2 WELCOME HOME

Vocabulary in context

Rooms in the house
Household objects and furniture

1 Match some of these words to the picture.

- attic
- basement
- bathroom
- bedroom
- dining room
- garage
- garden
- hall
- kitchen
- living room

2a Listen and decide which object in each list the page 144

2b Tell your partner about the rooms in your house or flat.

3 Houses in the house

3a Complete the table with the words in 3a. Some words

- armchair
- bath
- bed
- carpet
- chest of drawers
- cooker
- cupboard
- curtains
- dishwasher
- fridge
- games console
- lamp
- light
- mirror
- phone
- picture
- poster
- radiator
- rug
- shelf/shelves
- shower
- sink
- sofa
- table
- TV
- wardrobe
- washing machine
- window

3b Look at the photo and complete the text about tiny houses with some of the words in 1.

4 Listen and decide which object in each list the person is describing.

1 fridge
2 microwave
cooker lamp
to wash
3 washing machine sink
toilet dishwasher
4 bath sink toilet
washing machine
5 microwave
cooker lamp

4a Tell your partner about the furniture in your bedroom. Try to find five similar things between your bedrooms.

5 Use it ... don’t lose it!

6 Critical thinkers

Why do you think people choose to stay in this house?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.

6a Ask and answer these questions.

1 Do you play board games with friends or family?
Which board games do you play?

2 Which board games are popular in your country?

3 Read the article. Are any of the board games you talked about in 1 mentioned in the text?

3a True (T) or False (F)? Write the number of the line(s) where you found the answer.

1 Not all the rooms in the Great Escape Lakeside house have got games.
2 The Monopoly room has got unusual furniture.
3 The Dungeons & Dragons room hasn’t got furniture.
4 One of the bathrooms is similar to a hospital because it’s white.
5 You can play games with the cooker and dishwasher in the kitchen.
6 People sometimes practise singing in one of the living rooms.

4 In which room ...

1 is it dark?
2 can you watch films?
3 is there a sports game?
4 do you walk on a board game?
5 are there photos of real people?
6 is there a games console?

5 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

6 Why do you think people choose to stay in this house?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.

Welcome to the House of Fun

The Great Escape Lakeside holiday home in Florida, in the US, has got a different game in each room!

1 There are 13 bedrooms in the holiday home and all of them have got different game themes. For example, there’s a room with a bed in the shape of Pac-Man® and you can play computer games on a big TV. There’s also a room with a Scrabble® board carpet and you can win a prize by finding out the secret message on the walls. In the Monopoly® room, the beds look like Monopoly cards and the chairs look like dice. Next to the bed there’s a wardrobe with doors that look like the Monopoly jail. In the Dungeons & Dragons® room, you feel like you’re in prison because there aren’t any lights or windows and the beds are on the floor.

2 There are 11 game-themed bathrooms in the house. The Operation® game bathroom is all white like a hospital and has got photos of famous TV doctors and nurses. In the Great Escape Lakeside house – cook, eat and play games with the whole family. While Dad’s at the cooker and Uncle Tim takes things out of the dishwasher, the rest of the family can play giant chess or table football. There’s also a big word search on the wall with 7,206 words to find. Are there any living rooms in the giant house? Yes! Families love the TV Game Show studio – get into teams to play the Wheel of Fortune® and other TV games. The karaoke room and the private cinema are also both popular. The cinema’s got a giant screen and comfortable chairs – some people even sleep there.

Which room is your favourite? What board game would you like to play first?
Grammar in context 1

There is/There are
1 Look at these sentences and complete the table.
   a There aren’t 100 bedrooms.
   b Is there a games house where you live?
   c There’s a very big kitchen.
   d No, there aren’t.
   e There are 13 bedrooms.
   f Yes, there is.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>Short answers</td>
<td>Yes, there are. / No, there isn’t.</td>
</tr>
</tbody>
</table>

2 Choose the correct alternative.

- Is there a wardrobe in your bedroom?
  - Yes, there are.
  - No, there isn’t.

3 Complete the sentences about the room that you are in now. Use is, are, isn’t or aren’t.
   1 There ______ lots of desks.
   2 There ______ a shower.
   3 There ______ beds for the students.
   4 There ______ more than 20 chairs.
   5 There ______ a cupboard.
   6 There ______ big screen.

4a Writing five questions to ask your partner about the furniture in one of the rooms in their house. Ask your partner the questions.

   Is there a wardrobe in your bedroom?
   - No, there isn’t.

4b Speaking: Tell the class about your partner’s room.

Prepositions of place
5 Look at the picture. Write sentences about the position of the birds using these prepositions.
   above • behind • between • in • in front of • near • next to • on • under

At home in 10 Downing Street
10 Downing Street is the home of the British Prime Minister. There are more than 100 rooms in the house, including three living rooms.

6a Choose the correct alternative.

- There (1) three coloured houses - yellow, green and red - with people of different nationalities living in them. Spanish, German and English.
- Each person has got a favourite place to sit and enjoys a different free-time activity. The German lives in house number three.
- The Spanish person doesn’t live in (2) house number two.
- The English person lives in the house (3) the yellow house and the red house.
- The German person doesn’t live in (4) the yellow house.
- One person likes playing the guitar. She doesn’t live in (5) to the red house.
- One person likes sitting (6) the window and listening to music. He lives next to the German person.
- One person loves sitting in (7) the sofa. She lives in the yellow house.
- One person likes sitting (8) the TV watching films.

   1 A is B are C isn’t
   2 A on B under C in
   3 A behind B in front C between
   4 A in B next C above
   5 A between B behind C next
   6 A on B near C below
   7 A on B in C between
   8 A behind B above C in front

6b Complete the table with the information in 6a.

<table>
<thead>
<tr>
<th>Colour of house</th>
<th>House 1</th>
<th>House 2</th>
<th>House 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td>Spanish</td>
<td>German</td>
<td>English</td>
</tr>
<tr>
<td>Favourite place to sit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free-time activity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Housework
1 Match some of these phrases to the photos.

   - clean the floor/windows • do the ironing • do the shopping • do the washing • dust the furniture • lay the table • make lunch/dinner • make the bed • sweep the floor • take the rubbish out • tidy up • vacuum (the carpet)

2 Which jobs in 1 ...
   - are easy?
   - are difficult?
   - are important?
   - do people do every day?
   - do you like doing?
   - do you hate doing?
   - don’t you mind doing?

3 Speaking: Compare your ideas in 2. Are any of your answers the same?

Vocabulary

Housework
- clean the floor/windows
- dust the furniture
- do the ironing
- do the shopping
- do the washing
- lay the table
- make lunch/dinner
- make the bed
- sweep the floor
- take the rubbish out
- tidy up
- vacuum (the carpet)
Lesson aim: To think about ways of making your home environmentally friendly

Video: Hannah’s van

SEL Social and emotional learning: Making decisions

1 **SPEAKING** Ask and answer these questions.
1. What are the possible good and bad things about living in a tiny home?
2. Would you like to live in a tiny home? Why/Why not?

2 **VIDEO** Watch a video about a young woman called Hannah who lives in a van. Tick (✓) the events you see.
A. Hannah doing yoga.
B. Hannah opening a van.
C. Hannah running.
D. Hannah drinking tea.
E. Hannah and her dog walking next to a van.
F. Hannah looking out of a van at the sea.
G. Hannah sitting on a bed with her dog and talking.
H. Hannah cooking.

3 **VIDEO** Watch the video again. Find seven mistakes in the text and correct them.
The video shows the home of a young woman called Hannah. She lives in her van at the weekend. Hannah works in the city. She doesn’t want to pay expensive rent so she decided to live in her van. The van has got water but it hasn’t got heating. Her home is small and uncomfortable. Her bed is her favourite thing in the van. Hannah has got a small kitchen and a small bathroom. Hannah spends a lot of time in the van. She can make tea from her bed!

4 **SPEAKING** Do you think tiny homes are good for the environment? Why/Why not?

5 Read the text. Are any of your ideas in 4 mentioned?

Small homes are becoming very popular in many countries. One reason is that living in a small home is good for the environment. People with small homes haven’t got a lot of space to heat and they don’t use a lot of water, so they save energy. They also save money because they don’t need to have a lot of lights on in their tiny houses – often only one or two lamps! People with tiny houses often spend more time outside in parks, cafés and at work, so this also helps to save energy. Finally, people who live in small houses haven’t got a lot of things and this is also good for the environment.
1 Listen to a radio interview with young people about housework and choose the correct picture.

1 Which job does Mason do?

2 Which job does Shazia do?

3 Which job does Jack like doing?

2 What is the -ing form of each of these verbs? Put them in the correct column.

Add -ing

Play – playing

Describe these questions.

1 Who usually does the housework in your house?

2 How do you do housework?

Grammar in context 2

1 Look at these sentences and choose the correct alternative to complete the rules.

a I’m walking down the High Street.

b You’re carrying a bag of food.

c We’re hanging out.

d Are you shopping today?

eye, I am. / No, I’m not.

1 We make the present continuous with the verb be + have and the -ing form of the main verb.

2 We use the present continuous to talk about routines or things that are happening now.

Check it page 36

2 Look at the photo and the dialogue in 4a. Are the sentences True (T) or False (F)? Correct the false sentences.

1 Ellie is reading a magazine.

Ellie is reading a magazine.

2 Mum is watching a TV programme.

Mum is writing a magazine.

3 Josh is sitting on the sofa.

Josh is sitting in the sofa.

4 Dad is watching television.

Josh is watching television.

5 Josh isn’t wearing shoes.

Josh is wearing shoes.

6 Mum is sitting on an armchair.

Mum is sitting on the sofa.

7 Josh is checking his messages.

Josh is checking his messages.

Check it page 36

3 Complete the sentences with the present continuous form of the verbs.

Ellie: Dad — what do you (watch)? It’s very loud!

Dad: I (b) (not watch) anything.

Ellie: I (c) (read) an article.

Dad: Mum: Sorry, Ellis, I (d) (make) the noise.

Ellie: I (e) (watch) a programme called Tidying up with Marie Kondo online. She

(f) (talk) about how people living in big houses often have a lot of things they don’t need. I think I agree!

Josh: Mum: What (g) you (say)?

Mum: Well, for example, what (h) you two (do) at the moment?

Josh: I (i) (play) a game on my tablet.

Ellie: And I (j) (chat) online.

Mum: Exactly, so we don’t need the TV anymore, do we?

Josh: Mum!

4b Listen to the dialogue and check your answers.

Check it page 36

Use it... don’t lose it!

5 Look at the photos and answer the questions.

1 Do you often listen to music?

2 Are you listening to music now?

3 Do your parents work?

4 Are they working now?

5 Do you write a lot in English lessons?

6 Are you writing a lot now?
Developing speaking

Giving opinions

1 Look at these pictures from an exam task. What activities can you see?

2 Listen to two students doing the exam task in 1 and answer the questions.
   1 Which activity is James’s favourite?
   2 Which activity is Sasha’s favourite?
   3 Do they both talk about all of the activities?

3 Listen again and complete the sentences.
   1 James likes watching films with ____________.
   2 Sasha thinks it’s important to ____________.
   3 James prefers reading in bed to ____________.
   4 James doesn’t think it’s good to ____________.
   5 Sasha doesn’t mind ____________.

4 Decide if these adjectives are positive (P) or negative (N).
   1 fun P / N
   2 difficult P / N
   3 easy P / N
   4 relaxing P / N

5 Complete the phrases in the Speaking bank. Then listen and check.

   Speaking bank
   Giving opinions
   • In my (1) ____________, it’s good to have some time alone.
   • Personally, I prefer (2) ____________ other things in my free time.
   • I really think that (3) ____________ important to do that.
   • I prefer (4) ____________ reading, too – I find it relaxing.
   • I prefer reading in bed (5) ____________ reading in the living room.
   • I prefer playing board games (6) ____________ mind playing board games.

Exam tip
Is there a right or wrong answer in this type of exam task?

Practice makes perfect
6 Talk together for about two minutes, giving your opinion on the activities in the pictures in 1. Remember to:
   • use the phrases for giving opinions
   • give reasons for your opinions
   • talk about all the activities
   • say which activity you like best.

Developing writing

A description of a house

1 Describe the house in the photo. Would you like to live there? Why? Why not?

2 Read the text. Which things described in the text can you see in the photo?

My dream house is big and modern. It’s very important that the house is somewhere warm all year. My dream house is big and modern, with lots of big windows to let in the light. The house has got ten rooms: two big living rooms, a kitchen, a gym, a games room, two bathrooms and three bedrooms. It’s got two balconies with great views of the sea. There’s also a beautiful swimming pool with comfortable chairs and tables next to it, so it’s a great place for parties.

The house has some amazing technology. Many things are voice controlled – so I say ‘TV on’ and the big flat-screen TV on the balcony comes on. I say ‘music’ and the music starts in the gym. Outside there’s a pizza oven near the swimming pool, so we can have pizza parties by the pool.

The house has some amazing technology. Many things are voice controlled – so I say ‘TV on’ and the big flat-screen TV on the balcony comes on. I say ‘music’ and the music starts in the gym. Outside there’s a pizza oven near the swimming pool, so we can have pizza parties by the pool.

Culture exchange

Country estates in the UK

Country estates are big, (a) expensive houses/ houses expensive with lots of rooms and (b) big gardens/big gardens for people to visit. Most of them are very (c) old/modern – some are over 500 years old! They are full of old furniture and beautiful paintings. Blenheim Palace in Oxfordshire is a (d) building very important/very important building in England. It is over 300 years old and was the home of former British Prime minister Winston Churchill.

Chatsworth House is another example of a (e) very old house/house very old. It’s from the 17th century! There are 30 rooms to visit, with amazing gardens and a farm.

7a Make some notes about your dream home.

7b Tell your partner about your ideas in 7a.
Grammar reference

There is/There are

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>subject + am/is/are + verb+ing</td>
</tr>
<tr>
<td>Negative</td>
<td>subject + am not/isn’t/aren’t + verb+ing</td>
</tr>
<tr>
<td>Question</td>
<td>am/is/are + subject + verb+ing?</td>
</tr>
<tr>
<td>Short answers</td>
<td>Yes, subject + am/is/are. / No, subject + am not/isn’t/aren’t.</td>
</tr>
</tbody>
</table>

Present continuous

We use the present continuous to talk about things that are happening now.

Spelling
We usually add -ing to the verb to form the present participle.

- play – playing
- cook – cooking

When verbs end in one more consonant + e, take away -e and add -ing.

- write – writing
- make – making

When verbs have only one syllable and end in one vowel + one consonant (except e, x, or y), we double the consonant and add -ing.

- run – running
- swim – swimming

Prepositions of place

We use the prepositions of place to talk about how things are positioned with respect to other things.

on
under
above
near
behind
in front of
next to
in
between

two mirrors.
a TV.
a lamp.

Vocabulary test

Rooms in the house

1 In which room do we usually ...
1 make breakfast
2 eat with family
3 have a shower
4 enter the house
5 watch TV
6 park the car

Housework

2 Complete the housework with these words.
dust • lay • make • take • up • vacuum
1 __________ the rubbish out
2 __________ the carpet
3 tidy __________
4 __________ the table
5 __________ the bed
6 __________ the furniture

Household objects and furniture

3 Write the objects.
a __________
b __________
c __________
d __________
e __________
f __________
Exam success Units 1–2

- Reading
  Reading exam tip
  In multiple-choice cloze activities, remember ...
  1. Read the whole text. This is to get a general understanding of the text. Don't stop to think about the missing words.

- Speaking
  Speaking exam tip
  When answering questions about yourself, remember ...
  1. Listen to the questions carefully. You can ask the examiner to repeat the questions if necessary.

---

People today often spend a lot of time online, so they don't have much time for hobbies.

According to a Digital 2019 study, we spend an average of six hours and 42 minutes online every day!

There are several reasons why it's important for us to (1) ..., off our smartphones and do more free-time activities.

One reason to do this is to improve our physical health, for example by (2) ..., sport or dancing. Hobbies can also be good for our mental health (3) ..., they help us to relax and they reduce stress.

Activities like drawing or playing a musical instrument help us to forget our problems and think about other things.

Having a hobby is also a good way for us to be sociable. We can (4) ... out with friends at the weekend and do a hobby together, like (5) ... photos or running.

We can also spend time with family, doing hobbies together, like cooking or playing board (6) ... .

---

2 Read the text again. Choose the best word for each gap.

1. A turn B close C hang
2. A making B doing C going
3. A because B or C but
4. A hang B meet C walk
5. A doing B making C taking
6. A matches B games C plays

---

3 Do you agree or disagree with the ideas in the text? Why? Why not? What hobbies are popular in your country?

---

4a Ask and answer these questions.

Student A: Do you live in a house or a flat? What's your favourite room?
Student B: Do you live in a small or a big house or flat? Which room do you spend the most time in?

4b Now ask and answer these questions. Take notes on what your partner says.

Student A: Tell me about a typical Monday at school for you.
Student B: Tell me about your living room at home.

4c Tell the class about your partner’s answer in 4b.

On a typical Monday, Monica goes to school by bike ...

---

2-3. What do you normally do after school?

4. What are your favourite subjects at school?

---

4c. Tell the class about your partner’s answer in 4b.

---

5a. What do you normally do after school?

---

5b. What are your favourite subjects at school?

---

5c. Tell the class about your partner’s answer in 4b.

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Exam success Listening and Writing page 152

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Virtual Classroom Exchange

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Historical buildings in your country

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1. SPEAKING Starting point

Look back at the Culture exchange text on page 35. Are there similar historical buildings in your country?

2. SPEAKING Project task

Think of an important historical house or building in your country. Search for information about the house or building on the Internet so you can talk about it to a class of teenagers from another country. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

Research areas
- Where the house or building is and why it’s important
- Its age and any interesting facts about it
- What it looks like, its size and the different rooms inside
- The furniture and objects inside

---

2. Project time

Do the project. Then present it to the class.

---

3. Evaluation

Give each project a mark from 1 to 5 (5 = very good) for:

Content ☐ Presentation ☐ Design ☐ Language ☐
UNIT 1

Vocabulary in context (page 16)
Close your book. Make a list of the things you do on a typical day at the weekend, with times. Include everyday and free-time activities. How is this list different to what you do on school days? I wake up at 9 am.

Reading (page 15)
Are these sentences True (T) or False (F)?
1. The ‘happiness class’ in the Indian school is an hour long. T/F
2. Students in the Indian school talk about a story and then write about it. T/F
3. At the Waldorf School, students work together. T/F
4. Project work at the Waldorf School always practises one subject. T/F
5. At the UK school, teachers also learn something new. T/F

Grammar in context 1 (page 16)
Correct the false sentences.
1. The ‘happiness class’ in the Indian school is an hour long. T/F
2. Students in the Indian school talk about a story and then write about it. T/F
3. At the Waldorf School, students work together. T/F
4. Project work at the Waldorf School always practises one subject. T/F
5. At the UK school, teachers also learn something new. T/F

Vocabulary (page 17)
Correct the underlined places in a town in these sentences.
1. Paul don't chat online – he only sends emails and texts.
2. My friends play musical instruments.
3. I didn’t set my alarm at the weekend. Do you?
4. My mum wakes my breakfast every day.
5. We usually taking a lot of photos on holiday.
6. Lara watched a film after school every day.

Grammar in context 2 (page 20)
Put the words in the correct order to make questions. Then match them to the correct answers.
1. time / do / What / you / during the week / get up / ?
2. your / Do / parents / at the weekend / to the gym / go / ?
3. do / Where / you / friends / hang out / with your / ?
4. your / to school / walks / sister / Does / ?
5. do / doing / Why / like / sport / you / ?

a. Because it's good for me. b. Yes, she does. c. In the park. d. Yes, they do.

Vocabulary in context (page 26)
Look at the definitions and write the name of the household objects.
1. You call your friends with this. 2. You use this to clean clothes. 3. You sleep in this. 4. You use these (two things) to make food hot. 5. A place to keep your books.

Grammar in context 1 (page 28)
Choose a room in your house (not your bedroom). Write six sentences about what there is/isn’t and there are/aren’t in the room.
1. There’s a big table and four chairs.
2. There isn’t a games console.

Vocabulary (page 29)
Think of eight jobs to do around the house. Write about who does each job in your family.
My dad always makes dinner at the weekend. I sometimes wash the dishes.

Grammar in context 2 (page 32)
Complete the sentences using the verbs given in the present simple or present continuous.
1. What ______ your sister go to do at the moment?
2. My sister ______ (go) to the same school as me.
3. They usually ______ (have) their dinner at 7 pm.
4. A ______ (he) eat chicken now?
5. No, he ______.
6. I ______ (not like) my phone – it’s too big.
7. I ______ (make) his bed every day.
8. I ______ (have) a shower before breakfast.
9. I ______ (listen) to a really good podcast at the moment.

UNIT 2

Vocabulary in context (page 40)
Close your book. In two minutes, write down as many parts of the body as you can think of.

Reading (page 41)
How are these parts of the body used in the text?
1. foot 2. eyes 3. arm 4. wrist 5. head

Grammar in context 1 (page 42)
Complete the sentences with can/can’t and these words.

Vocabulary (page 43)
Which sentences are true for you? Rewrite the untrue sentences so they are true for you.
1. I play football really well.
2. I go swimming every weekend.
3. I play football really well.

Grammar in context 2 (page 46)
Read the statements about table tennis and choose the correct alternative.
1. You must/mustn’t kick the ball.
2. You must/mustn’t hit other players.
3. You must/mustn’t respect other players.
4. You must/mustn’t follow the rules of the game at all times.
5. The ball must/mustn’t touch the floor.
6. Players must/mustn’t hit the ball over the net.

UNIT 3

Vocabulary in context (page 52)
Correct the underlined words in the sentences.
1. I need to get a new passport – the date says 2019.
2. Do you have souvenirs for the cinema?
3. We’d like to sightsee a trip to Madrid online.
4. Excuse me, I can’t find my passenger. It’s grey with a pink name tag.
5. Can we buy some package holidays to take back for our friends?
6. We need a travel agency to tell us about the history of the ancient ruins.

Reading (page 53)
Why are these numbers in the reading text on page 53?
1. 2001! 3. 30,000 5. 12
2. 2006 4. two

Grammar in context 1 (page 54)
Could you or couldn’t you do these things 150 years ago? Write sentences.
1. book tickets online
2. travel to different countries without a passport
3. sail from the UK to the US
4. travel by car at 160 kph
5. fly non-stop from the UK to Japan
6. stay in hotels
7. go on excursions
8. travel around the world in a week

Vocabulary (page 55)
Think of five types of transport you used last year. Write a sentence about each.

Grammar in context 2 (page 58)
Complete the text with the past form of these verbs.
There are two extra verbs that you don’t need.

UNIT 4

Vocabulary in context (page 59)
Correct the underlined words in the sentences.

Reading (page 60)
Which sentences are true for you? Rewrite the untrue sentences so they are true for you.

Grammar in context 1 (page 62)
Complete the sentences with can/can’t and these words.

Vocabulary (page 63)
Think of five types of transport you used last year. Write a sentence about each.

Grammar in context 2 (page 66)
Complete the text with the past form of these verbs.
There are two extra verbs that you don’t need.
Unit 1
Great learners have short-term and long-term goals.

“...It is important to have our own goals for our future. Setting goals helps you to decide on what you want in your life. Setting goals and making plans on how to achieve your goals, also lets you be part of your own learning process.”

Do you always make plans to achieve your goals? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 2
Great learners think locally and globally.

“There are many problems in the world today. We can make a difference to these global problems when we act locally and do our part to help solve the problem. Small changes by individuals can help to change the world we live in. For example, we can all help to fight climate change by using less energy in our homes.”

Do you always try to make a difference locally to global problems? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 3
Great learners have good physical and emotional balance.

“We all know that good physical health is important for a happy life. But mental well-being is just as important. When we have good mental well-being, we feel happy and positive. Doing sport and being outside in nature are two excellent ways to help us feel happy and more positive.”

Do you have a good physical and emotional balance? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 4
Great learners are open-minded towards other individuals and communities.

“...Sometimes people treat other groups of people who are different from them in a negative way. Travelling is a great way to get to know and understand people who are different from us. However, it’s not necessary to travel. We can get to know other people who are different from us in our own school and town. This can help us become more open-minded and positive about other people.”

How open-minded and positive towards others are you? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 5
Great learners communicate and work well in teams.

“We live in a world where good communication is very important. If we have good ideas, but can’t communicate them well, we have a problem. It’s important to communicate well in both speaking and writing. We also need to be able to collaborate and work well with other people in order to build strong, positive relationships.”

How well do you think you work in a team? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 6
Great learners show empathy and kindness to others.

“...Empathy is important because it helps us understand what other people are feeling so we can respond in the correct way to a situation. It is especially important to see things from the point of view of people who are different from us or who are in a difficult situation, and to be kind to them and offer to help them when they need it.”

Do you always show empathy and kindness to others? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 7
Great learners are curious.

“...Being curious is very important because it makes people want to learn more. It shows the most important quality of any learner – they want to discover new things and understand new concepts. Remember that great learners have lots of great answers, but they also have lots of great questions, too.”

How curious are you about learning new things? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 8
Great learners show solidarity with others.

“It’s easy to forget about people who are in a weaker position than us and let them try to fix their own problems. But just imagine yourself or your family in their position and how that feels. Showing solidarity and trying to help others in a difficult situation shows that we believe in fairness and justice.”

How often do you try to show solidarity with others? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 9
Great learners question their own attitudes, assumptions and behaviour.

“We often make judgements about people based on how they look: their faces, bodies and the clothes they wear. It’s important to keep an open mind about people when we first meet them. We shouldn’t form negative opinions about people before we know them.”

How much do you question your own attitudes and assumptions about people? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 10
Great learners can think creatively and imaginatively.

“In life there are many unexpected situations. Creativity helps us to see things differently and to deal better with these unexpected situations. It also lets us find different solutions to problems. Being creative helps us become better problem solvers in our personal lives, studies and work.”

How often do you think creatively? Grade yourself from 1 to 5.

1 2 3 4 5