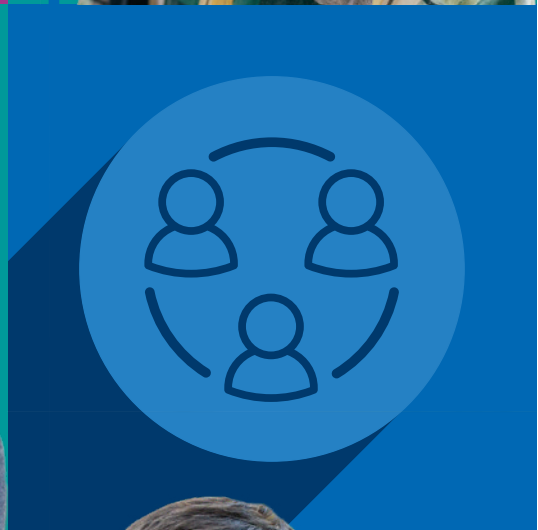


# Get INVOLVED!

American Edition

# Intro

Student's Book  
with Digital Student's Book



Gill Holley Kate Pickering

Also  
includes





# 4

## My time

### A DAY IN THE LIFE OF A TEEN AND HIS PHONE

**WDYT?**  
(What do you think?)

Why is it a good idea to organize your time?

**Vocabulary:** the time; daily routines; free-time activities

**Grammar:** simple present; love/like/don't like/hate + noun; object pronouns

**Reading:** an online article about life in a K-pop academy

**Listening:** a conversation about a phone app

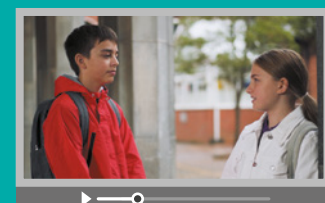
**Speaking:** making plans

**Writing:** notes and messages

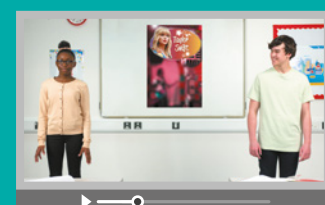
**Project:** make a digital poster story about a typical day



Video skills p49



Real-world speaking p55



Project pp58–59



7:15 am: get up



7:45 am: have breakfast



8:35 am: go to school



9:00 am–1:00 pm: have classes



1:10 pm: have lunch

3:55 pm: go home



5:30 pm: do homework

7:30 pm: have dinner



9:55 pm: go to bed

### The time; daily routines

- Write the phrases in the box in the correct place around the clock.

five to half past o'clock  
quarter to twenty past

- Draw six clocks. Listen and write the times on the clocks.

#### Language note

twelve o'clock = noon or midnight



#### Language note

Another way of saying the time is as we write it:

1:30 = one thirty 4:15 = four fifteen  
10:30 = ten thirty 11:45 = eleven forty-five

- Work in pairs. In turns, draw a clock and ask your partner the time.

What time is it?

It's twenty past ten. What time is it?

It's three fifteen.

## 4 Vocabulary

- Look at the photos. What time does the boy do the activities in the box?

do homework get up go to bed have lunch

- Match times 1–3 with other activities a–c in the boy's day.

1 9:00 am a relax  
2 3:30 pm b finish school  
3 8:15–9:55 pm c start school

- Read about the boy's day. Correct the phrases in bold.

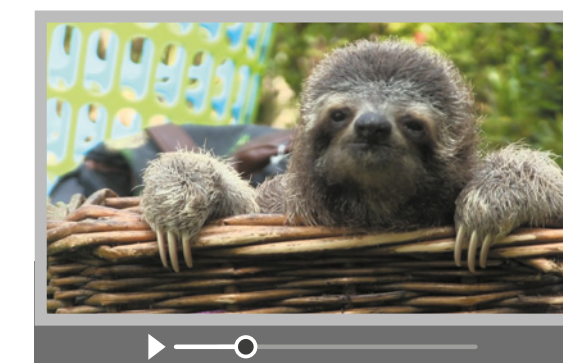
On a typical school day, I **1 start school** at seven fifteen. I **2 have lunch** seven forty-five, and then I **3 go to bed** at eight thirty-five. I **4 relax** in the morning, and then at about one ten, I **5 go home**. I **6 have lunch** again in the afternoon, and I **7 do my homework** at three fifty-five. I **8 have classes** at about five thirty. I have dinner with my family at seven thirty, and then I **9 finish school**. I **10 get up** at nine fifty-five.

- Work in pairs. Compare your day and the boy's day. What is the same and what is different?

I get up at seven. That's different.

And I go to school at seven thirty.

### VIDEO SKILLS



- Watch the video. What is Lucy's job?

- Work in pairs. Answer the questions.

1 Why are documentaries about animals popular?  
2 Where can you watch documentaries like this?



## An online article

- 1**  Work in pairs. Look at the photos on p51 and answer the questions.

### WHAT DO YOU KNOW ABOUT K=POP?

1 Where is K-pop from?

2 What type of music is it?


3 What is special about K-pop?

4 What K-pop singers are popular in your country?

- 2** Read the 'Did you know?' box on p51 and check your answers in exercise 1.
- 3** Is it easy or difficult to become a K-pop singer? Read the article quickly and find the answer.

### Subskill: Reading for detail

When you complete notes about a text, first look at the blanks and the words around them in the exercise. This helps you to read quickly to find the missing information in the text.

- 4**  30 Read and listen to the article. Complete the schedule for a typical day.

My schedule			
5:00 am	1 _____, have breakfast	<input checked="" type="checkbox"/>	
	2 _____ start school	<input checked="" type="checkbox"/>	
	3 _____ go to practice room	<input checked="" type="checkbox"/>	
7:00 pm	4 _____ (singing, dancing, languages)	<input type="checkbox"/>	
	5 _____ finish classes	<input type="checkbox"/>	
12:00 am	6 _____	<input type="checkbox"/>	

- 5** Are the sentences true or false? Give reasons for your answers.
- K-pop stars are very popular.
  - The typical K-pop student is 14 years old.
  - Most K-pop students talk to their friends between classes.
  - They practice before they have dinner.
  - Students from other countries learn English, Chinese and Japanese.
  - They learn foreign languages to speak to people in Korea.
- 6** Read about Lee Jae-Gi and Jamie Choi. What do they do to become K-pop stars?

- 7** **Word work** Match the definitions to the words in bold in the text.
- a famous or popular person \_\_\_\_\_
  - good things happening to you by chance \_\_\_\_\_
  - a person who likes a type of music or sport very much \_\_\_\_\_
  - events when a singer or music group plays in front of people \_\_\_\_\_
  - free time between classes \_\_\_\_\_
  - start to be something \_\_\_\_\_

- 8** Complete the sentences with words from exercise 7. Which sentences are true for you?
- I'm a big \_\_\_\_\_ of Manchester City.
  - I love music, so I'd love to go to a \_\_\_\_\_ one day.
  - I want to \_\_\_\_\_ a teacher in the future.
  - I chat with my friends during the \_\_\_\_\_ at school.
  - Jennifer Lawrence is my favorite movie \_\_\_\_\_.
  - I'm \_\_\_\_\_ because I have a lot of good friends.

### CRITICAL THINKING

### SUPER SKILLS

- 1 Remember** Think about the article. Why is the life of a K-pop student 'difficult'?
- 2 Apply** How are the lives of these people difficult?
- a teen actor
  - a teen Olympic swimmer
  - a teen concert musician
- 3 Evaluate** What are two advantages and two disadvantages about the type of life in questions 1 and 2? Think about:
- friends

hobbies and free time

homework

the future

things they learn



## LIFE IN A k-pop academy

K-pop is popular all over the world. K-pop singers and bands like BTS and Chungha have millions of **fans**, and many teenagers want to be the next big **star**. If they're **lucky**, they go to a special academy in South Korea. They learn to dance and sing – but life for a K-pop academy student isn't easy!

Most students are 8 to 14 years old, so they have normal classes during the day. They get up early, sometimes at five o'clock, and have breakfast. They start school at eight. They study all day, and they don't relax between classes. Most students practice, listen to music or write songs during the **breaks**.

They finish school at five o'clock, but they don't go home. They go to the practice rooms until dinner time.

After dinner, at seven o'clock, they have dancing and singing, and language classes, too. Korean students learn English, Chinese and Japanese, and students from other countries learn Korean. K-pop stars often travel to other countries for **concerts**, so foreign languages are important.

Classes finish at ten o'clock, but most students practice for another hour or two. Then they go home. They usually go to bed after midnight, and the next day, they start again!



Lee Jae-Gi is from Seoul. He doesn't relax after school. He studies K-pop, hip hop and singing for three hours every evening. He wants to go to a K-pop academy in the future.



Jamie Choi goes to a K-pop school in New York. She also makes music videos and puts them on the internet. She'd like to **become** a K-pop star one day.

### Did you know?

**K-pop**, or Korean pop, is a type of music from South Korea. The music is a mix of different musical styles, including rock, pop, hip hop and jazz. K-pop stars dance and sing at the same time. They are also famous for their music videos.





## Simple present: affirmative

- 1 Read the examples. Complete the rules with the phrases in the box.

I **start** school at eight o'clock.  
She **makes** music videos.  
He **wants** to go to a K-pop academy.

-s to most verbs   routines and facts  
the base form

- 1 We use the simple present to talk about \_\_\_\_\_.
- 2 With I/you/we/they, we use the same form as \_\_\_\_\_.
- 3 With he/she/it, we add \_\_\_\_\_.

- 2 Read spelling rules a–c. Write the third person singular form of the verbs in the box.

do   finish   go   have   relax   study

- a We add -es to verbs that end in -s, -o, -ch, -sh and -x.
- b For verbs that end in consonant + -y, omit the -y and add -ies.
- c Some verbs have an irregular form.

- 3 Circle the correct option.

- 1 My brother **do/does** his homework after dinner.
- 2 I **get up/gets up** late on Saturdays.
- 3 We **finish/finishes** school early on Wednesdays.
- 4 My cousin **study/studies** Japanese.
- 5 My sister **have/has** singing lessons.
- 6 Jack and I **go/goes** home for lunch.

## Simple present: negative

- 4 Read the examples. Circle the correct option to complete the rules.

They **don't go** home at five o'clock.  
He **doesn't relax** after school.  
I **don't write** songs in the breaks.  
She **doesn't live** in South Korea.

- 1 After I/you/we/they, we use **don't/doesn't** + base form without to.
- 2 After he/she/it, we use **don't/doesn't** + base form without to.

- 5 Change the sentences from affirmative to negative, or negative to affirmative.

- 1 I do my homework before dinner.  
*I don't do my homework before dinner.*
- 2 My mom speaks Chinese.
- 3 My friends and I don't relax on the weekend.
- 4 My dad doesn't work on Saturdays.
- 5 I get up early on Sundays.
- 6 Our teacher doesn't have lunch at school.
- 7 My friend doesn't go to bed at midnight.

- 6 Work in pairs. Which sentences in exercise 5 are true for you?

I don't do my homework before dinner. I relax after school.


Really? I do my homework before dinner.

- 7 Complete the article with the simple present form of the verbs.

**SCHOOLNEWS** NEWS ABOUT STORIES

**A DAY IN THE LIFE OF A SAXOPHONE PLAYER**

Ethan Williams 1 \_\_\_\_\_ (get up) early every day, and he 2 \_\_\_\_\_ (go) to school at seven twenty. His classes 3 \_\_\_\_\_ (not start) then. He usually 4 \_\_\_\_\_ (spend) an hour in the music room. He 5 \_\_\_\_\_ (have) classes in the morning and again after lunch, but he 6 \_\_\_\_\_ (not go) home at the end of the school day. He 7 \_\_\_\_\_ (practice) in the music room for another two hours. Then he 8 \_\_\_\_\_ (study) the saxophone with a private teacher for an hour. After the lesson, he and his family 9 \_\_\_\_\_ (have) dinner, and he 10 \_\_\_\_\_ (play) the saxophone again before bedtime!



- 8 Answer the question to solve the Brain teaser.

**BRAIN TEASER**

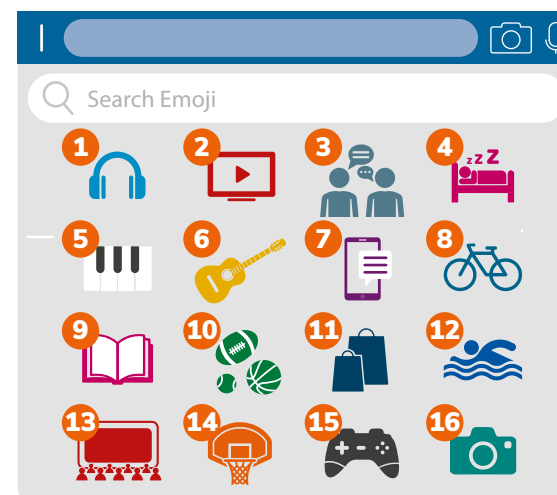
Lana, Juliet and Grace are sisters. Lana starts school half an hour before Grace. Grace starts school 15 minutes after Juliet. Juliet has classes from 8:45 am to 3:30 pm. The school day for each sister is the same.

What time do Lana and Grace finish school?

## Free-time activities

- 1 Look at the cell phone. Match icons 1–16 with the activities in the box.

chat on my phone   go out on my bike   go shopping  
go swimming   go to the movies   listen to music  
meet friends   play basketball   play sports  
play the guitar   play the piano   play video games  
read   sleep   take photos   watch TV



- 2 Write out the text conversations. Replace the app icons with some of the activities in exercise 2.

**Rhona**

Alfie: Are you free this afternoon? Why don't we 1 or 2 ?

Rhona: I don't have any money. Come to my house and we can 3 and 4 .

Alfie: OK.

**Carl**

Angus: Hi. Are you free to 5 this weekend?

Carl: Yes, good idea. Why don't we 6 ?

Angus: It's too hot. Let's 7 .

- 3 Where do you usually do the activities in exercise 2? Complete the table.

At home	Not at home	Both

## A conversation

- 4 Work in pairs. Look at a page from an app. What's it for?

**This week**

Today 2 **New activity**

Tomorrow 2

Wednesday 2 **Today**

Thursday 1 go shopping with Clare

Friday 3 homework: biology and math

Saturday 2 **Tomorrow**

Sunday 3 piano lesson 6:00 pm

homework: English

**Wednesday**

finish school 3:00 pm

doctor 3:45 pm

- 5 Listen to a conversation about the app.

- 1 Check your answer in exercise 5.
- 2 Are the speakers friends or a teacher and a student?

## Subskill: Listening to complete sentences

Listen for the words before the blank so you know when the answer is coming.

- 6 Listen again. Complete the sentences.

- 1 On Thursdays, Flora goes \_\_\_\_\_.
- 2 Flora doesn't know what activity she has this \_\_\_\_\_.
- 3 Ross has a new app to organize his \_\_\_\_\_.
- 4 On the left, you have the days of the \_\_\_\_\_.
- 5 On Tuesday February 10th, Ross plans to play basketball with \_\_\_\_\_.

- 7 Work in pairs. Discuss the questions.

- 1 Do you think an organizing app is a good idea?
- 2 How do you organize your studies and activities?



## CELEBRITY CORNER

Actor Maisie Williams is the creator of the app *Daisie*. Who's the app for?

## Simple present: Yes/No questions and short answers

### 1 Complete the tables with the words in the box.

do Does doesn't use Yes,

Yes/No questions			Short answers
Do/Does	subject	verb?	
Do	you	1 _____ it a lot?	Yes, I 3 _____. No, I don't.
2 _____	it	help?	4 _____ it does. No, it 5 _____.

### 2 Order the words to make questions.

- 1 play / sports / do / you ?
- 2 your mother / does / English / speak ?
- 3 have breakfast / at school / you / do ?
- 4 best friend / does / play the guitar / your ?

### 3 Answer the questions in exercise 2 for you.

## Simple present: Wh- questions

### 4 Look at the examples in the table. Then write questions for the answers.

Question word	do/does	subject	verb?
What time	do	they	get up?
How	does	it	work?
Where	do	you	add activities?

- 1 What time \_\_\_\_\_  
I get up at seven o'clock.
- 2 How \_\_\_\_\_  
She goes to school by car.
- 3 Where \_\_\_\_\_  
I have lunch at school.
- 4 What time \_\_\_\_\_  
We finish school at three o'clock.

## love/like/don't like/hate + noun

### 5 Complete the sentences with love (♥♥), like (♥), don't like (✗) or hate (✗✗).

- 1 She / pizza (♥♥) *She loves pizza.*
- 2 He / soccer (✗)
- 3 We / the movie theater (♥)
- 4 She / basketball (✗✗)
- 5 You / Chinese food (✗)
- 6 I / burgers (♥♥)

## Object pronouns

### 6 Read the examples. Then match subject pronouns 1–7 with the object pronouns in the box.

Our new Spanish teacher is nice – I like **her**.  
I have two new video games. I love **them**.

her him it ~~me~~ them us you

- 1 I **me**
- 2 you (singular and plural)
- 3 he
- 4 she
- 5 it
- 6 we
- 7 they

### 7 Work in pairs. Ask and answer about the people and things in the box.

basketball Bruno Mars Maisie Williams  
sports the beach vegetables

Do you like sports?

I love them!

### 8 Circle the correct option.

#### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

- JOE:** What's the sport in the photo? **1 It is/Is it** ping-pong?
- BETH:** No, it **2 isn't/aren't**. It's Teqball. **3 Some/Any** soccer players, like Dani Alves and Neymar, play Teqball and they love **4 him/it!** Neymar **5 has/have** a Teqball table in his house and **6 there is/there are** videos of him playing Teqball on YouTube!
- JOE:** But I **7 don't know/know not** anything about Teqball. How much **8 do cost it/does it cost?**
- BETH:** The special table costs a lot of money: \$3,000!



## Making plans

- 1 Look at photos 1–3. What can you see?
- 2 Watch the video. Which activity do the friends decide to do, and when?
- 3 Watch again. Number the Key phrases in the order you hear them.
- 4 Complete the dialogue with the Key phrases. Watch again and check.

**Owen** Hi Amy. How are you?  
**Amy** Hi Owen.  
**Owen** Hey Amy, how are you?  
**Amy** I'm fine. You?  
**Owen** I'm good.  
**Amy** Listen, are you **1** \_\_\_\_\_ on Saturday?  
**Owen** Sorry, I'm **2** \_\_\_\_\_. It's my mum's birthday.  
**Amy** What **3** \_\_\_\_\_ Sunday?  
**Owen** Sunday's **4** \_\_\_\_\_. What do you want to do?  
**Amy** I've got a new video game. Do you want to come and play it?  
**Owen** Yes, **5** \_\_\_\_\_. Is 10:00 **6** \_\_\_\_\_?  
**Amy** Well, I get up late on Sundays. Why **7** \_\_\_\_\_ we meet at 11:30?  
**Owen** OK, **8** \_\_\_\_\_. See you on Sunday at half past eleven.  
**Amy** See you, bye.



### 5 Create your own dialogue. Follow the steps in the Skills boost.

#### THINK

Write a list of free-time activities.

#### PREPARE

Prepare a dialogue between two friends making plans. Remember to include Key phrases.

*Hi Lucía. How are you?**I'm fine.**Are you free on Friday evening?*

#### PRACTICE

Practice your dialogue.

#### PERFORM

Act out your dialogue for the class.

### 6 Peer review Listen to your classmates and answer the questions.

- 1 What do they decide to do and when?
- 2 Which Key phrases do they use for making suggestions and saying Yes or No?
- 3 Would you like to do this activity with them? Why/Why not?

#### Key phrases

##### Making suggestions

Why don't we (meet)?  
Are you free on (Saturday)?  
What about (Sunday/11:30)?  
Is (Sunday/10:00) OK?

##### Saying Yes or No

(Sunday)'s good.  
OK, fine.  
Yes, great.  
Sorry, I'm busy.



UK → US

mum (UK) → mom (US)

I've got a new video game. (UK) → I have a new video game. (US)

See you on Sunday at half past eleven. (UK) → See you Sunday at eleven thirty. (US)



## MY NOTES

1

Hi Bella,  
It's Sam's birthday on Sunday. Do you want to get a present together because I don't have a lot of money?

2

Hi Luca,  
Remember to come home early today because you have a math exam tomorrow.

3

Hi Mom,  
Please don't buy burgers for tonight because Fatima doesn't eat meat – she's a vegetarian. Pizza?  
See you later!

A

Hello Polly,  
That's fine. Please order it because I have a meeting this evening.  
Thanks,

B

Hi Dad,  
OK, fine. See you at 5:30.  
Do you have time to help me study?

C

Dear Clare,  
Great idea. Why don't we go shopping after school? Do you have any ideas?

## Notes and messages

- 1 Read messages 1–3 and match them with replies A–C. Then add the missing names.
- 2 Read the notes and messages again. Who ... ?
  - 1 has a meeting this evening
  - 2 has a math exam tomorrow
  - 3 has a birthday on the weekend
  - 4 doesn't have lot of money
- 3 Find three ways to start a message and two ways to finish it.

► Subskill: *because*

We use *because* when we give a reason.

- 4 Find four sentences with *because* in the messages.

## 5 Circle the correct option.

- 1 The reason comes **before/after** *because*.
- 2 After *because* we write **subject + verb/ verb + subject**.

6 Rewrite the sentences with *because* in the correct position.

- 1 This isn't my English book my book is green.
- 2 I'm sorry. I don't eat chicken I'm a vegetarian.
- 3 Rory isn't in school today he's sick.
- 4 I'm not free today it's my grandmother's birthday.

## 7 Complete the sentences for you.

- 1 Remember to come home early because ...
- 2 I'm not free on Sunday because ...
- 3 I want to go to the city center on the weekend because ...
- 4 Don't forget to call Maria because ...

## 8 Write two messages. Follow the steps in the Skills boost.

## SKILLS BOOST

## THINK

- 1 Work in pairs. Look at the sentences in exercise 7. Choose two sentences and include one in each message.
- 2 Think about the people and answer the questions:
  - Who is the writer?
  - Who is the reader?

## PREPARE

Decide how to start and finish your messages. Try to use different expressions for each one.

## WRITE

Write your messages, including the two sentences you chose from exercise 7. Use the examples in exercise 1 to help you.

*Hi Gustavo, ...*

## CHECK

Answer the questions.

- 1 Are the messages clear?
- 2 Do you use *because* correctly?
- 3 Do you use the present simple?

## 9 Exchange your messages with another pair. Write replies to the messages and then return them to the writers.

- 10 **Peer review** Look at all the messages with your partner. Are the messages clear and easy to understand?

## Quick review

## Grammar

## Simple present

## Affirmative

We use the simple present for routines and facts.

*I start school at nine o'clock.*

After *he/she/it*, most verbs end in -s.

*She gets up at 7:30.*

For verbs that end in -s, -o, -ch, -sh, -x, add -es.

*He watches TV after school. She does her homework.*

For verbs that end in consonant + -y, omit the -y and add -ies.

*He studies in the morning.*

Some verbs are irregular (*have – has*).

## Negative

With *I/you/we/they*, we use *don't* + base form.

With *he/she/it*, we use *doesn't* + base form.

*I don't live in a city. She doesn't like candy.*

## Questions

## Yes/No questions and short answers

*Do/Does* + subject + base form?

*Do you like ice cream? Does he play tennis?*

Yes + subject + *do/does* or

No + subject + *don't/doesn't*.

Use the contracted form in negative short answers.

*Yes, I do./No, I don't. Yes, she does./No, she doesn't.*

## Wh- questions

Question word + *do/does* + subject + base form?

*Where do you live? What time does he go to bed?*

## Subject and object pronouns

Subject pronouns: I, you, he, she, it, we, they

Object pronouns: me, you, him, her, it, us, them

*Can you help us?*

## Vocabulary

## 32 The time

five/ten/quarter/twenty/twenty-five/half past (six)  
(six) o'clock/five/ten/fifteen/twenty/twenty-five/thirty  
five/ten/quarter/twenty/twenty-five to (ten)  
(nine) fifty-five/fifty/fifty-four/fifty-three/five  
five o'clock, noon, midnight

## 33 Daily routines

do homework, finish school, get up, go home,  
go to bed, go to school, have breakfast, have dinner,  
have classes, have lunch, relax, start school

## 34 Free-time activities

chat on my phone, go out on my bike, go shopping,  
go swimming, go to the movies, listen to music, meet  
friends, play basketball, play sports, play the guitar, play  
the piano, play video games, read, sleep,  
take photos, watch TV



# 4 Project

**WDYT?**  
(What do you think?)

Why is it a good idea to organize your time?

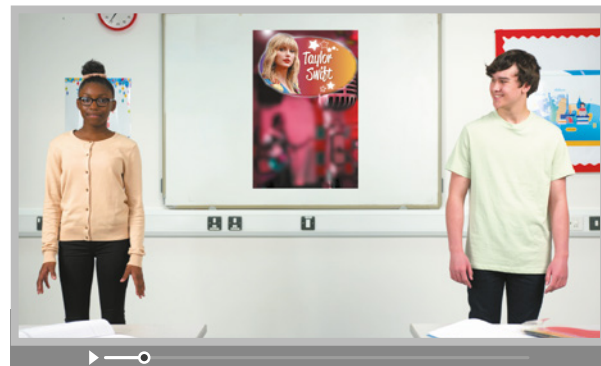
**TASK:** Make a digital poster about a typical day.

## Learning outcomes

- 1 I can describe a typical day.
- 2 I can ask for help and give suggestions.
- 3 I can use appropriate language from the unit.

Graphic organizer → Project planner p131

- 1 Watch a video of students describing the typical day of a singer. What activities do they mention?



## STEP 1: THINK

- 2 Look at the Model project. What can you see?
  - the name of a famous person
  - their photo
  - a physical description
  - photos of their day
  - a short text about each photo
- 3 What do you think? Is the information real or invented?

## STEP 2: PLAN

- 4 Work in pairs. Choose a famous person (a singer, actor, sports person, etc.).
  - 5 Write notes about their typical day. (Invent!)
- 1 What does the person do? (make a list of eight things)
  - 2 What time does the person do each thing?

## STEP 3: CREATE

- 6 Work in pairs. Read tips in the Super skills box and practice saying the Key phrases with a partner.

### COMMUNICATION

### SUPER SKILLS

#### Asking for help and giving suggestions

##### Tips

Ask questions about your ideas.  
Say the things you like.  
Give alternative ideas.

##### Key phrases

What do you think of this?  
Is this a good idea?  
Do you agree?  
I like ... a lot.  
I'm not sure about ...  
What about ... ?

- 7 Read the *How to ...* tips on p131. Choose eight photos for your story. Use the tips and Key phrases in the Super skills box.
- 8 Write one or two sentences for each photo.

## Model project

1 Taylor Swift gets up at seven o'clock.



2 She has breakfast at seven forty-five. She usually has tea and toast.



3 At eight fifteen, she goes to the gym and she stays there for an hour.

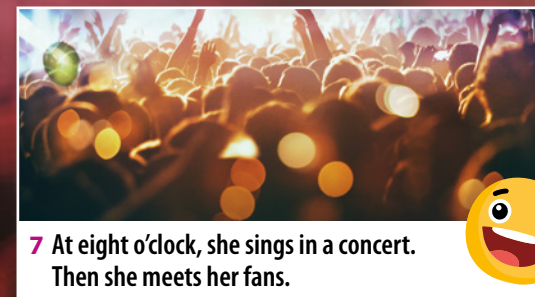


8 She goes to bed at midnight.



Invented by Amelia and Alex

4 In the morning, she goes shopping in New York City.



7 At eight o'clock, she sings in a concert. Then she meets her fans.

6 She doesn't relax in the afternoon. She practices singing or writes songs.



5 She has lunch with friends in a restaurant at one thirty.

## STEP 4: PRESENT

- 9 **Peer review** Work with another pair. Take turns to describe your person's typical day. As you listen, answer the questions.
  - 1 Is the day organized? Is there a balance of activities?
  - 2 Are the photos interesting?

## 4 FINAL REFLECTION

- 1 **The task**  
Can you talk about times and activities in a typical day?  
Do you use interesting photos?
- 2 **Super skill**  
Do you ask for help and give suggestions?
- 3 **Language**  
Do you use language from the unit?  
Give examples.



# Get INVOLVED!

American Edition



Building skills for the real world

## Empowers students to use English with confidence through collaborative projects

In each unit, the *WDYT?* (*What do you think?*) question encourages learners to reflect on the topic. The end-of-unit Project gives them a meaningful opportunity to use the new language, knowledge and skills in a personalized response to the question.

## Introduces social and emotional skills through real-life situations relevant to teens

Personalization activities give students an opportunity to reflect and apply social and emotional skills to their own lives. From simpler, more positive emotions in lower levels to more complex social and emotional situations in upper levels, these skills give students the tools to deal with challenges in and out of the classroom.

## Creates an inclusive classroom where everyone reaches their potential

Practical solutions for mixed-ability and mixed-level classes included in the course ensure that those who either need an extra challenge or to catch up get the best opportunities to do so.

## Builds super skills to help students thrive in education and in life

The thorough and systematic development of the four Super Skills – *Critical Thinking, Creativity, Communication* and *Collaboration* – complements the comprehensive language skills development in the course.

## For the student

- Student's Book
- Digital Student's Book
- Student's App
  - On-the-Go Practice
  - Student's Resource Center
- Workbook
- Digital Workbook

## For the teacher

- Teacher's Edition
- Teacher's eBook
- Teacher's App
  - Classroom Presentation Kit
  - Teacher's Resource Center
  - Progress Tracker
  - Test Generator

## • Kahoot!



This course supports Education for Sustainable Development and Citizenship

[macmillanenglish.com/get-involved-american-edition](https://macmillanenglish.com/get-involved-american-edition)



The Student's App with gamified activities motivates learners to spend more time practicing English to maximize opportunities for better learning outcomes.



The Teacher's App with Classroom Presentation Kit and integrated audio, video and interactive activities helps to deliver stimulating classes. All useful files and documents are available at the click of a button.

## COMMON EUROPEAN FRAMEWORK

A1	A2	B1	B2	C1	C2
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