

# Course components

## For the student

### Student's Book

The Student's Book consists of the following sections. It is helpful to **familiarise your students with these sections** at the outset of the course. This helps them to see what they will be learning and where in the book they can turn for grammar and vocabulary references, which in turn helps them to **take ownership of their learning**.



- **A map of the book** on pages 2 and 3 outlines the topics, target language and skills work that are covered in each unit. This overview is a useful reference in showing students where they are during the course and what they can expect in upcoming classes.
- **A starter unit**, which teachers can use to review key grammar and vocabulary from previous years and which will help you to determine your students' knowledge of English at the beginning of the course.
- **Nine main units**, each focusing on a different topic and each of which contains: two sections focusing on vocabulary, two sections on grammar, at least one reading page, a listening page, one page dedicated to functional speaking, and one that focuses on writing. Within each unit there is always plenty of targeted practice of **all four language skills**, alongside regular opportunities for student personalisation.
- **Around the World** activities in **odd-numbered units**, with a strong focus on aspects of culture from across the globe. Texts dealing with surprising or unusual ways of life in various countries are followed up with discussion activities that encourage students to reflect on their own lives in relation to others, especially in terms of the **values** they hold.
- **Projects** (e.g. *The art project*) in **even-numbered units**. These pages allow cross-curricular content to be taught through English, adding variety to the course and encouraging students to make connections between the unit topic and other school subjects.
- **Vocabulary and grammar reviews** at the end of each unit which revise the main language from the unit's vocabulary and grammar pages. These are complemented by **cumulative reviews** after Units 3, 6 and 9, which ensure students revisit and reinforce their knowledge and understanding of English more or less at the end of each school term.
- **Learn to Learn** sections that focus on study skill tips and techniques that help students become better and more reflective learners.
- **Finished?** pages, with puzzles and games that accompany each unit. These can be set as light-hearted rewards for students who complete activities earlier than others.
- **A grammar reference** with complete tables, rules and examples, along with a list of irregular verbs.
- **Video** Every unit includes four or five videos: *Kick-off* – a documentary presenting the unit, two *Grammar in Action* videos, *Everyday English* for the speaking lesson and a *Globetrotters* documentary in all of the odd numbered units to accompany the cultural reading lesson *Around the World*. The students can download the videos at: [www.cambridge.es/collaborate](http://www.cambridge.es/collaborate)

### Workbook

This contains a wealth of extra exercises and activities to practise all four language skills. The texts and the exercises complement the corresponding elements in the Student's Book without repeating material, while the units themselves follow the same structure as their Student's Book counterparts, thus making it easier for teacher and student alike to make the Workbook an integral part of the course, either in class or as homework.



At the back of the Workbook, you will find a comprehensive **grammar reference** with accompanying exercises, plus **vocabulary extension** exercises, **exam-style reading and writing tasks**, **audio scripts** and a **list of irregular verbs**.

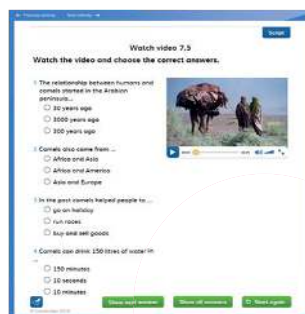
All exercises in the Workbook (apart from the tasks in the review section) have a **star rating** system to grade the exercises for difficulty, with one star for the most basic, up to three stars for the most challenging. The helps students by guiding them through the different levels of understanding and application of the language and makes it easier for teachers to cater for mixed abilities.

### Workbook audio

The Workbook audio is available to download online. Students can find audio for all listening activities in the Workbook by following the given link. The audioscripts can be found at the back of the Workbook.

### Digital Student's Book with extra activities and Digital Workbook

These are fully-interactive versions which are available both online and offline. They contain **hundreds of interactive activities** plus all the course **audio** and **video content**. They are both multi-platform and multi-device and can be used on both PCs and tablets.



# Course components

## For the teacher

### Teacher's Book

The **Teacher's Book** notes are interleaved with the corresponding Student's Book pages, reproduced in full colour. The Teacher's Book includes:

- An introduction which outlines the course content, and the philosophy and methodology that underpin it, plus an overview of the **Cambridge Framework for Life Competencies** and how it informs the course material.
- CEFR and key competences tables.
- An overview of the unit contents and aims.
- Key competences mapped to the content of each unit.
- Comprehensive teaching notes for all activities.
- Extra ideas for exploiting the material and suggestions for optional reinforcement, extension and warm-up activities.
- Ideas for flipped classroom\* and digital literacy activities.
- Easy-to-find answer keys and audioscripts.
- Background information on reading texts where appropriate.
- The Grammar reference from the Student's Book.
- The Workbook answer key.

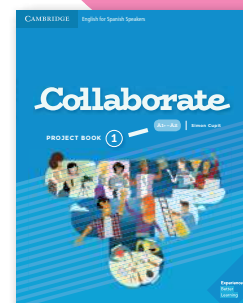
### \*FLIPPED CLASSROOM

Typically, a lot of class time is taken up with instruction and individual student work, for example with the teacher explaining grammar at the board or with the students reading texts. This leaves less time than we would often like for more interactive learning, such as discussions, group work, drama and projects, where new knowledge can be applied and new skills developed. In the flipped classroom approach, time is freed up by having students prepare for the class as much as possible beforehand. For example, students might be asked to read a text at home rather than in class so that there is more time to discuss it during the lesson, or they might be asked to study grammar at home and then bring questions or doubts to class, rather than the teacher explaining it during the lesson. This allows students to process new language at their own speed and enables the teacher to dedicate more class time to resolving any difficulties and guiding the students through freer practice. We encourage teachers to try this out. The Teacher's Book gives notes about where and how this can be done.



### Project Book

The **Project Book** contains tips, notes and useful templates to exploit all of the projects in the Student's Book to the maximum, making sure that students follow the guidelines to make every project a success!



### Teacher's Resource Bank

The **Teacher's Resource Bank** contains grammar and vocabulary worksheets at three different levels of difficulty, as well as communication worksheets, grammar spidergrams, writing templates and video worksheets. The class audio is also included.



### Test Generator

Teachers can create their own test materials tailored to the needs of their students using the **Test Generator**. Specific activity types can be selected to test vocabulary, grammar and skills from any point in the course, offering teachers the possibility of producing specific or cumulative tests at the click of a button. Tests are available at three levels of difficulty. The **Test Generator** also offers 'ready-made' tests for unit and cumulative tests.



# Common European Framework (CEFR) and Collaborate

The Common European Framework of Reference for Languages (CEFR) is a set of guidelines used to describe the achievements of learners of foreign languages across Europe. Its main aim is to provide a method of assessing learners which can be applied to all languages in Europe. This method is based on a set of 'linguistic competences' (also known as 'Can do' statements), which learners can expect to be able to achieve at each stage of their learning. The linguistic competences are divided into six levels: A1, A2, B1, B2, C1 and C2. These levels each contain a set of objectives which students should be able to demonstrate during evaluation. The Spanish secondary curriculum roughly

covers the first three levels, starting with a high A1 and moving into B1. So by the end of secondary, students should be able to accomplish all of the linguistic competences from A1 up to and including part of B1.

The texts, listening, speaking and writing activities in Collaborate 1 have been specially chosen to cover linguistic competences from A1+ into A2 of the CEFR. The competences have been mapped and cross referenced to the content of Student's Book 1.

## Key competences

Key competences are a combination of knowledge, skills and attitudes designed to help young people develop tools which they can use both academically and in a wider social context. They are an aid to lifelong learning and are an essential part of the compulsory learning curriculum.

The Spanish education system has gradually adapted and adjusted the original descriptors set out by The Council of Europe and seven basic competences have been defined. School subjects in the curriculum of secondary education should all contribute to the development of the seven different competences. In the case of English language there is an explicit, direct connection with the competence of linguistic communication. However *Collaborate 1* has been designed to offer numerous opportunities for the development of all seven competences throughout the course. Below is a description of each competence. Teachers can find a more detailed breakdown of how the competences are covered in each unit in the teacher's notes on the *Unit Opener* pages in this book.

### 1 Competence in linguistic communication

The ability to express and interpret concepts, thoughts, facts and feelings in both oral and written form. To interact successfully in intercultural settings and to recognise and gradually learn the rules that govern the English language.

### 2 Learning to learn

The ability to make reflections on the learning process. It includes learning on own initiative and seeking and making use of guidance to organise work and gradually gain autonomy and handle obstacles. Motivation and confidence are essential.

### 3 Social and civic competences

The ability to understand and respect patterns of behaviour in a diverse society. Social competence enables students to learn social and political concepts and use codes of conduct in different settings where they might need to interact. It promotes cooperation and peaceful coexistence as they learn how to show tolerance and respect different viewpoints. Civic competence enables students to learn about contemporary events and world history.

### 4 Digital competence

The skills to use ICT (Information and Communication Technology) for work, leisure and communication. It requires control of computers and other technological devices to access information and enables students to handle information critically and to communicate it and transform it into knowledge.

### 5 Cultural awareness and expression

The ability to appreciate cultural diversity and consider cultural and artistic manifestations as part of cultural heritage. Students learn about the importance of being creative and expressing emotions and experiences through a range of media, including music, performing arts, literature and the visual arts.

### 6 Sense of initiative and entrepreneurship

The ability to carry out initiatives and put personal choices into practice. It involves creativity, innovation, responsibility and critical thinking. It enables students to plan and manage projects and identify their strengths and weaknesses to contribute to a team.

### 7 Competence in mathematics, science and technology

The ability to use different expressions of mathematical thought (numbers, symbols, shapes ...) as well as logic reasoning in order to solve problems in everyday life. It also includes applying knowledge and methodology used to explain nature as well as understanding the changes caused by human activity.

# Course Philosophy

It is important to bear in mind that teachers don't only teach particular subjects; teachers, more importantly, teach students. This means not only imparting subject knowledge, but also helping students to grow as individuals and to develop a range of skills that can be applied beyond the classroom, in particular those skills that are becoming ever more necessary for personal and professional success in the 21st century. Young people today need to be able to think independently and yet work collaboratively, to be methodical and organised while also being flexible and creative, to know how to plan and execute a piece of work successfully and how to reflect on their own performance in order to develop and grow throughout their lives. **The English language classroom** has enormous scope for the development of the very skills that can help bring this about, which *Collaborate* supports in the following ways.

## Building the skills for effective collaboration

Drawing on the theory that students learn better when they learn together, we have put collaboration at the very heart of the course philosophy. Not only does successful collaboration require effective communication between pairs and groups of individuals, making it an ideal way to practise English in a real-world, communicative manner, for secondary students, it also has numerous wider benefits:

- Collaborative learning requires students to **take personal responsibility for their own contributions** to a pair or a group task. It encourages them to participate actively, share their ideas freely and on an equal footing, and explain and defend their contributions when needed.
- It develops students' ability to **listen respectfully and respond constructively** to the contributions of others. This entails appropriate turn-taking, acknowledging different points of view, providing positive and constructive feedback to others, and putting forward and evaluating possible solutions to conflicting ideas.
- It trains students in how to **manage the sharing of tasks**, especially in group project work. This entails identifying which smaller tasks need to be done in order to complete a project successfully, dividing those tasks fairly, managing time effectively, and being willing and able to offer help when others need it.

In our increasingly globalised world, the ability to cooperate and collaborate with others is an essential aspect of both further education and the workplace, where there is an ever-growing need to respect the views of others, find creative solutions to shared problems, work together effectively and resolve conflicts fairly. In *Collaborate*, you will be able to give your students ample opportunity to develop these skills in meaningful and engaging ways. As well as frequent opportunity for pair-work speaking practice, the following features in particular call on students to collaborate:

- **Plan, Speak, Check** Students plan and practise dialogues in pairs and are asked to listen constructively and give feedback to other pairs.
- **Mini Projects** Students work together to further investigate a topic they have been learning about in the **Around the World** sections of the course. They create a small piece of work, for example a poster or a biography, in order to share what they have discovered with their classmates.
- **CLIL (Content and Language Integrated Learning) Projects** Students work in groups on larger projects that both relate to

the topic of the unit and focus on a particular subject area, such as science, history or art. The output of these projects can range from group presentations to leaflets and infographics. Students are provided with a model to guide them, and each individual project focuses on a particular collaborative skill, such as how to organise the time allotted to the project, how to divide tasks appropriately, how to resolve conflict in a group and how to research effectively.

- **Learn to Learn (reading, listening and vocabulary building)** Students work together on a) activities that develop a range of reading and listening skills, such as reading for gist or working out the meaning of unfamiliar words from context; and b) activities that raise awareness of word-building, allowing them to increase their vocabulary in methodical ways. They help each other build these skills through peer-testing, peer-checking, and mutual feedback.
- **Learn to Learn (study skills)** Students work together on activities that ask them to reflect on their own learning and practise a range of skills for more effective learning, such as effective notebook organisation, using mind maps and spidergrams, and how to practise English outside the class.

## Promoting critical thinking

It is no longer enough for students simply to learn lists of facts or be knowledgeable about particular topics. They need to be able to find and make sense of information, to analyse and question it, to distinguish fact from opinion, to understand context, and to make connections with what they already know in order to make informed judgements, come up with fresh ideas and solve difficult problems. The ability to do this is known as **critical thinking**, which *Collaborate* develops in several ways:

- It taps into and spurs **students' natural curiosity** about the world. For example, the **See, Think, Wonder** activity at the start of each unit asks students to think critically about the photo in front of them by first focusing simply on what they can see in the photo, then asking them to make deductions about the people or places that feature in it and to share with their partner how it makes them feel. Finally, they consider what other questions the photo provokes and what more they would like to know.
- It asks students to **reflect on what they are learning** and to **make connections with their own lives**. The **Voice it!** feature is a thought-provoking speaking activity that guides students through this process after reading and listening texts throughout each unit.
- It helps students to **build on what they learn** in reading and listening texts by finding out more for themselves. The **Mini culture projects**, the **Explore it!** feature and the **CLIL projects** all guide students to do basic research about different topics, either online or off, and then share what they learn with their classmates.
- It encourages students to search the internet in order to find certain information in a safe and sensible manner.

## Highlighting values

Learning a new language is a vehicle of thought and expression. This makes the English language classroom an ideal place for students to consider and discuss **personal values**. *Collaborate* supports this by presenting students with a wealth of material focusing on inspiring individuals, unusual cultural traditions and fascinating stories from across the globe, allowing them to draw comparisons and make links with their own lives. In particular, the tasks that accompany the **Around the World** reading and listening texts call on students to reflect on values such as determination, respect, love and tradition, and to consider not only the role such values play in their own world but also how they cross societies and cultures.



# Course Methodology

The course in front of you is the result of a thorough process of research into second language acquisition combined with extensive consultation involving both teachers and students at secondary level. Its methodological approach combines a number of key features, which are outlined below.

## Building speaking skills through meaningful communication

Throughout the course, students are given plentiful opportunity to practise new language via activities that ask them to talk to each other about **their own lives, opinions, interests and ideas** (although care is taken to avoid topics that might be sensitive for students of this age group). Just as importantly, students are asked to listen attentively to their partner during these activities and to respond to what they hear. This not only personalises student speaking, making it much more relevant and memorable, it also leads to genuine communication where students learn something new about each other or share ideas. Furthermore, the various **projects** that appear throughout the course require students to communicate with one another in English in order to achieve a common goal, whereby, as in real life, the language becomes a means to an end rather than something to practise merely for its own sake.

Vocabulary has been carefully selected for its frequency, usefulness, and level appropriacy, and students are given practice in how to use new words and phrases in context as well as how to say them correctly. The **Everyday English** expressions that appear on the speaking pages of each unit are colloquial expressions which are commonly used in informal speech. These expressions have been taken from the **Cambridge English Corpus** and will help students to speak in a more natural way. The accompanying **video** helps students see exactly how these phrases are used, as well as letting them hear and practise their pronunciation, intonation, tone and pitch.

## Enhancing listening and reading skills through guided comprehension

Listening can often be one of the most challenging skills for our students, especially when tackling audio recordings in class, as they can't see the person who is speaking. They therefore need lots of support from the teacher. It is especially important to **prepare** students for what they are about to listen to. This can be done in various ways:

- Ask students to think about what they already know about the topic before they listen. This helps establish the context. It is rare in real-life that we listen to something we know nothing about.
- Have students anticipate what might be said, both in terms of content and language. This helps them apply what they already know to increase comprehension.
- Generate interest by asking students what more they would like to find out from the listening. They might not actually find this out, but it will help them concentrate on general comprehension and pinpoint specific information.

These are all skills we use when listening in real-life, and Collaborate supports the teacher in this regard by ensuring that listening exercises guide students step-by-step through the process. Furthermore, students always have to **listen at least twice** to any recording. This helps to build their confidence and increase their understanding, giving them the opportunity to focus on different aspects of what they are listening to each time they listen.

Likewise, reading exercises guide students through the reading process, from thinking very generally about a topic before they read a text and considering what more they would like to know, through reading once for general understanding and then again for more detailed comprehension, and finally to focusing on individual items of unfamiliar vocabulary. Again, as with listening, students are always asked to **read a text more than once**, each time focusing on a different level of understanding and thereby consolidating their reading skills. Teachers are also encouraged to **play the recordings of the main reading texts**, as this helps students to make connections between spelling and pronunciation and allows the teacher to draw attention to key aspects of the spoken language such as intonation, sentence stress, accent, and the features of connected speech.

## Developing writing skills through careful planning, drafting and revising

Whenever we write in real-life, we always write a particular kind of text and always with a specific reader in mind (an essay for a teacher, a text message for a friend, a report for our boss, an article for readers of a newspaper, etc.). Writing in *Collaborate* is always contextualised in this way, so that students are aware not only of what **text type** they are writing but also who the **target reader** is, that is, the person to or for whom they are writing, as this makes a difference both to **the way the text is organised** (separate paragraphs for introduction, arguments and conclusion in essays, for instance, or clear greetings and sign-offs in letters) and to **the style of English used** (formal, informal, descriptive, etc.). Students are guided to plan their writing with this in mind, but should also **write two drafts**, a first and a final, thus enabling them to take notice of and correct any mistakes and to feel a sense of progress as they improve on the first draft when writing the final one. They are also encouraged to read each other's work and respond, as in real life, as readers. For example, do they agree with their partner's opinions in an essay? Does the report make sense? Is the story exciting?

## Learning to Learn

As outlined above in the Course Philosophy, *Collaborate* aims not only to help you teach your students English, but also to help you develop their learning skills more generally. These skills include, for example, how to take good notes, how to record and study vocabulary, how to use online dictionaries, how to practise English outside the classroom, how to prepare for exams and how to use spidergrams, graphic organisers and other visual aids to organise thoughts. These skills are practised through **Learn to Learn** activities, which broadly progress from simple study skills to more advanced techniques, thus enabling students to build on what they already know how to do while putting new skills into practise as they work through the course.

## Collaborate and digital literacy

Digital technology, from the internet itself to phone apps and wearables, has become so woven into the fabric of our daily lives that to students who have never known a world without it, it's as fundamental a part of their experience of the world as is water to a fish. Nevertheless, that does not mean students know how to use these tools in an intelligent way, or how to avoid the risks associated with online communication. They need a range of skills to enable them not only to use basic word processing and presentation software properly, but also to use search engines efficiently, to navigate texts that are full of hyperlinks, to gauge the validity of what they read, to share personal information appropriately and recognise the risks associated with social media, and, where necessary, to create and manage their own online content, such as YouTube videos and blogs. These skills are known collectively as Digital Literacy. The following are tips on how students can improve their research skills using the internet.

### USE A SEARCH STRATEGY

Students will get better search results by thinking carefully about the words they should type in when searching for information. Make sure they choose the right keywords, quotation marks and plus and minus symbols. For example, if you type in your keyword(s) followed by *-wiki*, it will eliminate *Wikipedia* from your search results.

### EVALUATE THE RELIABILITY OF THE SOURCE/WEBSITE

Remind students not to believe everything they see on the internet! Encourage them to think critically, use prior knowledge and ask friends and family to say whether or not they think something is true. There are lots of hoax websites with unreliable or untrue information. Be careful!

### DON'T ALWAYS USE THE SAME WEBSITE

Encourage students to use a variety of different websites, not always the same one – even if they have a favourite. Always encourage them to dig deeper and find other sources to back up what they think they already know.

### DO THE CRAAP TEST

Make sure students always confirm the credibility of a website by doing the CRAAP test. CRAAP: currency, relevance, authority, accuracy and purpose. Suggest to students that they give each category a score out of ten on different areas like spelling and grammar, authors listed, and dates updated. This will help students discover whether the website is updated and reliable or not.

### USE KEYWORDS

Tell students to brainstorm the keywords that they will need to find the information online.

### CHECK THE DOMAIN IS RELIABLE

When students use a website, ask them to look at the domain. Those websites that end in *.edu* or *.gov* tend to be reliable as they are official organisations.

Throughout *Collaborate*, students are given the opportunity to look up information for themselves, both in the various projects and the **Explore it!** tasks, and to prepare presentations, posters, quizzes and other materials to share their work. Although teachers and students will not always have recourse to computers or the internet to carry out these activities, we encourage their use wherever possible, as this will help students to develop some of the skills outlined above.

At the same time, given the disparity between the types of media that students increasingly engage with in their free time and the type of materials that are traditionally used in schools, we hope you will make full use of the **Digital Student's Book**, as well as the **videos** that accompany each unit, as this will help motivate students and maintain their attention.

# The Cambridge Framework for Life Competencies

Most people graduating from education systems in the 20th century moved into jobs where they had to take in information and follow instructions. In the 21st century, however, there is an increasing emphasis on what you do with information rather than what you can memorise, as well as on working with others very different from yourself. The skills that allow a person to manage this successfully need to be developed throughout a child's education and across the curriculum.

Cambridge has developed a framework which establishes two broad categories of competency (that is, life skills): **Thinking and Learning Skills** and **Social and Emotional Skills**. These are further broken down into eight main areas of competency.

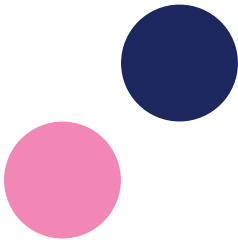


Teaching English lends itself extremely well to the development of these competencies. This is because it:

- requires students to communicate with one another to share their ideas and opinions and complete group projects
- presents students with a wealth of content that can stimulate critical thinking and generate discussion about feelings and values
- has ample scope for collaborative group work
- gives students lots of opportunity for creativity, especially in written work
- encourages the use of a wide range of study skills
- can easily incorporate digital technology.

*Collaborate* itself covers each of the eight competency areas. Some of these areas, namely **Critical Thinking**, **Digital Literacy**, **Learning to Learn** and **Collaboration** have been discussed more fully in the preceding sections of this introduction. On the following page is an overview of which features of the course support the development of which competencies. Naturally, there is a lot of overlap, as individual tasks and activities usually serve more than one purpose. This is especially the case in project work.





# The Cambridge Framework for Life Competencies

| Skills                  | How <i>Collaborate</i> helps develop these skills  |
|-------------------------|--|
| CREATIVITY              | <ul style="list-style-type: none"><li>• <b>Plan, Speak, Check:</b> Students plan and perform dialogues based on models but adding their own ideas and input.</li><li>• <b>Plan, Write, Check:</b> Students write various types of text based on models but adding their own ideas and input.</li><li>• <b>Projects:</b> Students create presentations, posters, pamphlets, etc., using both words and images.</li></ul>  |
| CRITICAL THINKING       | <ul style="list-style-type: none"><li>• <b>See, Think, Wonder:</b> Students describe, consider and reflect on unit-opener photos.</li><li>• <b>Voice it!:</b> Students discuss what they learn and connect it to their own lives.</li><li>• <b>Explore it!:</b> Students have to find out facts about a particular topic.</li><li>• <b>Projects:</b> Students research information either online* or offline to build on what they know about the various people, places and ideas they are learning about in the reading and listening texts in each unit.</li><li>• <b>CLIL:</b> Students are encouraged to make cross-curricular connections with the main themes of each unit.</li></ul> |
| DIGITAL LITERACY        | <ul style="list-style-type: none"><li>• <b>Explore it! and Projects:</b> Students find information and images online and use word processing and presentation software to share what they learn.*</li></ul>  |
| LEARNING TO LEARN       | <ul style="list-style-type: none"><li>• <b>Learn to Learn:</b> a) Students develop reading, listening and word-building skills; b) students develop study and reflective learning skills.</li></ul>  |
| COMMUNICATION           | <ul style="list-style-type: none"><li>• <b>Plan, Speak, Check:</b> Students learn to use appropriate expressions for particular speaking functions and to distinguish between polite and informal speech.</li><li>• <b>Plan, Write, Check:</b> Students learn to use appropriate expressions for particular text types, to organise their writing and to use the register appropriate for the text they are writing</li><li>• <b>Projects:</b> Students practise how to contribute ideas to group discussions and to listen respectfully to others; students practise speaking in front of others.</li></ul>   |
| COLLABORATION           | <ul style="list-style-type: none"><li>• <b>Plan, Speak, Check:</b> Students plan and practise dialogues in pairs and give feedback to other pairs.</li><li>• <b>Mini projects:</b> Students work together to further investigate a topic they have been learning about in the Around the World sections of the course.</li><li>• <b>CLIL projects:</b> Students collaborate on larger projects, during each of which they focus on developing a particular collaborative skill.</li><li>• <b>Learn to Learn:</b> Students help each other build reading, listening, word-building and study skills through peer-testing, peer-checking, and mutual feedback.</li></ul>                       |
| EMOTIONAL DEVELOPMENT   | <ul style="list-style-type: none"><li>• <b>Vocabulary and Speaking:</b> Students learn to describe their emotions in English.</li><li>• <b>Around the World:</b> Students are encouraged to develop understanding of other people's perspectives.</li><li>• <b>Learn to Learn:</b> Students develop study skills that can help manage exam stress.</li></ul>   |
| SOCIAL RESPONSIBILITIES | <ul style="list-style-type: none"><li>• <b>CLIL projects:</b> Students learn to take initiative and be responsible in their own role in the project and to encourage and support others to contribute fully.</li><li>• <b>Around the World:</b> Students learn about people, culture and customs in other countries and are encouraged to draw connections between them and their own.</li></ul>   |

\*Where possible, according to the availability of computers and internet access.



STUDENT'S BOOK CONTENTS

|   | Vocabulary   |  | Grammar   |  | Reading   |
|---|--|--|---|--|---|
| <b>Starter Unit</b><br>Welcome! p4  | Months p4<br>Cardinal and ordinal numbers p4<br>Colours p4<br>Classroom objects p7 |  | Subject pronouns and possessive adjectives p6<br>Verb <i>be</i> p6<br>Question words p6<br><i>Whose</i> + possessive pronouns p8<br>Imperatives p8                            |  | Online profile: Welcome to my life! p5  |
| <b>Unit 1:</b><br>Friends and family p10<br>  | Family members p11<br>Describing people p14  |  | <i>Have got</i> : affirmative and negative p13<br>Possessive <i>'s</i> p13<br><i>Have got</i> : questions p15   |  | A webpage: Meet the Flying Cortes Family p12<br>An article: Twins Day p18<br>Children's Day p18                       |
| Unit review p20, Finished? p21  |  |  |   |  |   |
| <b>Unit 2:</b><br>That's life! p22<br>  | Daily routines p23<br>Leisure activities p26                                       |  | Present simple: affirmative and negative p25<br>Adverbs of frequency p25<br>Present simple: questions p27<br><i>Wh-</i> questions p27   |  | A profile: A day in the life of ... p24<br>Everyday Maths p138  |
| Unit review p32, Finished? p33  |  |  |   |  |   |
| <b>Unit 3:</b><br>School days p34<br>   | School subjects p35<br>Places in a school p38                                      |  | <i>Can</i> for ability and permission p37<br>Verb forms: ( <i>don't</i> ) <i>like</i> , <i>don't mind</i> , <i>love</i> , <i>hate</i> + <i>ing</i> p39<br>Object pronouns p39 |  | A webpage: Ballet school p36<br>A blog post: Welcome to my school day! p42<br>The school of the Air p42               |
| Unit review p44, Finished? p45, Unit review 1–3 p46   |  |  |   |  |   |
| <b>Unit 4:</b><br>You are what you eat p48<br>  | Food and drink p49<br>Adjectives p52   |  | Countable and uncountable nouns p51<br><i>A / an, some / any,</i> p51<br><i>There is / isn't, there are / aren't</i> p53<br><i>Much / many, a lot of</i> p53                  |  | An article: Time for a snack p50<br>Foodscapes p139   |
| Unit review p58, Finished? p59  |  |  |   |  |   |
| <b>Unit 5:</b><br>What's your style? p60<br>  | Clothes p61<br>Accessories p64   |  | Present continuous p63<br>Present simple and present continuous p65   |  | An online diary: Michiko's Mix.com p62<br>A magazine article interview: Special Days p68<br>Cultural Fashion p69      |
| Unit review p70, Finished? p71  |  |  |   |  |   |
| <b>Unit 6:</b><br>Sport for life p72<br>  | Sports p73<br>Sports verbs p76   |  | Comparatives p75<br>Superlatives p77  |  | Online FAQs: Bossaball p74<br>Fast or Slow? p140  |
| Unit review p82, Finished? p83, Unit review 4–6 p84   |  |  |   |  |   |
| <b>Unit 7:</b><br>Amazing animals p86<br>   | Animals p87<br>Adjectives p90  |  | <i>Was / were, there was / were</i> p89<br>Past simple: regular and irregular p91   |  | Fact files: Animals with a difference p88<br>An article: The Girl and the Golden Eagle p94<br>Helpers with hooves p94 |
| Unit review p96, Finished? p97  |  |  |   |  |   |
| <b>Unit 8:</b><br>Lost and found p98<br>  | Places in town p99<br>Personal possessions p102                                    |  | Past simple: questions p101<br>Past simple: <i>Wh-</i> questions p103   |  | An online travel article: Lost treasures p100<br>The Lascaux Cave Paintings p141                                      |
| Unit review p108, Finished? p109  |  |  |   |  |   |
| <b>Unit 9:</b><br>Summer fun p110<br>   | Outdoor life p111<br>Holidays p114   |  | Future with <i>will / won't</i> p113<br>Present continuous for future <i>Be going to</i> p115<br>p115   |  | A leaflet: Wild weekend p112<br>A webpage: Your guide to American summer camps p118<br>A summer camp in ... p118      |
| Unit review p120, Finished? p121, Unit review 7–9 p122  |  |  |   |  |   |
| Grammar reference p124–127   Mini culture projects p128–137   CLIL p138–141   Pronunciation p142–143   Irregular verbs p144 |  |  |   |  |   |

| Listening |                        | Speaking and pronunciation   |                                 | Writing   | Project   | Learn to Learn  |  |
|-----------|------------------------|--|---------------------------------|---|---|---|--|
|           | A talk p7              |  |                                 | An informal letter p9   |   | Learning numbers together p4<br>Organising your notebook p7 |  |
|           | A conversation p14     | Phoning a friend /h/ p16<br>🎧 Everyday English p16   | An informal email p17           | Mini culture project: a poster p128<br>How to design a poster p128            | Making connections p11<br>Drawing pictures p14<br>Increasing your vocabulary p19                    |   |  |
|           | Street interviews p26  | An interview /s/, /z/ and /iz/ p28<br>🎧 Everyday English p28                                     | An article p29                  | The maths project: a class survey p30<br>How to present survey results p30    | Word partners (1) p23<br>Word partners (2) p26  |   |  |
|           | A radio programme p38  | Asking for help can p40<br>🎧 Everyday English p40  | A description p41               | Mini culture project: a haiku p130<br>How to speak to a large group p130      | Recognising cognates p35<br>Making a spidergram p38<br>Understanding new words from context p43     |   |  |
|           | A quiz p52             | Ordering food and drink p54<br>Word stress p142<br>🎧 Everyday English p54                        | A description p55               | The art project: design a food truck p56<br>How to evaluate a design p56      | Personalising vocabulary p49<br>True or false sentences p52   |   |  |
|           | An interview p64       | Buying clothes or accessories p66<br>-ing p142<br>🎧 Everyday English p66                         | A description of a photo p67    | Mini culture project: a lookbook p132<br>How to present a project p132        | Making a picture dictionary p61<br>Listening for the general idea p64<br>Making connections p69     |   |  |
|           | A conversation p76     | Buying tickets online p78<br>schwa /ə/ p143<br>🎧 Everyday English p78                            | A profile of a sportsperson p79 | The PE project: an information leaflet p80<br>How to design a leaflet p80     | Saying collocations out loud p73<br>Remembering vocabulary sets p76                                 |   |  |
|           | A podcast p90          | Asking for and responding to information p92<br>/t/, /d/ and /ɪd/ p143<br>🎧 Everyday English p92 | A biography p93                 | Mini culture project: a scrapbook p134<br>How to design a scrapbook p134      | Word groups p87<br>Preparing to listen p90<br>Noun and verb forms p95                               |   |  |
|           | A radio interview p102 | Losing things p104<br>Intonation in questions p143<br>🎧 Everyday English p104                    | A blog post p105                | The history project: an interview p106<br>How to do a recorded interview p106 | Compound nouns p99<br>Using photos to predict content p102  |   |  |
|           | A conversation p114    | Making suggestions and responding p116<br>going to p143<br>🎧 Everyday English p116               | An email p117                   | Mini culture project: a webpage p136<br>How to make a webpage p136            | Collocation p111<br>Personalising spidergrams p114<br>Understanding different types of English p119 |   |  |