

Second Edition

OWN IT!



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CAMBRIDGE

Teacher's Book

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Welcome to *Own it!* Second Edition

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

What's new?

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

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

What we've kept and why

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

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

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

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

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

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

Merve, Türkiye

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

Andrés, Ecuador

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

Itana, Brazil

I want a variety of videos that will help me to engage my students with the topic and see the language being used in a meaningful way.

Antonio, Mexico

Exploring the Second Edition ...

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

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

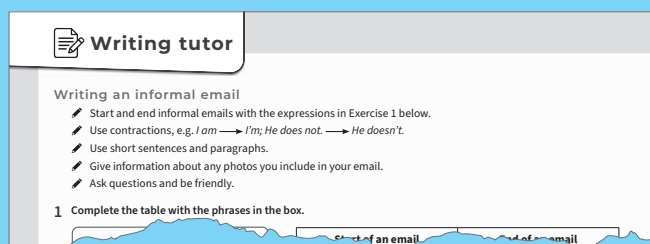
There are **four new projects** across the course with engaging topics to capture students' attention and build their competency skills. A documentary-style video introduces the theme, a short reading text develops the idea, and a vocabulary extra activity helps students to discuss the topic. With a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

A more integrated and comprehensive grammar approach

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

More support for Speaking and Writing

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



A wealth of teacher resources

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

An integrated learning and assessment approach

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

2 Grammar tutor

Present simple: affirmative and negative 2.2

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

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

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

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

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

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

Present simple: questions 2.3

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

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

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

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

1 Do you play tennis at the weekend?
(play) No, I don't.

2 James to your school? (go)

3 Yes, he. He's in my class.

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

5 your parents Spanish? (speak) No, they.

6 Where your aunt? (live) In England.

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

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

3 Circle the correct options.

1 I ... early in the morning.
a usually get up b get up usually

2 I ... sports at the weekend.
a do often b often do

3 I ... lunch with my sister at school.
a sometimes have b have sometimes

4 I ... my homework in the evening.
a do always b always do

5 I ... burgers for dinner.
a never eat b eat never

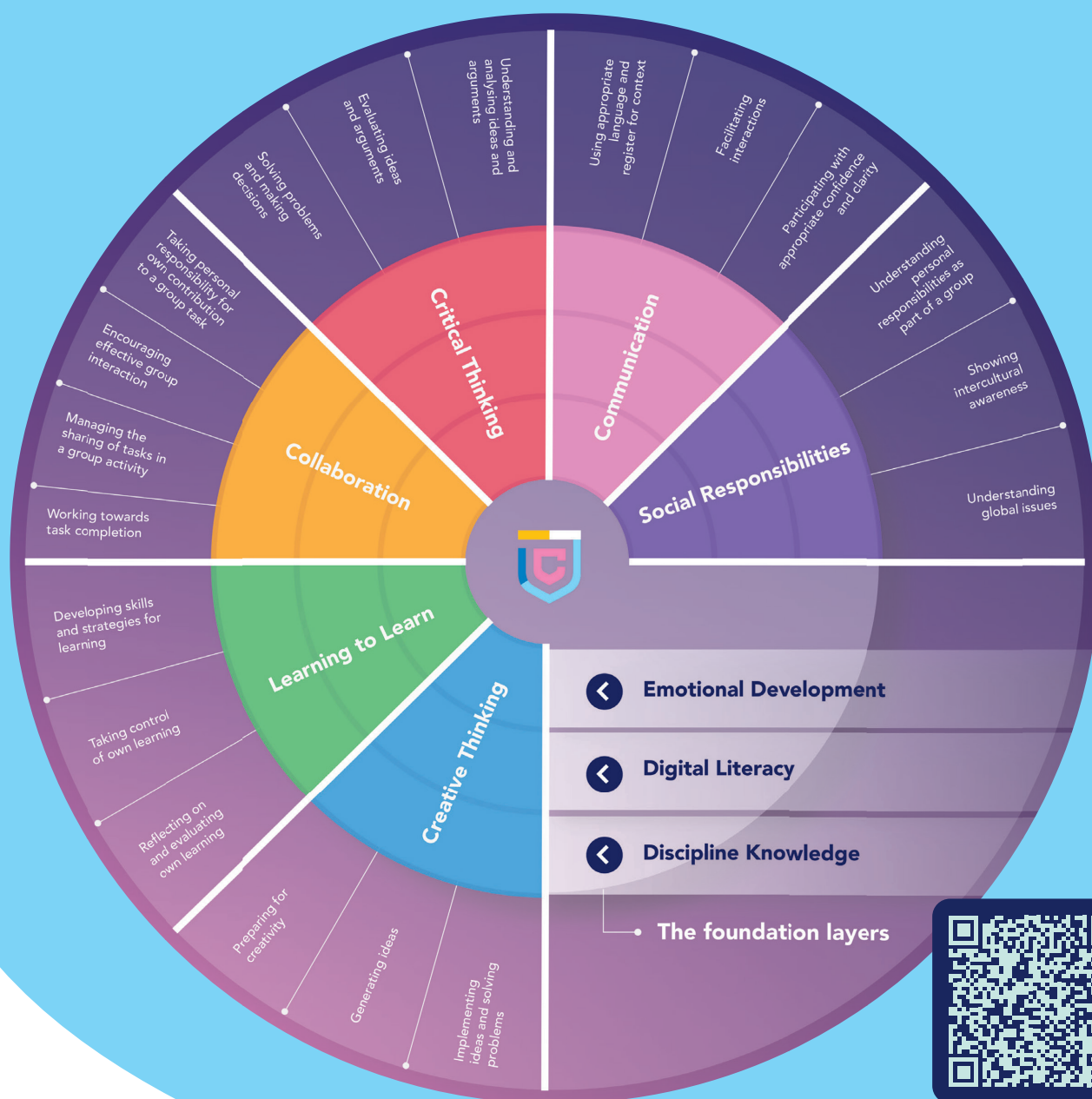
Life Competencies

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

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

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

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

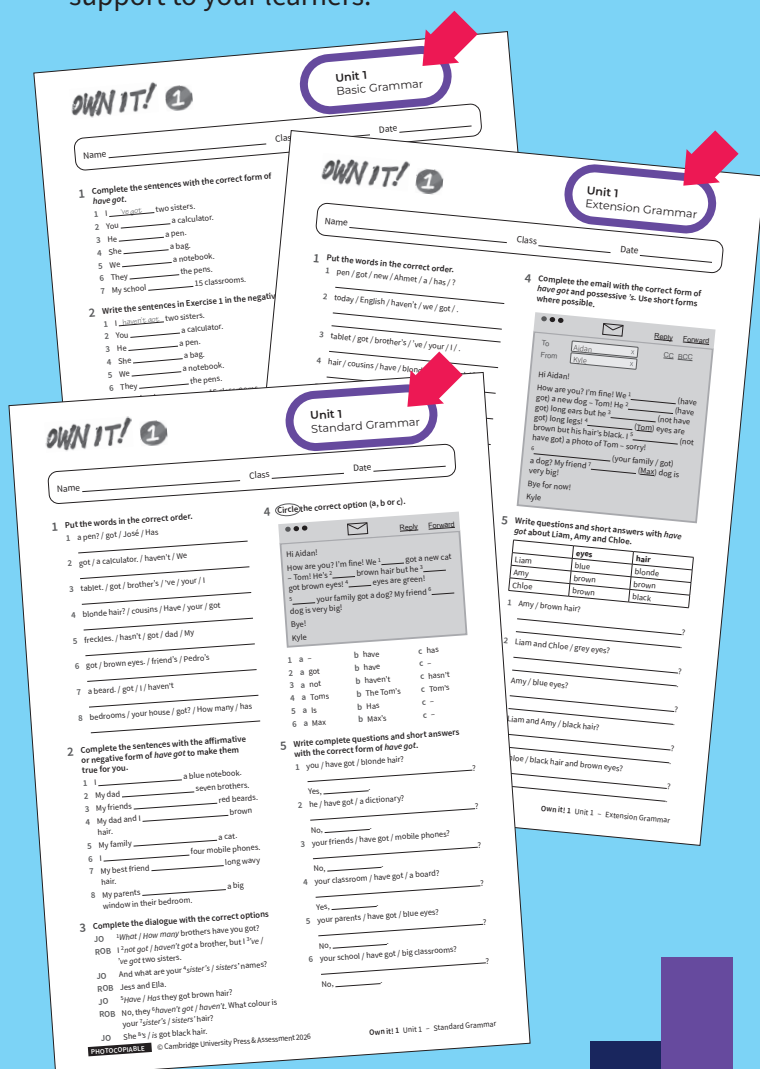


Everything you need ... all in one place!

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

Graded worksheets to support mixed ability

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



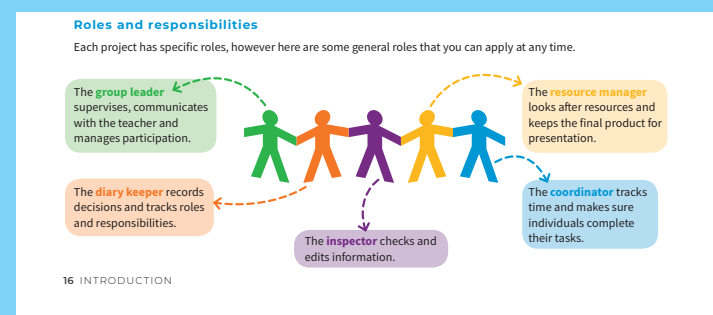
A comprehensive testing package

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



Updated online Project Book with new content

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



Your digital classroom

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

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



Presentation Plus

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

Teacher's Resource Bank

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

Test Generator

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



Practice Extra

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



Kahoot quizzes

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

Personalised Learning

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



Benefits to students:

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

Benefits to teachers:

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

Test & Train Mini

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

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

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

Learning objectives

Evidence of progress

Actionable feedback

Tailored follow-up

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

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

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

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

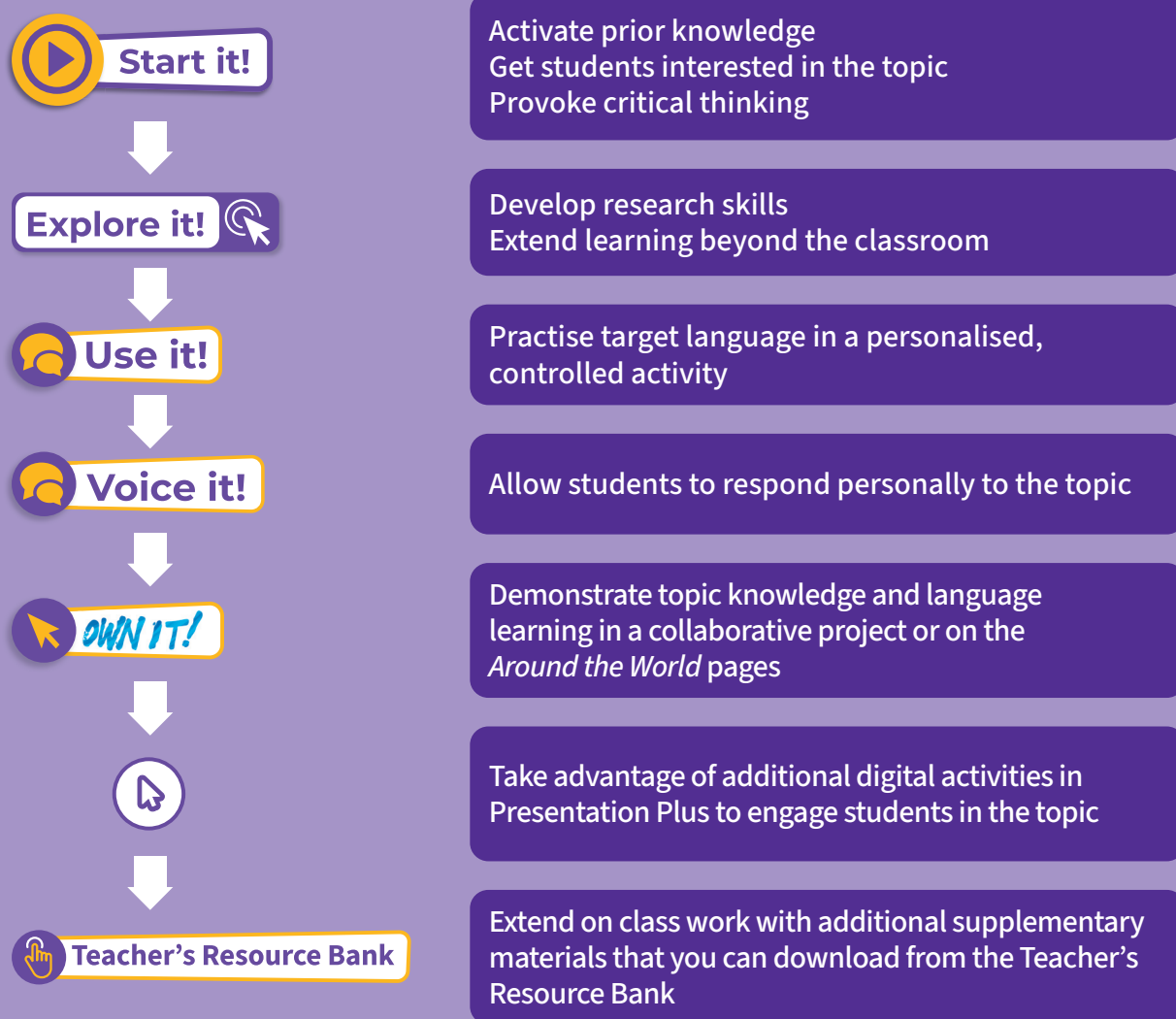


Example	Purpose	Action / Outcomes	
Project work  Project	To encourage learners to work collaboratively, test their own and their peers' assumptions and evaluate information	Develop learning skills and self-awareness to improve analytical thinking. Learners take responsibility for their own learning,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

Student's Book Unit

Visual Guide

Every unit in *Own it!* Second Edition takes students on a journey from 'starting it' to 'owning it'! Students are gradually introduced to the topic and target language through a variety of scaffolded activities that build their confidence and encourage independent learning. Vibrant videos, readings and listening texts show language in context, allowing students to respond personally and work collaboratively. The *Own it!* Second Edition Projects or *Around the world* pages at the end of the unit give students the opportunity to consolidate and demonstrate all their learning in a fun, personalised way.



The unit journey is underpinned by the *Learn to learn* strand which supports the development of vital learning skills, and the *How to ...* feature which provides useful tips for completing project work successfully. These features support students on their journey from *Start it!* to *Own it!*



Start it!

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

Learning outcomes

- I can ...
- understand texts about animals
- ask for and respond to information
- write an article
- understand how to use different past tense forms
- talk about and describe animals
- categorise vocabulary and identify word forms.

Vocabulary

Animals

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

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

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

- 1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

- 3 Which of the animals have:
1 a tail? 2 feathers? 3 fur?

Learn to learn

Word categories
When you learn new words, put them into categories. This helps you remember the meaning.

- 4 Complete the categories with animals from Exercise 1. Add two more for each category.

Mammals _____
Birds _____
Reptiles _____
Snakes _____

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

Category 1: mouse, parrot, snake
Is your category 'pets'?

Explore it!

Guess the correct answer.
A blue whale's tongue weighs the same as ...

- a a crocodile. b an elephant. c a giraffe.
Find an interesting animal fact. Write a question for your partner to answer.

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Explore it!

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



Voice it!

Voice it! is a thought-provoking speaking activity which asks students to give their personal response to a reading or listening text, encouraging critical thinking.

Reading Fact files

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

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

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

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

Amazing animals in danger

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

Axolotl

In the past, **there was** a lot of water in Lake Xochimilco, Mexico. It was clean. **There were** a lot of axolotls in the water – about 6,000 axolotls per square kilometre. They were healthy and they **were**n't hungry. Now there are only 36 axolotls in the same area. Why? They're hungry because there's no fish in the water and it's dirty. But don't worry! Scientists and farmers are working to clean the water and help the axolotls.

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

Maned Wolf

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

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

Mediterranean Monk Seal

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

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

Language in action

was / were, there was / were

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

- 2 Look at the table. Circle the correct words.

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

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

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

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

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

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

Watch video 7.2

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

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

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

Good news stories

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

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

Use it!

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

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

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Use it!

Use it! gets students practising and producing the target language, often in a personalised way. The activity builds student confidence by giving them the opportunity to prepare what they want to say before speaking.

Language in action videos

These videos show teenagers using the target language in context, in a teen-friendly vlog-style, plus an interactive grammar presentation, perfect for flipped classrooms.

Vocabulary and listening

Adjectives

1 Circle words to describe photos 1-6. Listen, check and repeat. Can you guess the meaning of the other adjectives?

2 Write opposite adjectives from Exercise 1 for the words below.

1 short long
2 light
3 huge
4 quiet
5 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.

1 What can dolphins do?
2 Do you think dolphins can understand people? Why / Why not?

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

a A group of dangerous dolphins
b A group of clever dolphins
c A group of quiet dolphins



Learn to learn

Preparing to listen

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

6 Underline the question words in Exercise 7.

7 Listen again and answer the questions.

1 How old was Kai? He was fifteen.
2 Where were Kai and Mateo?
3 What was noisy?
4 Who was in a boat?
5 How long were the dolphins with Luna?

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

There were two people and dog on a kayak in the sea.
There was a group of seven dolphins.

Language in action

Past simple: regular and irregular verbs

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

1 Look at the table and complete the rule.

1 Regular past simple forms end in

2 Match the verbs to the correct past simple form.

1 touch a visited
2 take b saw
3 see c went
4 visit d touched
5 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 (give) the crow food and it (take) the crow home. His family part of the family. They (love) Russell. (call) the crow Russell. (become) Otto and they (spend) a lot of time together. After a few weeks, the family (put) the crow in their garden to fly home. Russell doesn't live with the family now but he visits them every day. Otto's mum (share) the story on social media. Russell and Otto are famous now!



4 Write sentences with ago. Change the words in bold so that the sentences are true for you. Work with a partner and say your sentences. Are any the same?

1 This lesson started forty-five minutes ago.
2 I got up / four hours
3 I / start / school / seven years
4 I / have / lunch / an hour
5 I / meet / my English teacher / six months

5 Write three true and three false sentences about you. Use the past simple and past time expressions.

6 Take turns to say your sentences. Can your partner guess which are true and which are false?

I went to Brazil on holiday last week.
False! You were at school last week.

Learn to learn

Learn to learn introduces students to vital learning strategies and techniques, which will help them become more independent learners, all aligned to the *Cambridge Life Competencies Framework*.

Plan, Write and Check

The scaffolded approach of the speaking and writing pages builds students' confidence by giving them time to prepare before they speak and write. The *Check* stage encourages self-assessment, a key step towards learner independence.

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

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

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

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

Meet Boating de Oro
By Lara Wilson

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

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

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

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

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

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

Unit 7 | Amazing animals 89



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

Everyday English videos

In every unit there's a fun vlog-style video to teach students the meaning, form and use of the *Everyday English* from the conversation on the speaking page.

Useful language

Useful language boxes appear throughout the unit, highlighting genre-specific target language.



Around the world

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



Globetrotters video

These documentaries are thematically linked to either the topic of the unit or the *Around the world* pages. They contextualise the grammar and/or vocabulary of the unit and engage students' interest in the topic.

Around the world

Reading
A blog post

1 Write three things you want to know about school life in Japan. Compare with a partner. Read the blog. Does it answer your questions?

2 Read the blog again and answer the questions.

1 What does Hideki do when he gets to school?
He takes off his shoes and puts them in his locker.

2 How often do the students have an assembly?

3 Where does Hideki have lunch?

4 What do the students do at 3.30?

5 How many hours does Hideki spend at school?

Welcome to my school day!

Hi, I'm Hideki!

My school day starts at 8.30 am. When I arrive, I take off my shoes and I put them in my locker. We can't wear outdoor shoes at school so we put on special indoor shoes.

We have an assembly with the principal in the main hall on Monday mornings and we have six 50-minute classes every day. My best subjects are Japanese, science and art.

Lunchtime starts at 12.30 pm. We don't eat lunch in a canteen – we stay in our classroom. Different students serve the meal every day and a teacher eats with us.

When classes end at 3.30, we all stay to clean and tidy up the classrooms and throw away the rubbish. I don't mind doing these jobs. It's an important part of school life and I like having the responsibility.

Nearly everyone belongs to an after-school club. One of my clubs meets on Mondays and Thursdays to learn about traditional Japanese arts like Shodo and Haiku. Haiku is a type of Japanese poetry. Shodo is writing Japanese characters (kanji). I can write some characters quite well now.

My other club is the Go club. It's on Tuesdays and Fridays. Go is a Japanese board game and it's more than 2,500 years old. I love playing it, but when I leave school after a long, busy day at 5.30 I'm usually exhausted.

Globetrotters
Watch video 3.5
The School of the Air

- Where is Jamie and Paul's school?
- What subjects do they study?
- What do Jamie and Paul love doing?

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

1 Paragraph 1 (adj) for wearing or doing outside, not inside a building

2 Paragraph 5 (n) letters or numbers you use when you write

3 Paragraph 6 (n) something you play with small pieces, for example, chess

Voice It!

4 Discuss the questions.

1 What is respect? Why is it important?

2 How does Hideki show his teachers respect?

3 Can you give an example of when you show respect?

Learn to learn

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

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

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

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

1 It's hot in here. _____ your coat!

2 Now it's cold. Can I _____ my coat again?

3 I can help you to _____ your room. We can _____ rubbish. _____ all the _____

Explore it!

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

Find three more interesting facts about school life in Japan. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project
Teacher's Resource Bank

Unit 3 | School days



OWN IT! The Culture Project

Extend the page and get students to 'own' their language and topic knowledge with an optional culture project available in the *Teacher's Resource Bank* online, with teacher's notes available in the *Project Book*.