this summer – just me, my bag and a paper map. It was the best ⁶trip of my life.

Learn to learn

Personalising vocabulary

Writing sentences helps you to remember words.

4 Starter Unit

Audioscript p121

Target vocabulary

audience /ˈɔːdiəns/	rehearsal /rɪˈhɜːsəl/
lines /laɪnz/	scene /siːn/
part /pɑːt/	show /ʃəʊ/

- 5 ★ Give students two minutes to complete the questions. Encourage them to ask follow-up questions to develop their conversations.

Vocabulary bank

Use it!

- 3 Write true sentences about your holidays with the words in Exercise 1.

Music and theatre

- 4 **S.03** Match the nouns in the box with the definitions. Listen, check and repeat.

audience lines part rehearsal scene show

- When people practise a play **rehearsal**.
- live performance in a theatre **show**.
- the words actors say **lines**.
- a character in a play **part**.
- the people who watch **audience**.
- a part of a play **scene**.

Use it!

- 5 Complete the questions with words in Exercise 4. Discuss the questions.

- Have you ever been in a **show** at school? What **part** did you play? How did you learn your **lines**? Did you have any **rehearsals** before the show?
- How is the **audience** at the theatre and cinema different to one at a concert?
- If you were in a film, would you like to appear all the way through the film, or be in one big, important **scene**?

Explore it!

Guess the correct answer.

What films do these lines come from?

- 'To infinity and beyond!' **Toy Story**
- 'Just keep swimming.' **Finding Nemo**

Write other famous lines from English films. Can your partner guess the film?

Explore it!

If appropriate, allow students to use their smartphones to look up films and other famous lines.

Homework

Workbook p4, Exercises 1–3

Lesson aim: I can understand an interview in a magazine.

Warmer

Ask students if they ever read interviews on websites or in magazines. If yes, ask: *Who have you read about recently? Was it interesting? Why / Why not?*

Background information

In the UK, in the long summer holidays, young people can attend workshops (which are sometimes called camps) for a week or more, where they can concentrate on their interests (e.g. drama, sports, science, music, etc.).

1  **S.04** Elicit answers from the class as a whole. You could write students' ideas on the board.

2 **★★★** Challenge students to find the answers quickly by setting a one-minute time limit.

3 **★★★** Challenge students to think of what the words could be before they look for the words in the article.

4  Read out the two questions. Give students a minute to think through their answers before discussing them in pairs.

Extend it!

Students design their own summer camp. They give their camp a name, come up with a theme for it (e.g. sport, music, theatre) and design a short programme of activities. Students present their idea to the class, which then votes for the best ones.



Now that we're back to school, everybody's talking about what they did in the summer. Some of you probably stayed in a holiday resort or went sightseeing with your family, and most of you probably spent time at the pool with friends. But not Joshua Wills. His summer was very different. Let's find out why.

Joshua, you didn't have a normal summer holiday this year, did you? What did you do?

No, I didn't. I took part in a theatre camp for teenagers. Our teachers were real actors from the theatre and TV. They taught us all about acting – you know, how to develop a character, how to project your voice and use your body. It was lots of fun.

Reading

An interview in a school magazine

1  **S.04** Look at the photo. What do you think the boy is doing? Read the interview and check your answer.

2 Read the interview again and answer the questions.

1 Why was Joshua's summer holiday unusual?

He took part in a theatre camp.

2 What did the theatre camp participants learn?

Acting, how to develop a character, how to project your voice, how to use your body.

3 How often did the group practise their play?

Seven times (once a day for a week).

4 What problem did Joshua have?

He forgot his lines.

5 How did the audience react to the problem?

They looked at him, wondering why he wasn't speaking or moving.

6 Why is Joshua looking for actors now?

He's writing a play.

Did you put on a show?

We put on a musical about a detective. I played the part of the detective's assistant. We had one rehearsal every day for a week, and then three performances. Lots of my friends and family came.

How did it go?

It was great, but on the first night, in the final scene, I forgot my lines. Everything was going really well and then suddenly I couldn't remember anything! Everyone in the audience was looking at me, thinking, 'What's wrong? He's not speaking. He's not even moving!'

Were you panicking?

I wasn't panicking. I was just frozen! But in the end I remembered the lines and it was all OK.

Do you want to do more theatre?

Definitely! I don't want to stop. In fact, I'm writing a play. It's more difficult than I expected, but I'm really enjoying it. I want to put it on at school.

Are you looking for any actors?

Of course! Why? Do you want to join us?

Maybe! It sounds like fun!

3 Find words in the interview that mean:

1 speak loudly and clearly (phrase)

project your voice

2 somebody who helps someone do their job (n) **assistant**

3 unable to move (adj) **frozen**

4 100% yes! (adv) **definitely**

 **Voice it!**

4 Discuss the questions.

1 Joshua's teachers were real actors. What is good about this?

2 Have you ever acted or spoken in front of a big group of people? How was it?

Starter Unit 5

Flipped class

► Ask students to watch **Video S.1** and do the **Video worksheet** in the *Teacher's Resource Bank*.

Homework

Workbook p4, Exercises 4–5

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

Warmer

► Play **Video S.1** if it was not set for homework and elicit that the speaker studied every day, and now he's playing basketball on the school team.

1 Draw students' attention to the table. After students complete the exercise, check the answers as a class. Elicit the general difference between the present simple and continuous (actions we do regularly versus actions happening now). Then elicit the difference between the past simple and continuous (a completed action at a specific time in the past versus an action in progress in the past). Elicit that we can also use the present simple for things which are generally true and that we do not usually use the present continuous with verbs of feeling (e.g. *love*, *hate*) and senses (e.g. *sound*, *smell*).

2 **S.05** ★ Tell students to look for words and phrases which help them decide the correct form of the verb, e.g. *didn't*, *last week*, *right now*.

Audioscript p121

3 ★ Tell students to use the context to decide the correct form of the verb. For example, for gap 2, we know a past form is needed because the previous sentence begins with *Yesterday* ...

Grammar tutor

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

Language in action

Present and past simple and continuous



Watch video S.1
What did he do every day?
What's he doing now?

	Present simple	Present continuous	Past simple	Past continuous
+	Your teacher asks you to write an essay.	I 'm playing on the school team now.	I played every day.	My friend Matt was teaching kayaking.
-	I can't remember.	I 'm not doing that now, though.	I didn't go on an exciting trip.	I wasn't leading the kayak tours.
?	Does this happen to you?	Is he teaching kayaking?	What did you do last summer?	Was he working on his vlog?

1 Look at the table. Complete the sentences (1–4) with the correct tenses. Then match the uses with the examples (a–d).

- We use the **present simple** to talk about facts, habits and routines. **b** **present continuous**
 - We use the **present continuous** to talk about actions in progress at the time of speaking. **a**
 - We use the **past simple** to talk about actions completed in the past. **d**
 - We use the **past continuous** to talk about continuous actions at a moment in the past. **c**
- a It's raining outside, so I'm doing my homework now.
b My alarm goes off at 6.30 every morning.
c Paulo and Raul were rehearsing last night.
d Marta didn't go to school yesterday.

3 Complete Esma's blog with the correct form of the verbs in the box.

begin do get up go have not finish
not forget practise start think

Hi, everyone. Yesterday we ¹**had** our last rehearsal for the musical. I ²**practising** until 11 pm, and when I ³**were** to bed, some of the others ⁴**still** **practising**. The first show ⁵**starts** at 7.30 tonight. I didn't feel nervous when I ⁶**got up** this morning, but I ⁷**don't forget** to feel nervous now – I hope I ⁸**didn't learn** my lines. But I ⁹**wasn't** it's **'m beginning** going to be a great night. ¹⁰**Are** you **doing** **think** anything this weekend?

Grammar tutor p124

2 **S.05** Complete the sentences with the correct form of the verbs in brackets. Listen and check.

- Mike **goes** (go) sightseeing every year.
- Amalia **didn't learn** (not learn) her lines until the night before the first show.
- A Where's Harry? B He **'s reading** (read) in his room.
- You didn't like the play, did you, Emir? You **were sleeping** (sleep) during it! **weren't staying** (not stay) in that holiday resort last week when the terrible storm came.
- I'm so happy we **are** (not stay) in that holiday resort last week when the terrible storm came.
- Ana's not at the rehearsal because she **'s not feeling** (not feel) well right now.

Use it!

4 Write the questions. Then ask and answer.

- what / you / do / at nine o'clock last night
What were you doing at nine o'clock last night?
 - what time / you / get up / today
What time did you get up today?
 - speak English to anyone / last week
Did you speak English to anyone last week?
 - what / you / wear / at the moment
What are you wearing at the moment?
- What were you doing at nine o'clock last night?
I was watching some videos online.

6 Starter Unit

4 Ask some students to tell the class what their partner said in response to the questions.

Grammar game

Put students into small groups. Write gapped questions (using the grammar structures from the lesson) on the board, e.g. *Where ___ you go yesterday?* The first group to complete each question and come up with a grammatically correct answer wins a point.

Homework

Workbook p5, Exercises 1–3

Lesson aim: I can talk about different ways of communicating.

- 1 S.06 Ask students to describe what actions they can see in the emoticons before looking at the words in the box.

Audioscript p121

Target vocabulary

describe /dɪ'skraɪb/
greet /gri:t/
post /pəʊst/
shake hands /ʃeɪk hændz/
shout /ʃaʊt/
smile /smaɪl/
translate /trænz'leɪt/
wave /weɪv/
whisper /wɪspə/

- 2 S.07 ★ Before playing the recording, elicit definitions for each pair of communication words.

Audioscript p121

- 3 Students can work in pairs to complete the table.

Vocabulary bank

Learn to learn

Drill the pronunciation of *gesture* /'dʒestʃə/. Check understanding (a gesture is a movement of the body to show the meaning of something).

- 4 Elicit how students defined the words in the box or the gestures they used.

- 5 Give students a minute to prepare for this activity.

Vocabulary Ways of communicating

- 1 S.06 Match the verbs in the box with the emoticons 1–9. Listen, check and repeat.

9 describe	7 greet	8 post
1 shake hands	5 shout	4 smile
6 translate	3 wave	2 whisper



- 2 S.07 Listen to the dialogues and circle the correct words in Exercise 1.

- 1 whisper / shake hands
2 translate / smile
3 post / shout
4 greet / translate
5 wave / describe



- 3 Do we express the verbs in Exercise 1 with actions or words? Complete the table.

Actions	Words
shake hands post smile wave	describe greet shout translate whisper

Learn to learn

Describing words you don't know with other words or a gesture

When you don't know a word, use words you do know to describe it or use gestures to express what you mean.

- 4 Express or explain the words in the box with other words or gestures.

accommodation cry dance film
frozen sing stand up tourist attraction

It's a place where you can stay.

Accommodation?



Use it!

- 5 Use gestures or tell your partner *I do this when ...* Can they guess the verb?

I do this when I ...

You wave!

Starter Unit 7

Homework

Workbook p5 Exercises 4–6, p6
Exercises 1–4

Lesson aim: I can talk about different ways of communicating.

- 1 Point out the words in the box to students. Students circle the correct words to complete the sentences.

Learn to learn

- 2 After students complete the exercise, ask volunteers to share one of their sentences with the class.

- 3 **S.08** Before students listen to Mateo, ask them to say which tips they think are best and why.

Audioscript p121

- 4 **S.08** Elicit the type of word needed to complete each gap (e.g. a verb). Then ask students if they can remember any of the words which fill the gaps. Play the audio again for students to check.

- 5 ★★★★★ Encourage students to think of other tips to help someone learn English, e.g. read books and articles in English.

Flipped class

► Ask students to watch **Video S.2** and do the **Video worksheet S.2**.

Vocabulary and listening



Ways of communicating

describe	shake hands	translate
greet	shout	wave
post	smile	whisper

1 Circle the correct words.

- 1 At the beginning of the trip, we were *posted* / *greeted* / *waved* by our tour guide.
- 2 I think he enjoyed the show because he was *shouting* / *waving* / *smiling*.
- 3 Alfonso will *describe* / *translate* / *whisper* all the tourist attractions we are going to see.
- 4 She plays the part of an angry teacher who *shouts* / *posts* / *smiles* at her students a lot.
- 5 In the first scene, two actors meet and *shake hands* / *describe*.

A talk

- 3 **S.08** Listen to Mateo and tick (✓) the tips that helped him learn English.

- | | |
|---|-------------------------------------|
| a Describe a word with other words | ☒ |
| b Do a language course | ☐ |
| c Don't worry about making mistakes | ☒ |
| d Listen to music | ☐ |
| e Talk as much as possible | ☒ |
| f Translate words and make them sound English | ☒ |
| g Watch TV | ☒ |

- 4 **S.08** Listen again and complete each sentence with one word.

- 1 Mateo is studying translating at university.
- 2 He didn't understand the family at first because they spoke so fast.
- 3 When he doesn't know a word, he describes it, translates it or makes a word in English similar to the Spanish word.
- 4 Lots of things were different for him, but he liked the people best.

Voice it!

- 5 Discuss the questions.

- 1 Which of Mateo's tips do you use?
- 2 Which tips would you like to try?

Learn to learn

Personalising vocabulary

Writing personalised sentences helps you to learn new words.

- 2 Choose four verbs from the list above and write sentences that are true for you. Then tell your partner.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Our teacher greets us every morning.

Lesson aim: I can use the present perfect and past simple.

Warmer

► Play **Video S.2** and elicit that the girl went to a summer camp in Spain to learn Spanish last summer and that she has never studied Turkish.

1 Draw students' attention to the table. After students complete the exercise, check the answers as a class. Elicit the difference between the present perfect (used for experiences and actions which began in the past and continue to the present) and the past simple (used for finished actions at a definite time in the past).

2 ★★ Challenge students to explain their choice of verb form in each case. Students can then practise reading the conversation in pairs.

3 Ask students to read the gapped text through once before they choose the options. Ask: *Where did the writer work last summer?* (in a Mexican restaurant.) *What has the writer done since then?* (They have been to Spanish classes.)

Get it right!

Explain that *since* does not go with the present simple because it refers to a time or situation which began in the past.

4 ★ Encourage students to use the examples in the table and the sentences in Exercise 1 to help them choose the correct option.

Grammar tutor

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

5 Encourage students to ask follow-up questions using the past simple.

Language in action

Present perfect and past simple



Watch video S.2
Where did she go last summer?
Which language has she never studied?

Present perfect	Past simple
+ I've studied Spanish for a few years.	I met two girls at the camp from Türkiye.
- I haven't stopped talking with my hands since I got back. I've never studied Turkish.	English wasn't their native language.
? Have you ever been to Spain?	How was your summer?

1 Look at the table and complete the sentences.

We can use ¹for, ²since, ³ever and ⁴never with the present ⁵perfect. We use it for things that happened in the past in an unfinished time period, or when the exact time is not important.

We use the **past simple** for things that happened in a finished time period, e.g. last summer.

2 Circle the correct words.

Bernard My cousin Alexia has lived / lived in Bogota for two years. She loves it!
Laurie Oh, she's so lucky. I ve never visited / visited Colombia, but I want to go there one day.
Bernard Yes, she lived / has lived there since she started / has started university.
Laurie Have you ever visited / Did you visit her?
Bernard No I didn't visit / haven't visited her yet. But my uncle has been / went last June.

3 Complete the text with the past simple or present perfect.

I have never been (be) to Mexico, but last summer I got (get) a job in a Mexican restaurant. I ve met (meet) loads of people since I started (start) working there and I ve made (make) friends. At first they spoke (speak) to me in Spanish, but I didn't understand (not understand). Since then I ve been (go) to Spanish classes and I ve learned (learn) lots. Our teacher has taught (teach) us how to describe things when we don't know the exact word.

Get it right!

We don't use the present simple with *since*.
We've been here since Tuesday. ✓
We are here since Tuesday. ✗

4 Circle the correct options.

- Have you ever / since been camping?
- We haven't heard from Maria since / ever she arrived in Caracas.
- Adem has never / ever flown before. He's quite excited.
- Isabelle has lived in Madrid since / for six years. Her Spanish is great.
- Have you ever / since used your English on holiday?
- My German has really improved for / since I started using this language learning app.

Grammar tutor p124

Use it!

5 Discuss the questions.

- How many cities in your country have you visited?
- How long have you known your best friend?
- Have you ever been to a concert?

I've been to three cities. I went to the capital last month, but there are some cities I've never been to.

Starter Unit 9

Grammar game

Students write five experiences they think their partner has never had, e.g. *You've never been to New York. You've never ridden a horse.* In pairs, students show each other their ideas. The student with the most correct guesses wins.

Homework

Workbook p6, Exercises 5–7