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LOMLOE  
✓ Ready



# Collaborate



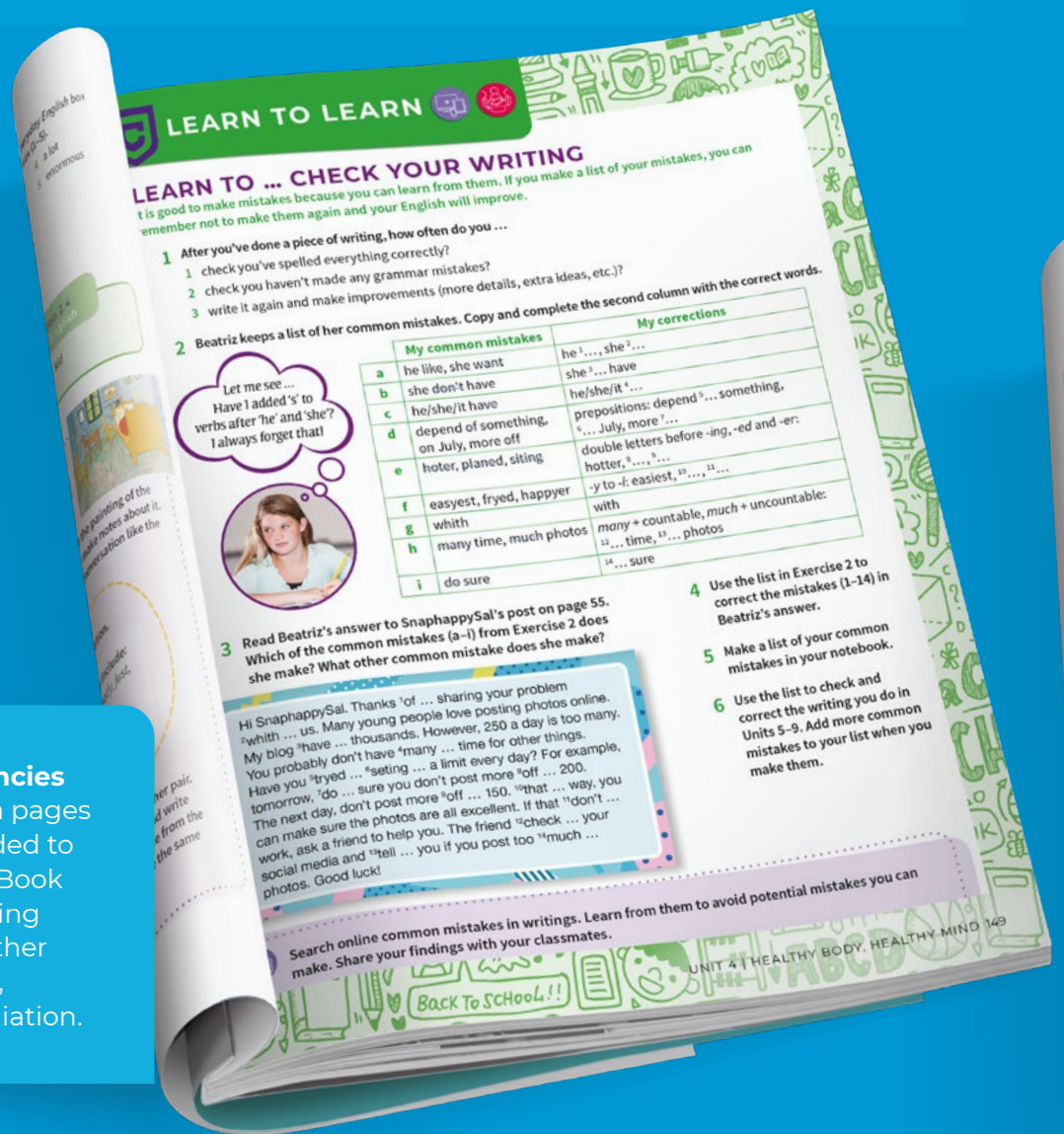
Turn on the power of we

— Updated Edition

# Boost a positive change!

## Collaborate Updated Edition

continues its innovative approach that will help you and your students take an important step towards creating a collaborative and positive environment in the classroom. The LOMLOE updates, and other new components will make the adaptation to the new law and the constant changes in classroom easy and carefree.



**Key competencies practice:** extra pages have been added to the Student's Book to cover Learning to learn and other competencies, including Mediation.

NEW!

# Collaborate Updated at a glance

- The **Teacher's Book** includes a description of the new Key Competencies and full mappings of how Collaborate covers them.

- **Basic worksheets**

These worksheets are located in the Teacher Resource Bank. They are based on the Workbook content, but they provide more accessible content for students who may be struggling with the key concepts or who may need to work at a slower pace.

- **Exam worksheets**

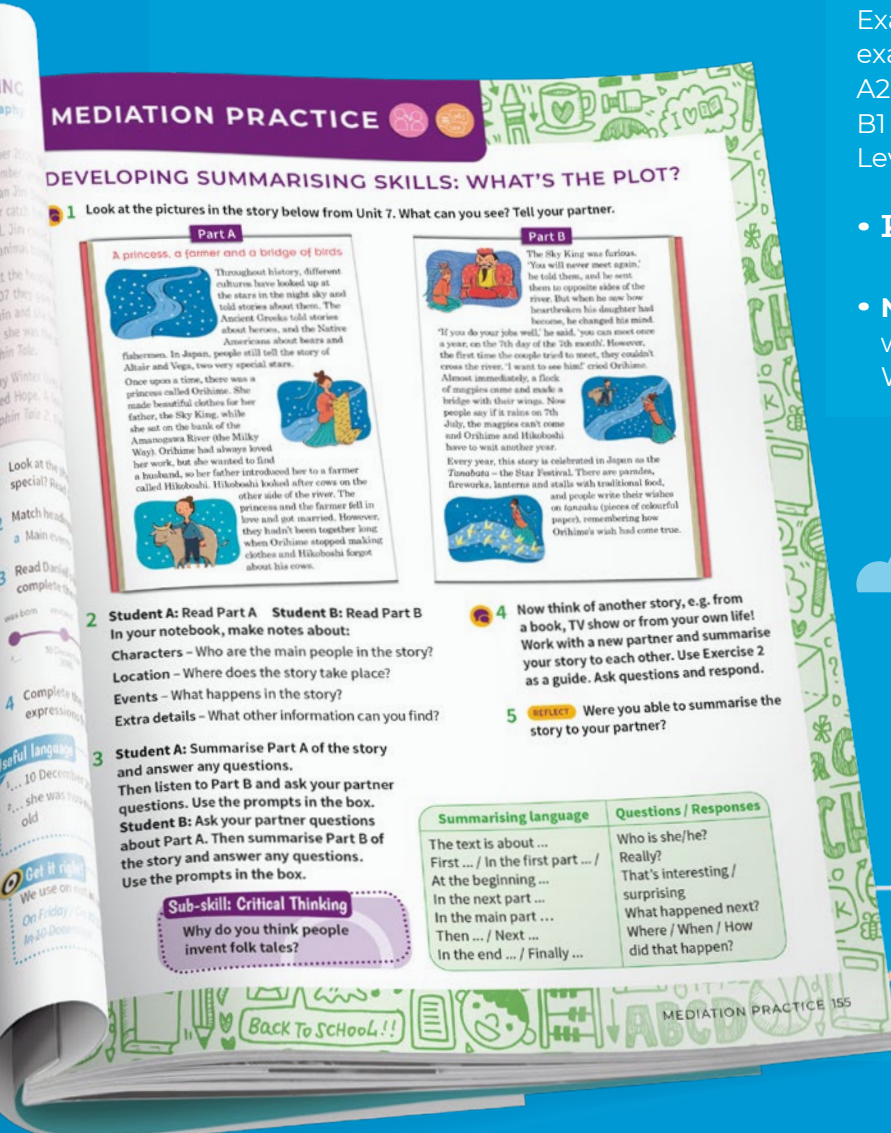
These provide comprehensive preparation for Cambridge Qualifications. The material has been validated by Cambridge Assessment English and will help students prepare for and successfully take the A2 Key for Schools and B1 Preliminary for Schools exams.

## Test & Train

Ensure your students are exam ready with authentic Cambridge Exams practice tests to develop exam strategies and skills. A2 Key for Schools (with Level 2) B1 Preliminary for Schools (with Level 4)

- **Kahoot! quizzes**

- **New interactive eBooks** now with the Student's Books and Workbooks.





Advances in technology have changed the way we communicate, teach and learn.

Today's students progress through interacting with each other – this is collaborative learning. As experts in education, Cambridge University Press has embraced this focus on learning, closely aligned with the new LOMLOE law.

**Collaborate** addresses this focus by:

1

Creating a positive learning environment based on shared goals.

2

Fostering learner autonomy.

3

Developing collaborative and social skills.

4

Guaranteeing motivation.

A stimulating and interactive process which develops Key competencies and values which students will need in a globalised and connected world.



# It's all about teamwork!

**Collaborate** is a new way of learning and teaching, innovative yet practical. It's time to change and bring real collaboration into the classroom.

How can we achieve this?

A

## Collaborative learning

Through collaborative learning with unit projects and collaborative tasks – these motivate and create a positive learning environment.

B

## Key competencies

By preparing students to collaborate and take a meaningful part in society through a focus on life competencies.

C

## The mixed-ability classroom

Through a practical and comprehensive approach to mixed ability.



# Collaborative learning

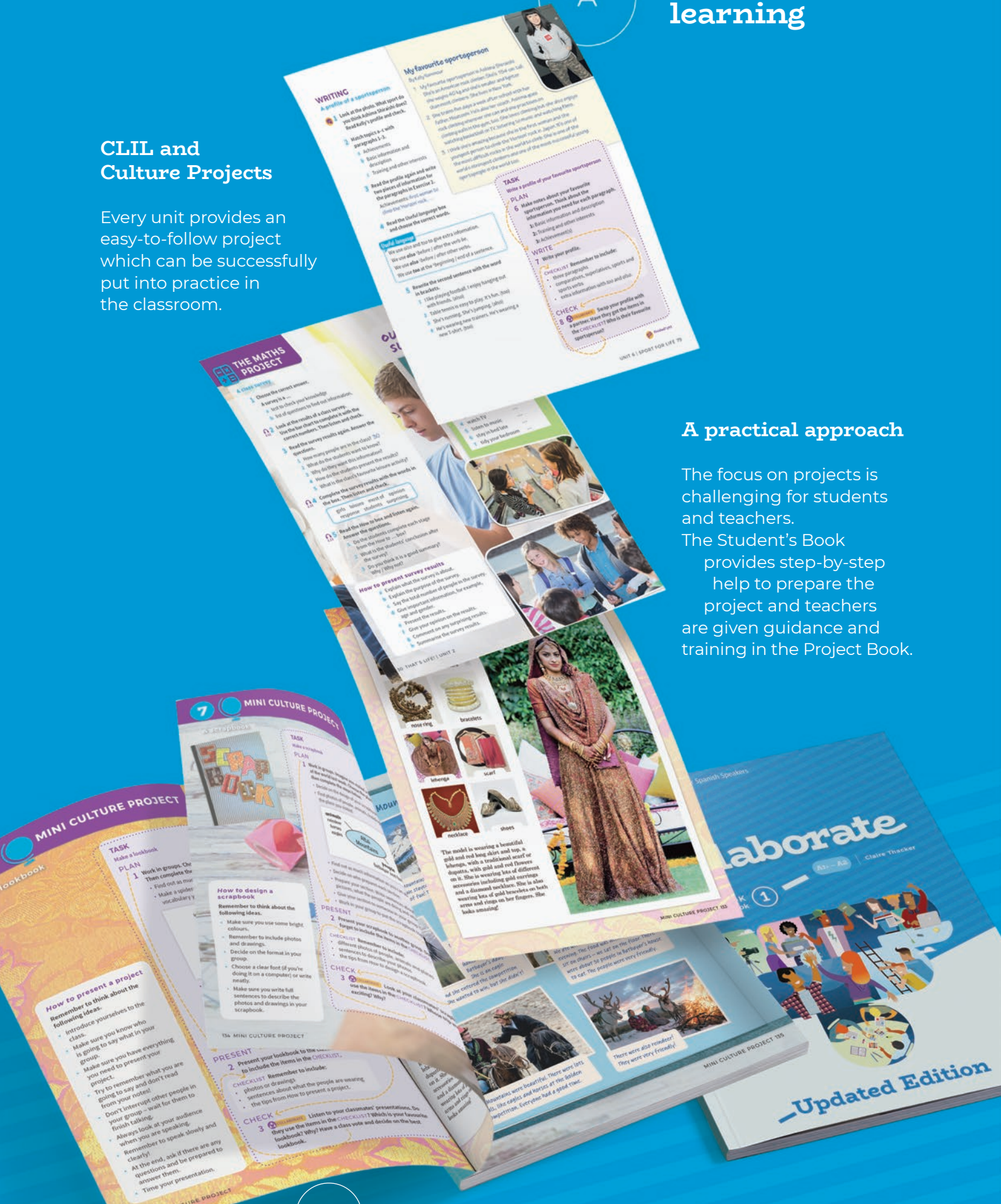
A

## CLIL and Culture Projects

Every unit provides an easy-to-follow project which can be successfully put into practice in the classroom.

## A practical approach

The focus on projects is challenging for students and teachers. The Student's Book provides step-by-step help to prepare the project and teachers are given guidance and training in the Project Book.





# Cambridge Life Competencies Framework

Life skills such as critical thinking, values and emotions are covered with a focus on multi-cultural awareness. Based on the *Cambridge Life Competencies Framework*.





# Collaborate and the Key Competencies

Key competencies 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. The Spanish education system has gradually adapted and adjusted the original descriptors set out by The Council of Europe and the new law, LOMLOE, has defined eight key competencies:



**C1**  
Competence in linguistic communication



**C5**  
Personal, social and learning to learn



**C2**  
Multilingual competence



**C6**  
Citizenship competence



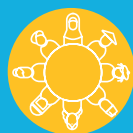
**C3**  
Mathematics, science and technology (STEM) competence



**C7**  
Entrepreneurship competence



**C4**  
Digital competence



**C8**  
Competence in cultural awareness and expression

**NEW!**

The treatment of competencies in *Collaborate* is based on the *Cambridge Life Competencies Framework* which clearly defines those found in the new curriculum.

## KEY COMPETENCIES

In this unit, students will learn how to ...

- use vocabulary to talk about family members and describe people C1, C5, C6
- use *have got* C1, C5, C6, C8
- understand written information about a circus family C1, C5, C6
- understand a conversation about a famous actor C1, C5, C6
- phone a friend C1, C5, C6
- write an informal email C1, C5, C6
- pronounce the phoneme /h/ C1, C5
- understand written cultural information about the festival of twins in France and the importance of tradition as a value C1, C5, C6, C8
- design a poster C1, C4, C5, C7, C8
- understand and use information from a video about family and friends C1, C4, C5, C8

- C1** Competence in Linguistic Communication
- C2** Multilingual competence
- C3** Mathematics, science and technology (STEM) competence
- C4** Digital Competence
- C5** Personal, social and learning to learn competence
- C6** Citizenship competence
- C7** Entrepreneurship competence
- C8** Competence in cultural awareness and expression

# The Cambridge Life Competencies Framework and the Key Competencies

## Core Areas: Cambridge Life Competencies and LOMLOE

### Creative Thinking

Participating in creative activities	Creating new content from own ideas or other resources	Using newly created content to solve problems and make decisions	C7 Entrepreneurship competence
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### Critical Thinking

Understanding and analysing links between ideas	Evaluating ideas, arguments and options	Synthesising ideas and information	C7 Entrepreneurship competence
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### Learning to Learn

Practical skills for participating in learning	Taking control of own learning	Reflecting on and evaluating own learning success	C5 Personal, social and learning to learn
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### Communication

Using appropriate language and register for context	Managing conversations	Participating with appropriate confidence and clarity	C1 Competence in linguistic communication
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### Collaboration

Taking personal responsibility for own contribution to a group task	Listening respectfully and responding constructively to others' contributions	Managing the sharing of tasks in a project	Working towards a resolution related to a task	C5 Personal, social and learning to learn C8 Citizenship competence C7 Entrepreneurship competence
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### Social Responsibilities

Understanding personal responsibilities as part of a group and in society – including citizenship	Taking active roles including leadership	Understanding and describing own and others' cultures	Understanding and discussing global issues – environmental, political, financial and social	C5 Personal, social and learning to learn C6 Citizenship competence C8 Competence in cultural awareness and expression
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### Foundational layers

Emotional Development	C5 Personal, social and learning to learn
Digital Literacy	C4 Digital competence
Discipline Knowledge	C3 Mathematics, science and technology (STEM)

For a full correlation to the Cambridge Life Competencies Framework, visit [www.cambridge.es/thinkingspace](http://www.cambridge.es/thinkingspace)  
[cambridge.org/clcf](http://cambridge.org/clcf)

**NEW!**

The Teacher's Book includes a description of the new Key Competencies and a complete mapping.

## The Cambridge Life Competencies Framework and LOMLOE

Skills and LOMLOE	How Collaborate helps develop these skills
<b>CREATIVE THINKING</b> C3 C7	<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>
<b>CRITICAL THINKING</b> C3 C7	<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>Learn to Learn:</b> a) Students develop reading, listening and word-building skills; b) students develop study and reflective learning skills.</li> </ul>
<b>LEARNING TO LEARN</b> C5	<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> <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>CLL 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> <li><b>CLL 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>
<b>COMMUNICATION</b> C1 C2 C3	<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> <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>CLL 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> <li><b>CLL 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>
<b>COLLABORATION</b> C3 C5 C6 C7	<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> <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>CLL 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> <li><b>CLL 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>
<b>SOCIAL RESPONSIBILITIES</b> C3 C5 C6 C8	<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> <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>CLL 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> <li><b>CLL 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>
<b>DISCIPLINE KNOWLEDGE</b> C3	<ul style="list-style-type: none"> <li><b>CLL:</b> Students are encouraged to make cross-curricular connections with the main themes of each unit.</li> </ul>
<b>EMOTIONAL DEVELOPMENT</b> C5	<ul style="list-style-type: none"> <li><b>Vocabulary and Speaking:</b> Students learn to describe their emotions in English, perspectives.</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> <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>
<b>DIGITAL LITERACY</b> C3 C4	<ul style="list-style-type: none"> <li><b>Vocabulary and Speaking:</b> Students learn to describe their emotions in English, perspectives.</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> <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>

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





# Inclusivity: the mixed ability classroom

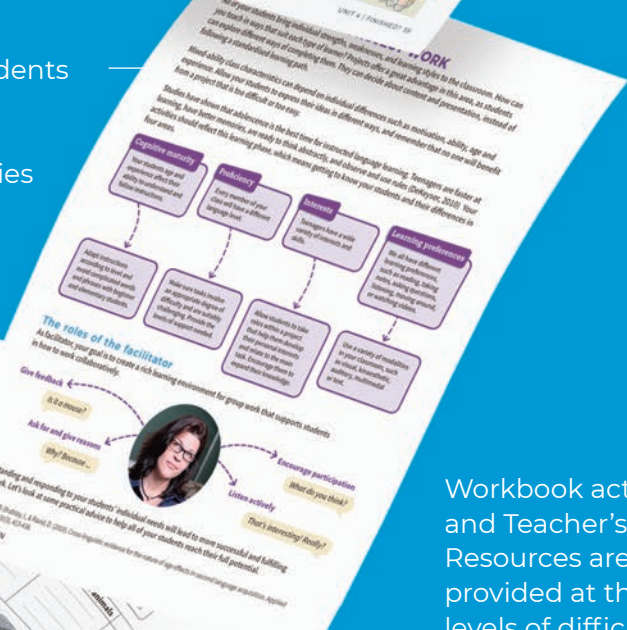
**Collaborate** provides multiple resources to deal with mixed ability in the classroom, both for the students who need more help and those who can be pushed further.

Project work allows students to take different roles and tasks in the group according to their abilities and learning styles.

Fast finisher activities at the end of every unit.

Workbook activities and Teacher's Resources are all provided at three levels of difficulty.


The Workbook content has also been adapted to provide Basics worksheets for struggling learners.







# Students


Collaborative learning is ideal for the mixed-ability classroom. Students can take different roles in the group according to their abilities and learning styles.


**3**  **COLLABORATE** Swap your sentences with a partner. Check your partner's sentences with the text. Are they correct?


**CHECK**  **7**  **COLLABORATE** Swap your biography with a partner. Have they got the items in the **CHECKLIST**? Why is your partner's animal

Students can help each other in the **Collaborate** activities.

The **Workbook** provides graded activities at 3 levels. These have a star rating so you can see the level of difficulty at a glance.

**1**  **Circle**

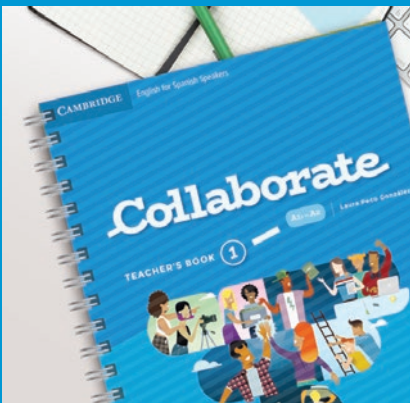
**3**  **Put the words in the sentences**

**5**  **Find four facts about four sentences about them. have got and the possessive**

**NEW!**  
The **Workbook** has been adapted to create Basic Worksheets available in the Teacher's Resource Bank.

# Teachers

The teacher's components also offer solutions for the mixed-ability classroom.



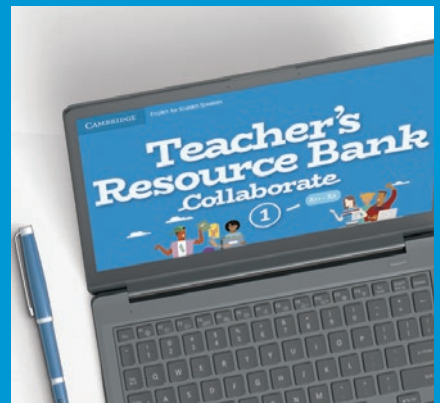
## TEACHER'S BOOK

Optional activities for mixed ability at three levels: basic, standard and extension like the Student's Book.



## TEST GENERATOR

**Diagnostic test, Unit tests, End-of-term tests** and **End-of-year test** at three levels: basic, standard and extension.



## TEACHER'S RESOURCE BANK

**Grammar worksheets:** at three levels (basic, standard and extension)  
**Vocabulary worksheets**  
**Basics worksheets:** at three levels too.

# Unit Openers

*Start out on the right foot - first impressions count!*

Every unit starts with an impactful opening page to stimulate students' curiosity about the unit topic and to check prior knowledge.

The first documentary video presents the topic, stimulating and motivating the students.



1

## FRIENDS AND FAMILY

### LEARNING OUTCOMES

I can ...

- understand texts about families and a festival
- phone a friend
- write an email
- understand how to use *have got*; possessive 's'; questions with *How many ...?*
- talk about families and describe people
- draw pictures to remember words and increase my vocabulary
- make a poster.

### WATCH VIDEO 1.1

- Before you watch, are friends family?
- Watch and check. Where are Laura and Andrés from?
- Which is your favourite family? Why?



KICK-OFF! 1.1



GRAMMAR IN ACTION 1.2



GRAMMAR IN ACTION 1.3



EVERYDAY ENGLISH 1.4



GLOBETROTTERS 1.5

10 FRIENDS AND FAMILY

### VOCABULARY

#### Family members

1.01 Look at Betty's family. Match the names with the words from the list and check.

- |          |             |
|----------|-------------|
| aunt     | brother     |
| grandad  | grandmother |
| grandson | husband     |
| niece    | sister      |

1.02 a grandad

2 Look at Betty's family. Match the answers with the questions. 1. Then listen.

- 1 Andy + Sarah
- 2 Lizzie + Chris
- 3 Amanda + Tom
- 4 Ryan + Ben
- 5 Lizzie + Tom
- 6 Victor + Anna
- 7 Victor + Anna
- 8 Theo + Maria

3 Copy and complete the family tree.

Male

The opening page includes a summary of all the videos which creates anticipation of the unit contents.





The **Learning Outcomes** box clearly maps out the unit contents so the students will be aware of what they are about to do and can use it as a checklist to show progress.

**4**

**YOU ARE WHAT YOU EAT**

**LEARNING OUTCOMES**

- I can ...
- understand texts about food
  - order in a snack bar
  - write a description of my favourite food
  - understand how to use countable and uncountable nouns and *There is/are*
  - talk about and describe food
  - personalise vocabulary and answer true/false questions
  - design a food truck and evaluate a design project.

**WATCH VIDEO 4.1**

- Before you watch, name three types of food.
- Watch and check. How many types of bread are there?
- Do you like cooking?



KICK-OFF! 4.1



GRAMMAR IN ACTION 4.2



GRAMMAR IN ACTION 4.3



EVERYDAY ENGLISH 4.4

YOU ARE WHAT YOU EAT | UNIT 4



**VOCABULARY**  
Food and drink

- 1 Write all the food and drink words you know in English. Compare with a partner. How many words have you got?
- 2 Match the words in the box with the photos. Then list, check and repeat.

- apples bananas beans carrots cheese
- chicken chocolate eggs fish fizzy drink
- juice meat rice water

**LEARN TO LEARN**  
Personalising vocabulary

It's a good idea to think about your own routines and habits when you learn new vocabulary. This can help you to remember the words.

- 3 When do you have the food and drinks in Exercise 2? Write the words in the table.

Breakfast	Lunch	Dinner

- 4 **COLLABORATE** Compare with a partner. Write sentences about your partner's meals. Use *always, usually, often, sometimes* or *never*.  
Eva always has an egg and juice for breakfast.

**Get it right!**

We say *I don't like apples*. NOT *I don't like the apples*.





# Reading

There are two reading lessons in every unit.

The first reading lesson provides the context for the following grammar lesson. All of the reading texts have been chosen to appeal to teenagers' interests and stimulate their curiosity about the world around us.

All of the reading texts cover a specific genre such as fact files, web articles, diaries, newspaper stories and leaflets.

## READING

### A profile

**A day in the life of ...**



This is Amir from the Bajau tribe in Borneo. His life is unusual. He lives with his family in a house – but it's in the water. Amir doesn't know his age or the date of his birthday. The Bajau tribe don't count days and hours; they use the movement of the sea to count time.


Every morning, Amir wakes up early, but he doesn't have breakfast. He and his father go out in their boat. They swim

in the water to look for food for the day. Amir and the people in his tribe can see really well under water. Amir catches a fish for breakfast and his father catches an octopus for dinner.

After breakfast, Amir usually meets his friends. They don't go to school and they don't study subjects like English. The older Bajau people teach them how to make nets and build boats.


In the afternoons, Amir and his friends dive into the water from bridges and they play in the water, too. It's their favourite place!

In the evenings, Amir's mother and sisters cook the octopus and then the family has dinner together. It's always delicious!




- 1 Tell your partner three things you do after breakfast.
- 2.04 Read and listen to the profile. Say one surprising thing about Amir's routine.
- 3 Find words in the profile to match the photos.
 

a




b



c



d


- 4 Read the profile again and complete the sentences.
  - 1 Amir lives in an unusual house with his family.
  - 2 Amir and his father look for ... every morning
  - 3 The Bajau people can ... really well under water.
  - 4 Amir and his friends play in the water in the ...
  - 5 Amir's favourite place is the ...
- 5 Are the sentences *T* (true) or *F* (false)?
  - 1 Amir's house isn't in the water. *F*
  - 2 Amir's family has got a boat.
  - 3 Before breakfast, Amir is in the water.
  - 4 Amir isn't happy in water.
  - 5 Amir hasn't got any sisters.
- 6 **Voice it!** Discuss the questions.
  - 1 How is Amir's life different from yours?
  - 2 What do you like about Amir's day?

Finished

24 THAT'S LIFE! | UNIT 2



**Voice it!** activities invite students to give their opinion on the text topic – this allows for personalisation and encourages critical thinking.



# Reading Around the World

The lesson starts with **Globetrotters**, a series of dynamic documentary videos about the reading topic. Before, during and after viewing questions provide an instant video lesson. Video worksheets are also provided in the Teacher's Resource Bank.

The second cultural reading appears in alternative units. These are based on real world topics about an aspect of life in a broad range of countries around the world, not just English speaking countries.



## AROUND THE WORLD

### READING An article

- 1** Look at the photo. Where do you think the girl is from? Why is she special? Read and listen to the article to check your answers.
- 2** Read the article again and mark the sentences **T** (true) or **F** (false). Correct the false sentences.
- Eagle hunting started in 1990.  
F Eagle hunting started thousands of years ago.
  - In the past, only boys learnt to hunt with eagles.
  - Aisholpan didn't want to be an eagle hunter when she was young.
  - It was difficult to find a baby eagle to train.
  - Aisholpan's father taught her how to hunt with the eagle.
  - There were other girls in the competition in 2016.



**Globetrotters**  
Watch video 7.5  
Helpers with hooves

- Where can you find camels?
- How much water can camels drink in ten minutes?
- What's the hottest temperature camels can survive in?

**3** Find adjectives in the text that mean:

- |            |      |             |
|------------|------|-------------|
| 1 very big | huge | 3 very cold |
| 2 very old |      | 4 very good |

**4** **Voice It!** Discuss the questions.

- Is there a similar competition in your country? Talk about it with your partner.
- Aisholpan was determined to succeed. How does she show determination?
- Is it important to be determined? Why?
- Can you give an example of when you showed determination?

## The Girl and the Golden Eagle

Can you imagine riding a horse in temperatures of  $-50^{\circ}\text{C}$  with a huge eagle on your arm?

The ancient tradition of eagle hunting started thousands of years ago in Mongolia. Traditionally, it was only for boys in Mongolia and this tradition continues today. Boys learn to hunt when they are only 13. They use eagles because they can fly up to 320 km per hour and can see animals from more than four kilometres away. There are about 400 male eagle hunters today. But no 13-year-old girls ... until now.

The 2016 film, *The Eagle Huntress*, tells the story of Aisholpan. When she was young, Aisholpan took care of her father's eagle but she really wanted to be an eagle hunter like her father. So she went to

the high Altai Mountains with her father to find a baby eagle to train. It wasn't easy. The climb to the eagle nest was difficult and dangerous. But Aisholpan did it. She found her baby eagle!

Aisholpan's father became her trainer. But was Aisholpan strong enough to hunt with the huge bird in freezing temperatures? Yes, because she was determined to succeed.

In 2016, Aisholpan competed in the Golden Eagle Festival. She was the first Mongolian girl to enter the competition. There were 70 competitors. She was the youngest and the only girl. And guess what? Her eagle won. What an amazing achievement!

**Mini Projects** connected to the cultural readings are provided at the end of the Student's Book.





# Grammar

There are two grammar sections in every unit.

The first grammar lesson looks back at the language used in the reading in the previous lesson ensuring students see the grammar in context. A series of presentation and practice exercises follow with final production of the new language in the **Use it!** section.

A grammar table is provided with the structure and rules clearly set out which acts as a reference to do the following exercises.

A **Collaborate** activity gets students working together. They check their work, helping each other, which in turn develops learner autonomy.

## GRAMMAR IN ACTION

### Was/were, there was/were



Watch video 7.2  
How many animals were there?  
What colour was the baby flamingo?

	Singular	Plural
+	His name <b>was</b> Snowflake.	They <b>were</b> orange with black stripes.
	<b>There was</b> a special gorilla.	There <b>were</b> many African elephants.
	Artico <b>wasn't</b> like his parents.	His parents <b>weren't</b> white.
-	<b>There wasn't</b> a white elephant.	<b>There weren't</b> any black tigers.
	<b>Was</b> Artico white? Yes, he <b>was</b> . / No, he <b>wasn't</b> .	<b>Were</b> they tigers? Yes, they <b>were</b> . / No, they <b>weren't</b> .
?	<b>Was there</b> a gorilla? Yes, <b>there was</b> . / No, <b>there wasn't</b> .	<b>Were there</b> any elephants? Yes, <b>there were</b> . / No, <b>there weren't</b> .

Grammar reference p125

### 1 Find information in the fact files to correct the sentences.

- Snowflake and Artico were black.  
They *were*'t black. They *were* white.
- Snowflake was from Barcelona.
- Nómade was born in Spain.
- Nómade was an Indian elephant.
- Artico was a lion.

### 2 Remember the information from the fact files. Write sentences with *there was(n't)* and *there were(n't)*.

There was a special gorilla in Barcelona until 2003.

- ### 3 **COLLABORATE** Swap your sentences with a partner. Check your partner's sentences with the text. Are they correct?

### 4 Complete the text with *was(n't)/were(n't)* or *there was(n't)/there weren't*.

50,000 years ago on the Indonesian island of Flores, <sup>1</sup>there were animals like elephants. But <sup>2</sup>... one difference: they <sup>3</sup>... very small. <sup>4</sup>... also Komodo dragons and huge rats on the island. <sup>5</sup>... people on Flores? Yes, <sup>6</sup>... but they <sup>7</sup>... like modern humans. They <sup>8</sup>... only about one metre tall. That's the size of a three year old! And their brain <sup>9</sup>... the size of an orange!

### 5 **Use it!** Write questions with *was/were*. Then ask and answer with a partner.

- Where / you born? *Where were you born?*  
In Ankara. *Where were you born?*
- What / your favourite subject at primary school?
- What / your favourite animal / when / you / six?
- What / your favourite film / when / you / eight?
- Who / your best friend / when / you / nine?
- Where / you / at six o'clock on Sunday evening?

Finished? p97



UNIT 7 | AMAZING ANIMALS





# Grammar in Action

The **Grammar in Action** videos consist of vox pops of teenagers presenting the language in context, with the new structures highlighted and then practised. The flipped classroom - the videos can be viewed before class, leaving more time for participative and active classroom time.

The use of clear grammar tables, videos and digital games helps with mixed ability.

## GRAMMAR IN ACTION

### Past simple: regular and irregular



Watch video 7.3  
Where was the school trip?  
How many bears were there?

	Regular verbs	Irregular verbs
+	They <b>lived</b> in Denver.	They <b>did</b> lots of things together.
-	She <b>didn't want</b> to wait.	Meagan <b>didn't have</b> any children.
Past time expressions	It <b>happened</b> more than ten years <b>ago</b> . You <b>shared</b> some great stories with us <b>last week</b> .	We <b>heard</b> this amazing story <b>yesterday</b> .

➤ Grammar reference p125

➤ Pronunciation p143

1 Complete the sentences. Then correct three of the facts about the listening.

Meagan ...

- and Samantha **studied** (study) in Denver.
- ... (not hear) Willie.
- ... (not make) Hannah some toast.
- ... (leave) the toast on the table.
- ... (see) Hannah's face was blue.
- and Willie ... (not save) Hannah's life.

3 **Use it!** Write five true or false sentences about you. Use the past simple (see p144) and the past words below.

yesterday ago  
last week/month/year/summer/Friday

I went to Brazil on holiday *three weeks ago*.

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

2 Complete the text. Then listen and check.

Gilberto 'Chito' Shedden was a fisherman from Costa Rica. One day, he <sup>1</sup> saw (see) a crocodile in the river. It <sup>2</sup> ... (have) an eye problem, so Chito <sup>3</sup> ... (decide) to take the crocodile home. He <sup>4</sup> ... (feed) the crocodile and <sup>5</sup> ... (give) it medicine. He called it Pocho. Chito <sup>6</sup> ... (not leave) Pocho and at night they <sup>7</sup> ... (sleep) in the same room. When Pocho was healthy again, Chito <sup>8</sup> ... (take) him to the river. But Pocho <sup>9</sup> ... (not want) to stay in the river, so he <sup>10</sup> ... (follow) Chito home! Pocho and Chito <sup>11</sup> ... (become) best friends until Pocho <sup>12</sup> ... (die) a few years ago.



Finished? p97

UNIT 7 | AMAZING ANIMALS 91



# Vocabulary & Listening

The second lexical set in the unit is included with the listening lesson.

The listening, as with the reading, is always a specific genre. Here we have a quiz. Other units include genres such as conversations, street interviews, radio programmes and interviews.

**Watch video 4.2**  
What food can you see at the market?  
What's his favourite food?

**Uncountable nouns**  
Other nouns are uncountable: you can't count them.  
*chocolate, salt, sugar, meat, garlic*

**3** Complete the conversation with *a, an, some* or *any*. Then listen and check.

**CELIA:** Have we got <sup>1</sup>any food for the party?  
**OSCAR:** Let's have a look. Right, we've got <sup>2</sup>... cheese.  
**CELIA:** OK. Have we got <sup>3</sup>... bread?  
**OSCAR:** Sorry. We haven't got <sup>4</sup>... bread but we've got <sup>5</sup>... pasta.  
**CELIA:** Have we got <sup>6</sup>... fruit or vegetables?  
**OSCAR:** We've got <sup>7</sup>... apple and <sup>8</sup>... carrot.  
**CELIA:** What about drinks?  
**OSCAR:** We've got <sup>9</sup>... water.  
**CELIA:** Great. What a party! I can't wait.

**4 Use it!** Work with a partner. Change the food and drink words in Exercise 3 and write your own conversation. Practise your conversation.

**5 COLLABORATE** Listen carefully to other conversations. Which party do you want to go to?

## VOCABULARY AND LISTENING

### Adjectives

**1** Complete the sentences with the adjectives in the box. Listen and check.

cold delicious disgusting fresh healthy  
hot nice salty sweet unhealthy

**1** Fizzy drinks aren't good for you but I sometimes drink them. I know they're unhealthy.

**2** Careful! The soup is....

**3** Peanuts have got salt on them. They're..., but they aren't bad for you.

**4** I really hate cheese. I don't know how people can eat it. I think it's....

**5** These beetles taste great! They're....

**6** Yuk! This milk doesn't smell.... I don't want any in my coffee.

**7** Dark chocolate hasn't got much sugar in it. It isn't..., but I love it!

**8** I never eat ice cream in winter. The weather is... and so is ice cream!

**9** The vegetables and fruit in our garden are always... and they're a very... snack.

**2** Listen to the words in Exercise 1 and repeat them. Which two words have got a negative meaning?

**3 Use it!** Write two adjectives to describe a type of food. Tell a partner. Can they guess?  
*They're disgusting and salty. Are they spiders?*

**A quiz**

**LEARN TO LEARN**  
**True or false sentences**  
With true or false sentences, you've got a 50% chance of being correct! Before you listen, read the sentences and then change them into questions and try to predict if the sentences are true or false. This helps you to listen for the correct information.

**4 COLLABORATE** Change the sentences in Exercise 5 to questions. Then predict if sentences 2-4 are T (true) or F (false).  
**1** How many peanuts are there in a jar of peanut butter?

**5** Listen to the quiz and check. How many of your predictions are correct?

durian

cocoa

carmine

**1** There are 1,000 peanuts in a jar of peanut butter. F

**2** You can't eat durians in a jar of transport. F

**3** White chocolate isn't really chocolate.

**4** Carmine is an orange powder from beetles.

**5** Theo answers all the questions correctly.

**6 VOICE IT!** Discuss the questions.

**1** Do you want to try a durian?

**2** Do you like orange fizzy drinks? Is

**Extra Pronunciation** practice is provided at the end of the Student's Book.

The **Voice it!** activity here allows for a personalised response to the listening.

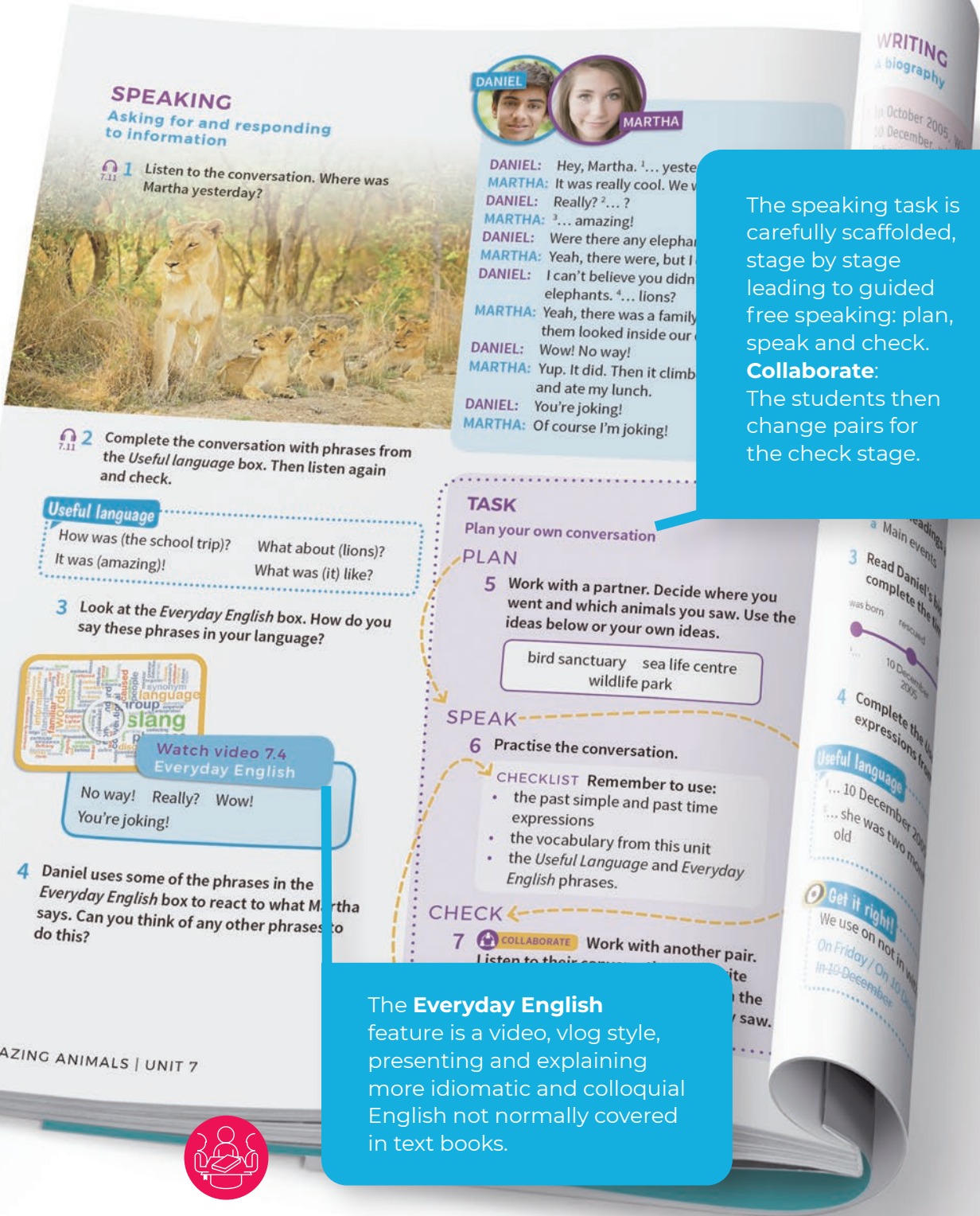




Collaborate starts every lesson with a speaking exercise and multiple opportunities throughout to practise speaking, particularly in the **Use it!**, **Voice it!** and **Collaborate** activities.

# Speaking

There is a lesson purely dedicated to speaking skills with a clear step-by-step approach to help students with this difficult skills area.



## SPEAKING

Asking for and responding to information

7.11 **1** Listen to the conversation. Where was Martha yesterday?



**DANIEL:** Hey, Martha. <sup>1</sup>... yesterday.  
**MARTHA:** It was really cool. We went to a wildlife park.  
**DANIEL:** Really? <sup>2</sup>...?  
**MARTHA:** <sup>3</sup>... amazing!  
**DANIEL:** Were there any elephants?  
**MARTHA:** Yeah, there were, but I didn't see any.  
**DANIEL:** I can't believe you didn't see any elephants. <sup>4</sup>... lions?  
**MARTHA:** Yeah, there was a family of lions. They were looking inside our tent.  
**DANIEL:** Wow! No way!  
**MARTHA:** Yup. It did. Then it climbed on top of the tent and ate my lunch.  
**DANIEL:** You're joking!  
**MARTHA:** Of course I'm joking!

7.11 **2** Complete the conversation with phrases from the Useful language box. Then listen again and check.

**Useful language**  
How was (the school trip)?      What about (lions)?  
It was (amazing)!                      What was (it) like?

**3** Look at the *Everyday English* box. How do you say these phrases in your language?



Watch video 7.4 *Everyday English*

No way! Really? Wow!  
You're joking!

**4** Daniel uses some of the phrases in the *Everyday English* box to react to what Martha says. Can you think of any other phrases to do this?

**TASK**  
Plan your own conversation

**PLAN**  
**5** Work with a partner. Decide where you went and which animals you saw. Use the ideas below or your own ideas.  
bird sanctuary    sea life centre  
wildlife park

**SPEAK**  
**6** Practise the conversation.

**CHECKLIST** Remember to use:  
• the past simple and past time expressions  
• the vocabulary from this unit  
• the *Useful Language* and *Everyday English* phrases.

**CHECK**  
**7** **COLLABORATE** Work with another pair. Listen to their conversation and write the animals they saw.

The speaking task is carefully scaffolded, stage by stage leading to guided free speaking: plan, speak and check. **Collaborate:** The students then change pairs for the check stage.

The **Everyday English** feature is a video, vlog style, presenting and explaining more idiomatic and colloquial English not normally covered in text books.



# Writing

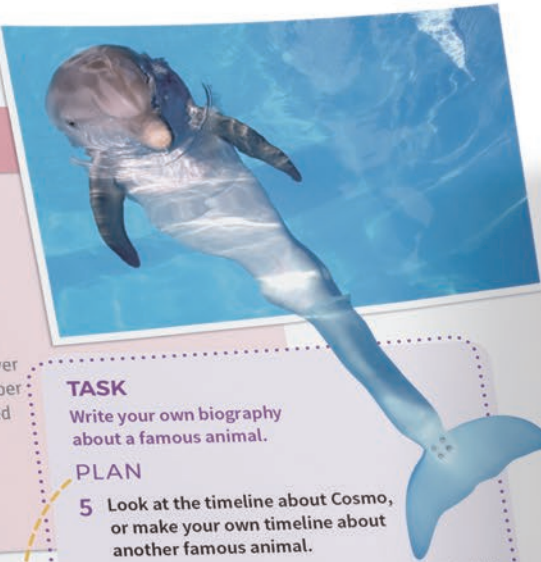
A common approach to both productive skills helps train the students and gives them more confidence in preparing and producing the task.

Writing, like the other productive skill - speaking, is a difficult area for students and they need plenty of help. This lesson follows the same process as the Speaking page: a model, comprehension, focus on the Useful language and a scaffolded task.

Analysis of the structure and language

## WRITING A biography

### Winter the Dolphin By Daniel Watson



- In October 2005, Winter the dolphin was born. On 10 December, when she was about two months old, fisherman Jim Savage, found her. Winter couldn't swim or catch fish because she had a problem with her tail. Jim called a rescue team and they took her to an animal hospital.
- Vets at the hospital wanted to help Winter. Finally, in 2007 they gave her a new tail. Winter was a clever dolphin and she learnt to swim quickly. In September 2011 she was the star of a film about her life called *Dolphin Tale*.
- Today Winter lives with another rescue dolphin called Hope. A few years ago Hope starred in *Dolphin Tale 2*, the story of her life.

### TASK

Write your own biography about a famous animal.

### PLAN

- Look at the timeline about Cosmo, or make your own timeline about another famous animal.



Put the facts in the correct paragraph.

- Early life He was born in 2002.
- Main events
- Now

### WRITE

- Write your biography.

**CHECKLIST** Remember to include:

- the information from the timeline
- the past simple and time expressions
- the Useful language phrases
- three paragraphs.

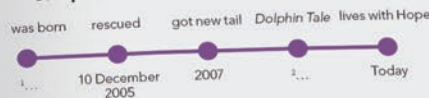
### CHECK

- COLLABORATE** Swap your biography with a partner. Have they got the items in the CHECKLIST? Why is your partner's animal special?

- Look at the photo. Why is Winter the dolphin special? Read Daniel's biography and check.

- Match headings a-c with paragraphs 1-3.  
a Main events b Now c Early Life

- Read Daniel's biography again. Copy and complete the timeline.



- Complete the Useful language box with time expressions from Daniel's biography.

### Useful language

- ... 10 December 2005
- ... she was two months old
- ... 2007
- A few years ... Today

### Get it right!

We use on not in with dates.

On Friday / On 10 December **NOT** in-Friday / In-10-December



**Get it right!** boxes focus on common errors made by Spanish speakers. All errors are taken from the Cambridge Learner Corpus.





A model of the writing task.

The Writing Task is always a specific genre which matches the requirements of the official secondary curriculum. Here we have a concert review. Other units include genres such as a biography, emails, letters and descriptions.



- 1 Have you seen **STOMP** yet? You haven't? Then what are you waiting for? **STOMP** is perfect for adults and kids – it's the best show I've ever seen.
- 2 **STOMP** isn't a musical or a contemporary dance show. It's a performance with a difference. The performers create powerful rhythms with ordinary objects like brushes and newspapers. There are no lines, singing or story, but the sounds and movements are amazing.
- 3 What I liked about it was that the performers were so talented. They involve the audience and make you feel good. I've never seen anything like it before. It was a bit loud sometimes, but great fun really.
- 4 **STOMP** is on at a theatre near Broadway and tickets are a really good price. I would totally recommend it because it's so creative and original.

## WRITING

### A review

- 1 Look at the photo and answer the questions.
  - 1 What type of show is it?
  - 2 Have you ever seen a similar performance?
- 2 Read Camila's review of the show. Did she enjoy it?
- 3 Match information a–d with paragraphs 1–4.
  - a a description of the event
  - b what she liked / didn't like about it
  - c where you can see it
  - d who it is for
- 4 Complete the phrases in the *Useful language* box. Then check in the review.

#### Useful language

I've never <sup>1</sup>... anything like it before.  
 (STOMP) is <sup>2</sup>... at ...  
 I would totally <sup>3</sup>... it because ...  
 It's the best show I <sup>4</sup>... seen.  
<sup>5</sup>... I liked / didn't like about it was ...

## TASK

Write your own review of a performance

### *School of Rock*, the musical!

#### Great family entertainment!

Dewey Finn fails as a rock star! But can he become a good teacher and turn his students into an amazing rock group? Winter Garden Theater, Broadway, New York.

## PLAN

- 5 Look at the *School of Rock* poster or think of a performance you have been to and make notes. Remember to include these things.

who it is for a description of the event  
 what you like / don't like about it  
 where you can see it

## WRITE

- 6 Write your review.
 

**CHECKLIST** Remember to include:

  - the present perfect
  - vocabulary from this unit
  - *Useful language* phrases
  - four paragraphs.

## CHECK

- 7 **COLLABORATE** Swap your review with a partner. Have they got the items in the **CHECKLIST**? Would you like to see their performance?

Finished? p33

UNIT 2 | WHAT IS ART? 29



# Key Competencies practice pages

**NEW!**

Collaborate, with its **Life Competencies syllabus**, is fully **LOMLOE** compliant, but we have also added 16 pages of extra content to ensure that students have focused practice of these key skills and competencies. This content is in the back of the Student's Book and consists of two sections.


**LEARN TO LEARN**

## LEARN TO ... CHECK YOUR WRITING

It is good to make mistakes because you can learn from them. If you make a list of your mistakes, you can remember not to make them again and your English will improve.

- After you've done a piece of writing, how often do you ...
  - check you've spelled everything correctly?
  - check you haven't made any grammar mistakes?
  - write it again and make improvements (more details, extra ideas, etc.)?
- Beatriz keeps a list of her common mistakes. Copy and complete the second column with the correct words.

Let me see ...  
Have I added 's' to verbs after 'he' and 'she'?  
I always forget that!



	My common mistakes	My corrections
a	he like, she want	he <sup>1</sup> ..., she <sup>2</sup> ...
b	she don't have	she <sup>3</sup> ... have
c	he/she/it have	he/she/it <sup>4</sup> ...
d	depend of something, on July, more off	prepositions: depend <sup>5</sup> ... something, <sup>6</sup> ... July, more <sup>7</sup> ...
e	hoter, planed, siting	double letters before -ing, -ed and -er: hotter, <sup>8</sup> ..., <sup>9</sup> ...
f	easyest, fryed, happyer	-y to -i: easiest, <sup>10</sup> ..., <sup>11</sup> ...
g	whith	with
h	many time, much photos	many + countable, much + uncountable: <sup>12</sup> ... time, <sup>13</sup> ... photos
i	do sure	<sup>14</sup> ... sure

- Read Beatriz's answer to SnaphappySal's post on page 55. Which of the common mistakes (a-i) from Exercise 2 does she make? What other common mistake does she make?
- Use the list in Exercise 2 to correct the mistakes (1-14) in Beatriz's answer.
- Make a list of your common mistakes in your notebook.
- Use the list to check and correct the writing you do in Units 5-9. Add more common mistakes to your list when you make them.

Hi SnaphappySal. Thanks <sup>1</sup>of ... sharing your problem <sup>2</sup>with ... us. Many young people love posting photos online. My blog <sup>3</sup>have ... thousands. However, 250 a day is too many. You probably don't have <sup>4</sup>many ... time for other things. Have you <sup>5</sup>tried ... <sup>6</sup>seting ... a limit every day? For example, tomorrow, <sup>7</sup>do ... sure you don't post more <sup>8</sup>off ... 200. The next day, don't post more <sup>9</sup>off ... 150. <sup>10</sup>that ... way, you can make sure the photos are all excellent. If that <sup>11</sup>don't ... work, ask a friend to help you. The friend <sup>12</sup>check ... your social media and <sup>13</sup>tell ... you if you post too <sup>14</sup>much ... photos. Good luck!

Search online common mistakes in writings. Learn from them to avoid potential mistakes you can make. Share your findings with your classmates.

UNIT 4 | HEALTHY BODY, HEALTHY MIND 149

### Learn to Learn lessons

These lessons build on the Learn to Learn sections in the Student's Book. They are designed to introduce students to vital learning strategies and techniques which will help them become more independent learners.





# MEDIATION PRACTICE

## DEVELOPING SUMMARISING SKILLS: WHAT'S THE PLOT?

1 Look at the pictures in the story below from Unit 7. What can you see? Tell your partner.

**Part A**

**A princess, a farmer and a bridge of birds**

Throughout history, different cultures have looked up at the stars in the night sky and told stories about them. The Ancient Greeks told stories about heroes, and the Native Americans about bears and Alaric and Vega, two very special stars.

Once upon a time, there was a princess called Orihime. She made beautiful Akahara for her father, the Sky King, while she sat on the bank of the Amaterasu River (the Milky Way). Orihime had always loved her work, but she wanted to find a husband, so her father introduced her to a farmer called Hikoboshi. Hikoboshi looked after cows on the other side of the river. The princess and the farmer fell in love and got married. However, they hadn't been together long when Orihime stopped making clothes and Hikoboshi forgot about his cows.

**Part B**

The Sky King was furious. 'You will never meet again,' he told them, and he sent them to opposite sides of the river. But when he saw how heartbroken his daughter had become, he changed his mind.

'If you do your jobs well,' he said, 'you can meet once a year, on the 7th day of the 7th month.' However, the first time the couple tried to meet, they couldn't cross the river. 'I want to see him!' cried Orihime. Almost immediately, a flock of magpies came and made a bridge with their wings. Now people say if it rains on 7th July, the magpies can't come and Orihime and Hikoboshi have to wait another year.

Every year, this story is celebrated in Japan as the *Tanzabata* – the Star Festival. There are parades, fireworks, lanterns and stalls with traditional food, and people write their wishes on *tanzaku* (pieces of colourful paper), remembering how Orihime's wish had come true.

- 2 **Student A:** Read Part A. **Student B:** Read Part B. In your notebook, make notes about:
- Characters – Who are the main people in the story?
  - Location – Where does the story take place?
  - Events – What happens in the story?
  - Extra details – What other information can you find?
- 3 **Student A:** Summarise Part A of the story and answer any questions. Then listen to Part B and ask your partner questions. Use the prompts in the box. **Student B:** Ask your partner questions about Part A. Then summarise Part B of the story and answer any questions. Use the prompts in the box.

Summarising language	Questions / Responses
The text is about ...	Who is she/he? Really?
First ... / In the first part ... /	That's interesting / surprising
At the ...	What happened next?
...	Where / When / How ...
...	What happened?

**Sub-skill: Critical Thinking**  
Why do you think people invent folk tales?



**NEW!**

### Mediation lessons

Mediation is one of the new specific competencies. Four of the mediation lessons re-visit a text from a unit in the Student Book. Students then use the text to practise a mediation strategy, e.g. summarising, clarifying, paraphrasing or adapting.

## MEDIATION TASK

### STUDENT A

1 Read the text below. Copy the mind map into your notebook and complete it with information from the text.

#### Most Inspiring Women with Disability

**FRANCESCA MARTINEZ** is a comedian, writer, actor and campaigner. She was born in London in 1978. Her father is Spanish and her mother is half Swedish and half English. When she was 20 years old, she was the first female to win a special award for comedy at the Edinburgh Festival in Scotland. As a campaigner, she often speaks about austerity, climate change, racism, and disability rights at many major events. Francesca also regularly appears on television and supports charities, including *Global Angels*, a charity that helps to transform communities for the better. Francesca was born with cerebral palsy, a condition that makes it difficult to control muscles, but she prefers to describe herself as 'wobbly'.

POSSIBLE pictures from the original text – TBC



### TASK

- 2 Tell Student B about Francesca Martinez. Use your notes from Exercise 1.  
Francesca Martinez is a ... She's from ...  
She's famous / successful because ...
- 3 Listen to Student B and make a new mind map for Beatrice Vio.
- 4 Compare your information and answer the following questions:
- What are the similarities between the two people?  
Both Francesca and Beatrice are ...
  - What are the differences between the two people?  
Beatrice ... but Francesca ...
  - What's the most interesting fact about each person?  
Beatrice I think the most interesting thing about Beatrice is ...

**Digital Extension**  
Go online and find another inspiring person. Find three interesting facts about the person and summarise the information for the class. Use the mind map to help you.



The final mediation activity uses a text that the students haven't seen before and uses a jigsaw reading technique, which lends itself well to different mediation techniques.





# CLIL Projects

There are four CLIL Projects in every level, at the end of the even numbered units.

The carefully staged projects are the ideal way to put collaborative learning into practice in an easy and practical way without overloading the teacher and taking up too much class time.

As with the Speaking and Writing Tasks the CLIL projects use a similar framework which provides help with language and the project preparation, a model and a clearly staged task to put it all into practice.

## THE PE PROJECT

### An information leaflet

- Look quickly at the leaflet. What is its purpose?
  - to give directions to a sports club
  - to give information about a sport
  - to give transport times
- Read the leaflet and make notes on the ideas in the box.

What?	When?	Where?	Who?
Equipment	One of the rules	One of the benefits	

- Read the leaflet again. Are the sentences **T** (true) or **F** (false)?
  - You need some special equipment to play streetball. **F**
  - There are sometimes ten players in a game of streetball.
  - Teams meet together before they go the court.
  - You can't touch the ball with your hands in streetball.
  - Some sports are more expensive than streetball.

### How to design a leaflet

- Read the tips about designing a leaflet. Which ones do you think are good pieces of advice?
  - Use serious colours, not bright ones.
  - Use photos and a map.
  - Make sure the people are not smiling in the photos.
  - Include contact details.
  - Choose a clear font (if you're using a computer) or write neatly.
  - Put all the information you know about the sport in your leaflet.

- Listen to the advice and check your answers

The **How to** sections also provide training in Life competencies. These cover areas such as How to design a leaflet, a poster, give a presentation, speak to a large group, etc.

## STREETBALL



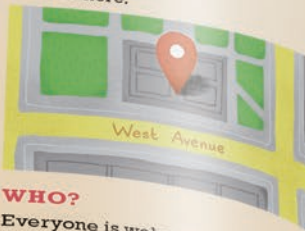
### WHAT IS IT?

It's outdoor basketball in your local area.

### WHERE AND WHEN?

We meet every Tuesday at 5.30 pm at the West Avenue basketball court. Come along and join us.

Find us here:



### WHO?

Everyone is welcome! You don't need to belong to a team and you don't need special training.

### Rules

Different streetball games have different rules, but these are ours:

- Players can bounce, throw and catch the ball.
- When you score, your team gets one point.
- After you score, your team keeps the ball. You don't give the ball to the other team.

**WHY NOT COME ALONG AND MAKE NEW FRIENDS?** Any questions? Contact Greg at [gregscott@gmail.com](mailto:gregscott@gmail.com).

### How to win

In our games, a team wins when they score 7 points. In other streetball games, you often need to score more points – 10 or 11, or even 21.





The CLIL Projects are also backed up by optional CLIL lessons at the end of the Student's book. These could be done before the project as extra preparation for the collaborative task or as a follow-up.

## WRITING

### A biography

- In October 2007, a fisherman Jim caught a swim or catch her tail. Jim caught to an animal...
- Vets at the hospital in 2007 they gave dolphin and she was 2011 she was the Dolphin Tale 2...
- Today Winter called Hope. A Dolphin Tale 2...

- Look at the special? Read...
- Match headings a Main event...
- Read Daniel's complete the...

was born ... 10 December 2000

- Complete the expressions...

### Useful language

- ... 10 December...
- ... she was two ... old

### Get it right!

We use on ... On Friday ... In 10-December...

## 6 PE

- Discuss the questions.
  - Which sports do you do?
  - Which of these skills do you need to have in your favourite sport?

bouncing catching jumping kicking teamwork

- Read and listen to the article. Check the meaning of the words in bold. Then match them with the definitions.

- ... : v to practise a sport
- ... : n the ability to do something difficult for a long time
- ... : adj very strong

- Read the article again and match the sentence halves.

- |                              |   |
|------------------------------|---|
| 1 Olga and Maya are          | a more Type II muscle tissue that Olga. |
| 2 Type I muscle tissue is    | b both runners.                         |
| 3 Type II muscle tissue gets | c better for stamina.                   |
| 4 Maya has got               | d tired fast.                           |

- Make a list of activities that use slow-twitch and fast-twitch muscles. Use the ones in the box and add your own ideas.

American football bicycle racing bossball rock climbing surfing

slow-twitch

fast-twitch

### Explore it!

Guess the correct answer. What's the fastest muscle in the body?

- a eye b tongue c finger

Find an interesting fact about muscles. Then write a question for your partner to answer.



## FAST OR SLOW?

Meet Olympic sportspeople Olga and Maya. They have a lot in common, but they are also very different.



Olga competes in an event with three different parts: the triathlon. She swims 1.5 km, then cycles 40 km and finishes with a 10-km run!

Maya runs the 100-metre race. She is much faster than Olga. But she cannot do a triathlon.

Olga has got more **stamina** and Maya has got more speed. But why? What's different inside their bodies?

The difference is in the types of muscles they use.

### Type I muscle tissue (slow-twitch)

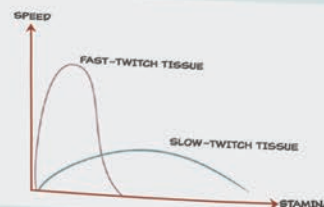
This muscle doesn't have a lot of power, but it can keep going. Marathon runners use Type I muscle tissue.

### Type II muscle tissue (fast-twitch)

This is much more powerful, but it gets tired fast – in less than a minute. Sprinters use Type II muscle tissue.

Now, the difference is obvious. Olga **trains** her slow-twitch muscles more and Maya has a lot more fast-twitch muscle.

SO, WHICH IS BETTER?  
WHICH MUSCLES HAVE YOU GOT MORE OF?



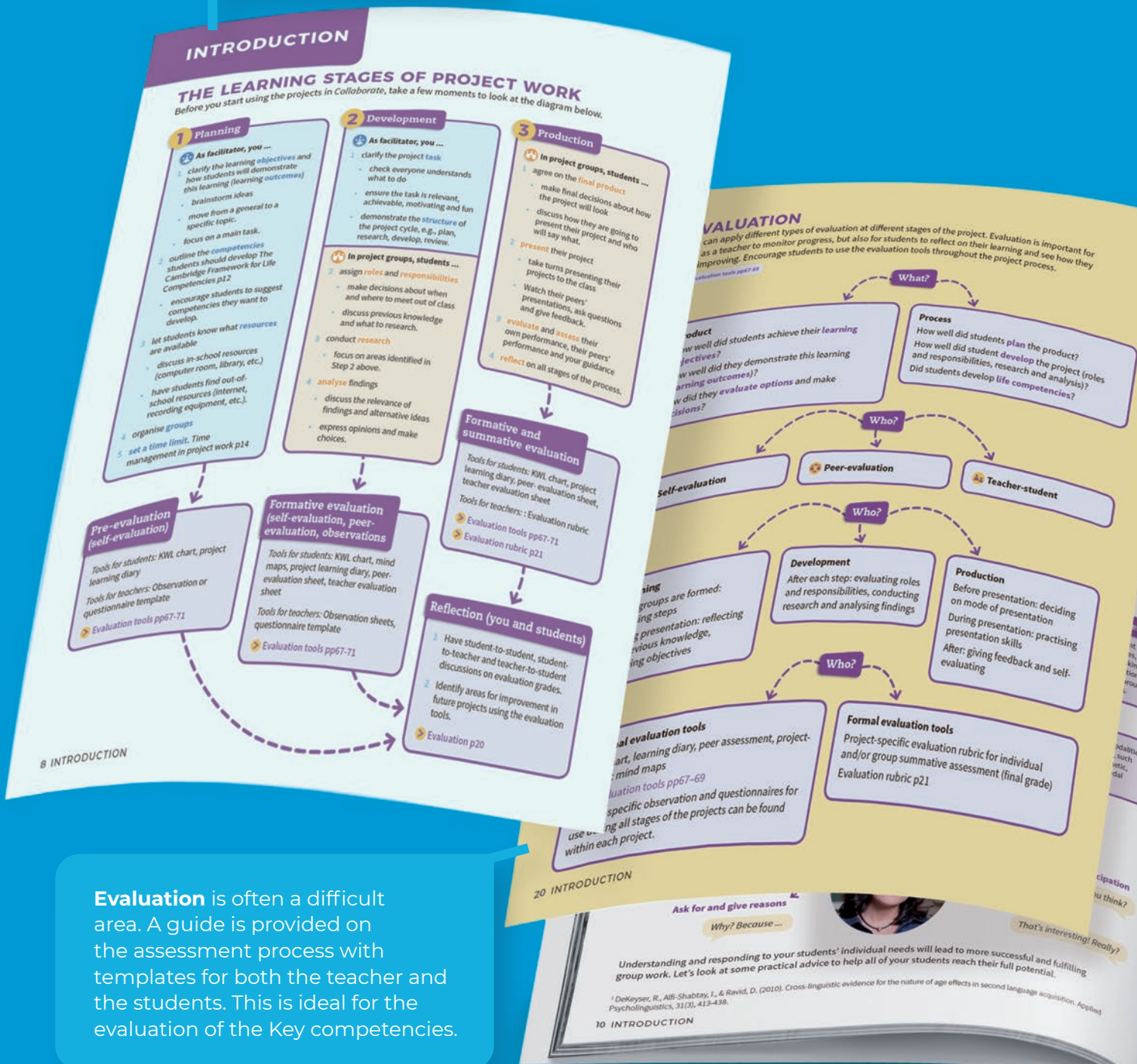


Collaborate has a practical and easy-to-follow approach to project work.

# Project Book

The introduction will help you on the road to collaborative learning.

The Project Book provides a comprehensive introduction to project work with tips and notes for the teacher and useful templates to exploit all of the projects in the Student's Book.



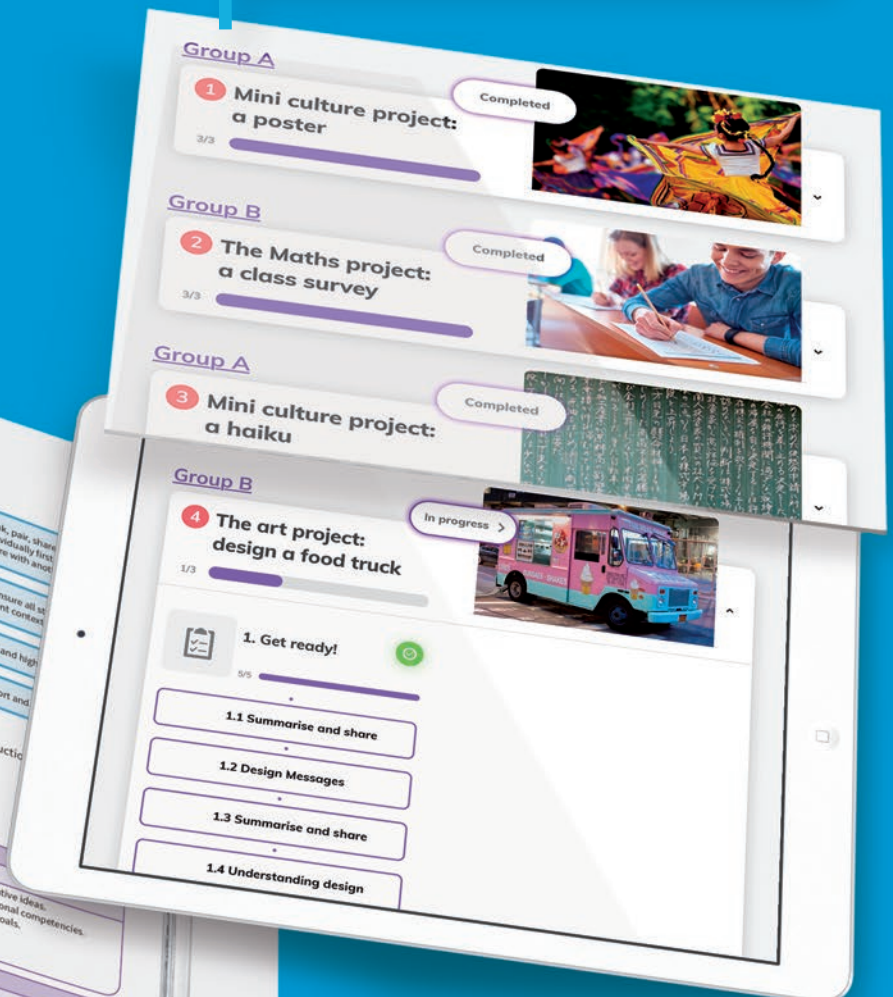
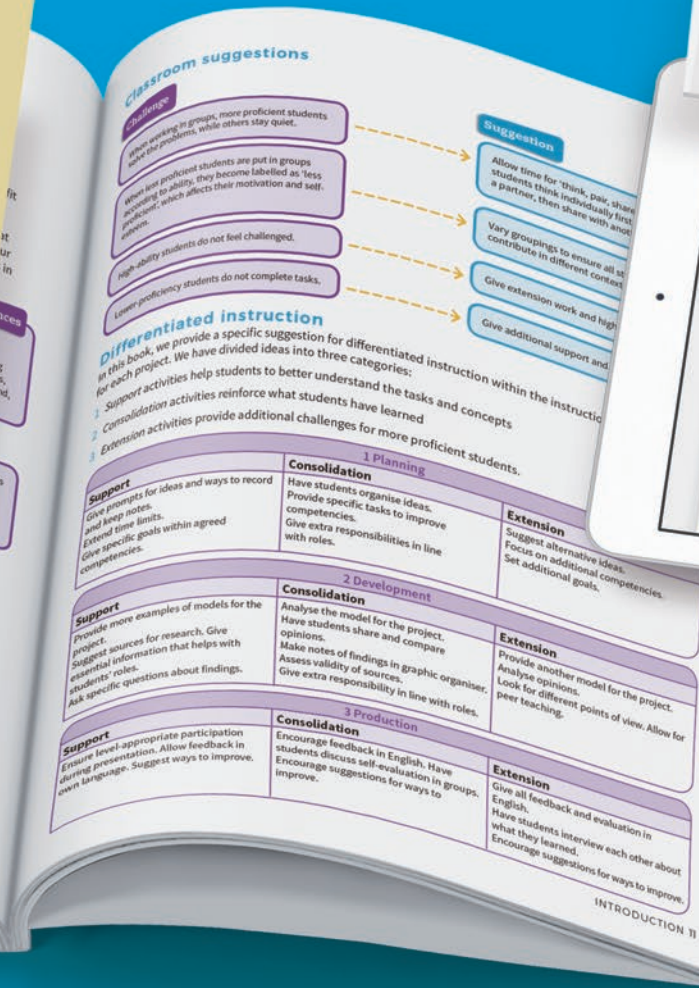
**Evaluation** is often a difficult area. A guide is provided on the assessment process with templates for both the teacher and the students. This is ideal for the evaluation of the Key competencies.



# Collaboration Plus

An online collaboration space and portfolio tool to help students design and share creative work.

The teacher can organise the students into groups, then review and grade their work in the online gradebook.



# Videos

Every unit in Collaborate has five videos.



The documentary videos are accompanied by class activities in the Student's Book. Video worksheets are also available in the Teacher's Resource Bank.





1

### Kick off

A dynamic documentary to introduce the unit topic. The documentary videos are accompanied by class activities in the Student's Book.



2

### The Grammar in Action videos

This video presents the new language in a vox pop, then explains the grammar point and follows up with practice -ideal for the *flipped classroom!*



**USE IT!**  
Change the sentences to the **past passive** with **was/were** and the **past participle**.

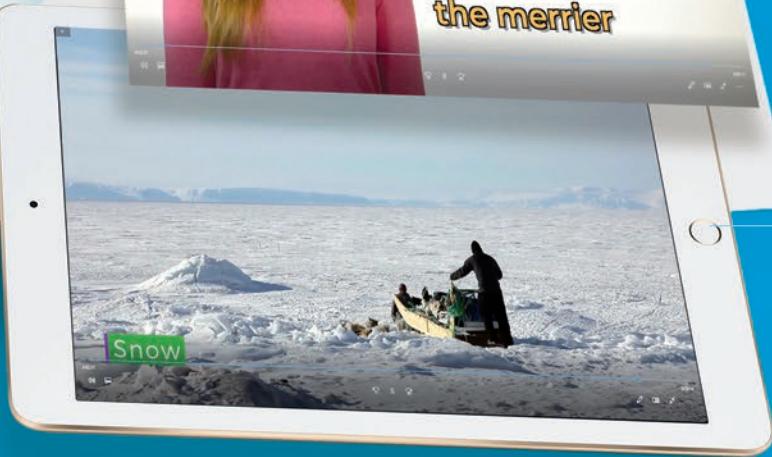
3



4

### The Everyday English video

It introduces more idiomatic English in the speaking lesson.



5

### Globetrotters

A fascinating documentary to accompany the cultural reading lesson Around the World.

29

# Workbook

The Workbook follows the same unit structure as the Student's Book to help with easy navigation. Practice of all the unit language and skills is provided with extra sections.

## EXAM PRACTICE: B1 Preliminary for Schools

### Reading Part 2: Multiple matching

In this part of the test you have to read three short texts about three different people. They are all about the same topic. The title tells you what the topic is. They all start with: *Which person ...?* The answer to each question is the name of one of the three people. To answer the question you need to circle the correct answer, A, B or C.

Example:

Which person did a lot of sport at school?

Tim	Tom	Ted
A	B	C

### Exam guide: Multiple matching

- Start by reading the title of the text so you know what the topic is.
  - Read all the questions carefully and underline the important words. This helps when you look for the same information in the texts.
- Example:  
Which person did a lot of sport at school?
- Now read the three texts for the first time without stopping. Maybe you see information similar to the questions, but read to the end.
  - Now read the first question again. Then look at the texts to find which person says this. Maybe you remember something from one of the texts, so go to that text first to check. If not, just read from the beginning until you find what you need.
  - When you find the correct answer, underline the words in the text with the same meaning as the question and write the number of the question next to the part you underlined. Then circle your answer, A, B or C.
- Example:  
When I was a teenager I was in the school hockey, athletics and swimming teams.
- Then read the next question and do the same, until you finish.
  - You don't lose points for a wrong answer, so always circle a letter, even if you're not sure.

### REMEMBER

When you look for the answer, remember that the words in the question are probably different from the words in the text, but the meaning is the same. So if you see a word in the text that is the same as a word in the question, it is not automatically the correct answer.

Example:  
I did a lot of sport after school when I was younger.  
This is NOT the correct answer to the example question, because the meaning is different from the question.

32 EXAM TIPS | UNIT 3

**Exam practice** – reading, writing, listening and speaking skills. A2 Key and B1 Preliminary exam practice for the Reading and Writing papers are also included.

Writing tasks – plan, write and check.

## WRITING

### A description of a photo

1 Read the description and look at the photo. Write the names of the people (a-e).

a Gabriel d \_\_\_\_\_  
b \_\_\_\_\_ e \_\_\_\_\_  
c \_\_\_\_\_



A photo of a day out by Alyssa

- This is a photo of my friends and me. We're on a school trip to a national park. It's cold but sunny.
- The boy on the left is Gabriel. He looks is looking down because he hates photos! He wears / is wearing a black and grey hoodie. Next to Gabriel is Peter. He's in a pink shirt and a grey jumper. The boys don't wear / aren't wearing jackets in the photo. Then that's me in the middle with a jacket and a checked shirt. Carmen's next to me. She wears / is wearing her favourite denim jacket and a big scarf. Gina's on the right. She's got a grey T-shirt, a green jacket and a scarf. Gina's the only one in a hat.
- This is one of my favourite photos. We laugh / are laughing because it's a fun day. I like this photo because there are trees at the back and we all look happy. We always have / are having a great time!

2 Circle the correct form of the verbs (1-7) in the description.

3 Read the description again. Complete the sentences with the words in the box.

Alyssa boys girls Peter trees

- The trees are at the back.
- \_\_\_\_\_ is in the middle. Carmen and \_\_\_\_\_ are next to her.
- The \_\_\_\_\_ are on the left.
- The \_\_\_\_\_ are on the right.

4 Match topics a-c with paragraphs 1-3.

- why it is a favourite photo
- people in the photo, where they are, what they're wearing
- who is in the photo and where the photo is

### TASK

Write your own description of a photo of a day out this plan.

- Introduction: who is in the photo? Where is it?
- Describe the people in the photo: their position, what they are wearing and what they are doing.
- Say why it is your favourite photo.

### WRITE

6 Write your description.

- CHECKLIST Remember to include:
- the present simple and present continuous tenses
  - the clothes and accessories people are wearing
  - the information from your notes
  - people's positions in the photo.

### CHECK

7 Read your work again. Have you included the items in the CHECKLIST?

UNIT 5 | WHAT'S YOUR STYLE? 47

2 Imagine you can choose the food you want to eat at the weekend. Complete the sentences.

For breakfast I'll have toast with jam or butter or \_\_\_\_\_ or \_\_\_\_\_  
For lunch I'll have \_\_\_\_\_ or \_\_\_\_\_  
For dinner I'll have \_\_\_\_\_

3 Can you think of any more food words for each of the categories in Exercise 1? Add them to your vocabulary notebook.



All activities are star rated in terms of difficulty: basic, standard and extension.

The **Workbook** has been adapted to create Bascis Worksheets available in the Teacher's Resource Bank

A special **Vocabulary Extra** section offers extension of the unit vocabulary.

### GRAMMAR REFERENCE

Present simple: affirmative and negative

Affirmative		in Madrid.
I live		
You live		
He / She / It lives		
We / You / They live		
Negative		in Madrid.
I don't live		
You don't live		
He / She / It doesn't live		
We / You / They don't live		

- We use the present simple to talk about facts, habits and routines.  
*I speak Chinese. He goes to school. They study English.*
- We form the negative of the present simple with the **subject + don't / doesn't + infinitive**.  
*They don't speak English.*
- We use **doesn't** in the third person (he / she / it).  
*He doesn't do his homework.*

Spelling: third person

- The third person form (he / she / it) of the present simple end in **-s**.  
*eat - he eats read - she reads*
- With verbs ending in **consonant + y**, we replace the **y** with **-ies** for the he / she / it forms.  
*study - she studies*
- The **he / she / it** form of verbs ending in **-ss, -sh, -ch, -x** and **-o** is **-es**.  
*kiss - she kisses relax - he relaxes finish - he finishes go - she goes teach - she teaches*
- Some verbs have got an irregular spelling in the third person.  
*have - she has be - he is*

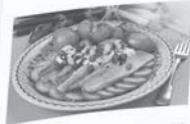
### READING

An article

- 1 Read the article and match the foods in the box with the photos (1-3).

blinis herring with potatoes mooncakes

#### Welcome to my festival!



1



2



3

**Hugo:** Midsummer Eve, Sweden

I love this festival in June. It's at the start of the school holidays. We go to the countryside and in the morning we get some flowers for our hair. Then we dance to traditional music. Lunch is outside, and it's big! We always eat herring (a type of fish) with potatoes. Later, people play instruments and dance all night!



**Mei Lin:** Moon Festival, China

My favourite festival is in September, when we can see the first full moon of the month. We make paper lights and go to the park. And of course, we eat a mooncake or two! These are small round cakes (like the moon!) that have different fillings. I like the chocolate one. We give them to our friends and eat them together.



**Daria:** Maslenitsa Pancake Festival, Russia

This great festival is in February. We have fun activities for seven days! We do some sports, play music, dance and eat lots of food. I love having blinis. They are small pancakes made with butter, egg and milk. We eat them with different toppings. My favourite topping is salmon and cream cheese. Yummy!



- 2 Read the article again and check the meaning of these words in a dictionary. Then complete the sentences.

countryside fillings mooncakes

- What are your favourite fillings on a pizza? I love extra cheese!
- Once a month, we can see the full moon in the sky. It's completely round.
- Empanadas are popular in South America. They have different fillings inside such as meat or vegetables.
- I love going to the countryside and looking at the trees and flowers.
- We need milk and butter to make mooncakes.

- 3 Read the article again and complete the table.

Festival	Country	Month	Special food
Midsummer Eve	Sweden	1. June	2. _____
Moon	3. _____	4. _____	5. _____
Maslenitsa	6. _____	February	mooncakes

- 4 Answer the questions with your own ideas.

- Which of the festivals is your favourite? Why?
- Think of a festival in your country. When is it? What food do you have?

### 5 VOCABULARY EXTRA



- 1 Look at the photos. When do you usually wear the different words can go in more than one column.

	At school	At the weekend
tracksuit		

- 2 Look in your wardrobe. Write a list of the clothes you have.

- 3 Can you think of any more clothes for each of the categories in Exercise 1? Add them to your vocabulary notebook.

A complete **Grammar Reference** followed by extra practice. Spanish and Catalan versions are available for download.

*Collaborate provides integrated digital activities within the course materials, as well as multiple digital components*

# Collaborate and Digital Competence

## For students

### Explore it!

These sections encourage internet research around the topic area.

### Explore it!

Is the sentence true or 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.

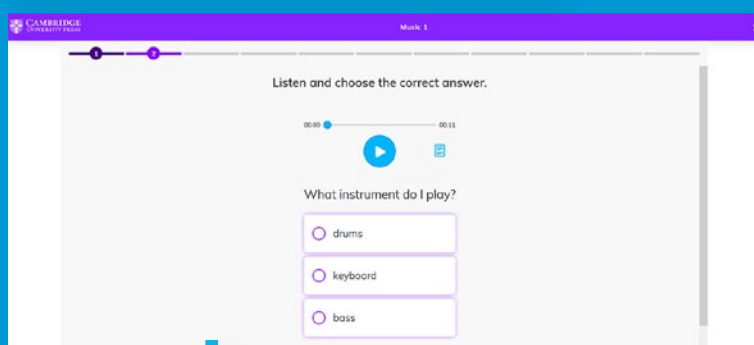
### How to make a webpage

Remember to think about the following ideas.

- Choose an interesting and relevant name for your webpage. Remember you want lots of people to visit it.
- Make sure your webpage is attractive, use photos and descriptions
- Make sure your webpage is easy to use.
- Organise the information you want to include carefully.
- Include photos, maps and drawings.
- Include contact details.

### Digital project presentations

- These are incorporated into many of the projects and students learn how to create digital-based presentations.



**NEW!**

## Test & Train

- Online exam practice
- Authentic Cambridge Exams practice tests to develop exam strategies and skills

### Practice Extra

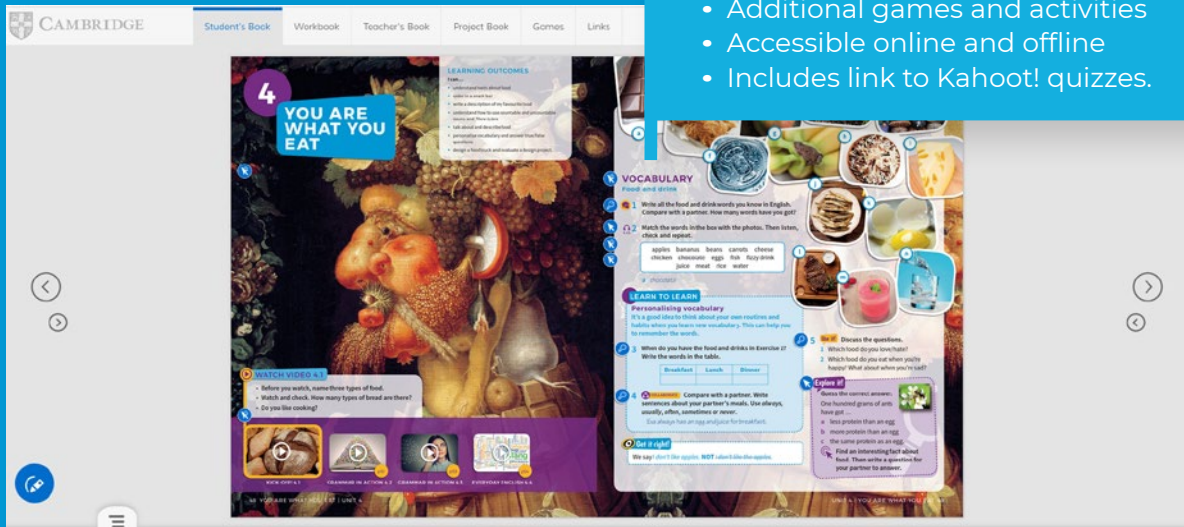
- Mobile-friendly platform and content
- Bite-sized learning activities with audio and video
- Online speaking tasks
- Performance tracking.



# For teachers

## Presentation Plus

- Student's Book and Workbook with interactive exercises, plus digital Teacher's Book and Project Book
- Embedded links to classroom audio and video
- Additional games and activities
- Accessible online and offline
- Includes link to Kahoot! quizzes.



## Collaboration Plus

- Students can work together on digital projects online using the Collaboration Plus tools and teachers can set, view, support and grade the work.
- Teachers can share students' project work with the class in the Showcase area.



## Teacher's Resource Bank

- Online teacher resource area with support for projects, graded grammar and vocabulary practice worksheets, video worksheets, writing Templates and extra speaking activities.

**NEW!** The updated edition includes Cambridge English Qualifications worksheets and Basics Worksheets.

## Test Generator

- An easy-to-use tool to customize and create end of unit, end of term, and end of year tests, as well as exam practice tests.

**NEW!**

## Test & Train

- Ensure your students are exam-ready with authentic Cambridge Exams practice tests to develop exam strategies and skills
- Test & Train allows you to easily check your students' progress and scores

# Student's components

01

## Student's Book with eBook



- 9 units
- Projects for every unit
- Collaborative tasks in every lesson
- NEW!** Key Competencies Practice pages
- 5 videos per unit – documentaries, Grammar and Everyday English voxpops
- CLIL lessons
- Pronunciation section
- Fast-finishers pages
- *Use it! Voice it!* sections – personalisation, critical thinking and practice in context
- *Explore it!* sections – internet research around the topic
- NEW!** Access the Student's eBook with videos and audios on Cambridge One

02

## Workbook with Digital Pack



- Activities at three levels of difficulty
- Cumulative grammar reviews
- Grammar reference and extra grammar practice
- Grammar reference and extra grammar practice
- Downloadable Grammar reference in Spanish and Catalan
- Writing tasks – plan, write and check
- Vocabulary extra
- Exam tips – reading, writing, listening and speaking skills
- A2 Key and B1 Preliminary exam practice (Reading and Writing papers)
- Downloadable Workbook audio available at [cambridge.es/collaborate](http://cambridge.es/collaborate)

04

## Digital support on Cambridge One



A comprehensive mobile-friendly digital package for learners, with:

### Student's eBook and eWorkbook

- Easy access to the digital version of the print books, with audio and video at the click of a button

### **NEW!** Test & Train

- Authentic Cambridge English Qualifications practice tests to develop exam strategies and skills for A2 Key for Schools and B1 Preliminary for schools.

### Practice Extra

- Bite-sized practice that students can do on the go, with activities, vocabulary and grammar games and an awards system to make learning enjoyable.

### Collaboration Plus

- An online collaboration space and portfolio tool to help students design and share creative work.

03

## Digital Student's Book and Workbook

- Digital Student's Books and Workbooks with interactive activities for every unit, available online and offline. These are both multiplatform and multi-device, perfect to use either in the classroom or at home.



# Teacher's components

01

## Teacher's Book with Digital Pack



- Interleaved with the Student's Book
- NEW!** LOMLOE Key
- Competencies mapping
- Life competencies mapped to the *Cambridge Life Competencies Framework*
- Optional tasks for mixed ability at 3 levels
- Background information
- Tips on collaborative learning
- Flipped classroom activities
- Warmers
- Help with new digital methodologies and tools

02

## Project Book



- A comprehensive introduction to project work with tips and notes for the teacher and useful templates to exploit all of the projects in the Student's Book.

03

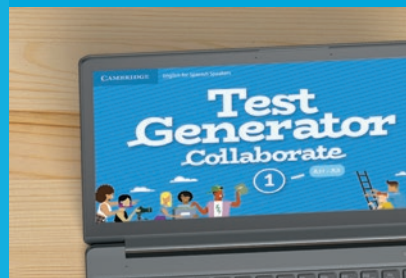
## Presentation Plus



- This classroom presentation tool includes:
  - Digital Student's Book and Workbook with video, audio and interactive activities
  - Teacher's Book and Project Book PDFs
  - Extra grammar and vocabulary presentations, practice and games
  - NEW!** Kahoot! quizzes

04

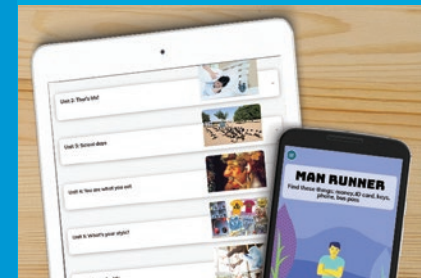
## Test Generator



- The Test Generator allows you to create and customise:
  - Diagnostic test
  - Unit, term and end-of-year tests (at three levels of difficulty, with grammar, vocabulary and skills work)
  - Cambridge Exams preparation

06

## Digital support on Cambridge One



- NEW!** **Test & Train**
  - Ensure your students are exam-ready with authentic Cambridge Exams practice tests. Easily check your students' progress and scores for A2 Key for Schools and B1 Preliminary for Schools.

### Practice Extra

- Encourage learner autonomy with bite-sized learning activities, online speaking tasks with audio and video, and gamification. See student progress at a glance with easy-to-use tracking!

### Collaboration Plus

- A flexible way for your students to work together on projects and allows you to organise the students into groups, then review and grade their work in the online gradebook.

05

## Teacher's Resource Bank

A complete package with all the classroom resources teachers need, with:

- NEW!** Basic worksheets based on the Workbook activities for inclusivity.
  - Grammar and Vocabulary worksheets (at three levels: basic, standard and extension)
  - Video worksheets (for Grammar in Action, unit openers and documentary videos)
  - Communication worksheets
  - Grammar mind maps
  - Writing and Project templates
  - Downloadable class audio and video







# The perfect match for Collaborate



### CAMBRIDGE EXPERIENCE READERS

Written and selected with teenage learners in mind, this series of graded readers has a story for every taste, with lively mix of original fiction, adapted fiction and factbooks.



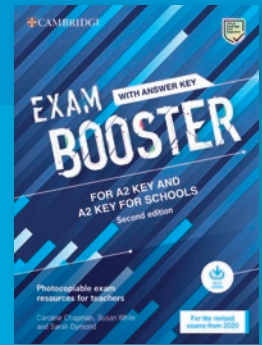
### CAMBRIDGE ENGLISH READERS

With gripping plots and a wide range of genres, Cambridge English Readers offer high-quality original fiction that students will love!



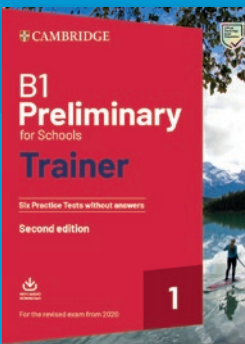
### A2 KEY FOR SCHOOLS TRAINER

Six full practice tests for A2 Key for Schools, plus easy-to-follow expert guidance and exam tips designed to guarantee exam success.



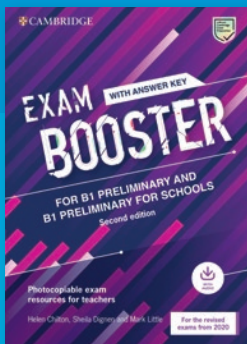
### EXAM BOOSTER FOR KEY AND KEY FOR SCHOOLS

Essential exam task practice for class or home study for use alongside a coursebook or intensively before the exam.



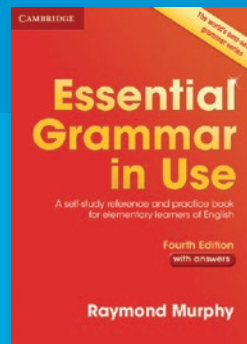
### B1 PRELIMINARY FOR SCHOOLS TRAINER

Six full practice tests for B1 Preliminary for Schools. Build confidence in each exam paper by following the step-by-step guidance, tips and strategies in the Training and Exam Practice exercises in the first two tests.



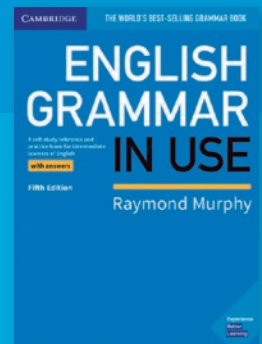
### EXAM BOOSTER FOR PRELIMINARY AND PRELIMINARY FOR SCHOOLS

Focus on essential exam practice for the B2 Preliminary qualifications with this Exam Booster. Maximise your learners' potential with dedicated exam task practice for class or home study.



### ESSENTIAL GRAMMAR IN USE

Raymond Murphy's best-selling reference and practice book for learners of English at elementary (A1-B2) level. Perfect for self-study, but also ideal for supplementary grammar activities in the classroom.



### ENGLISH GRAMMAR IN USE

The world's best-selling grammar book for students at intermediate (B1-B2) level. Designed to be flexible, it is available both with and without answers, making it perfect for self-study, but also suitable for reinforcement work in the classroom.

# Boost a positive change!







