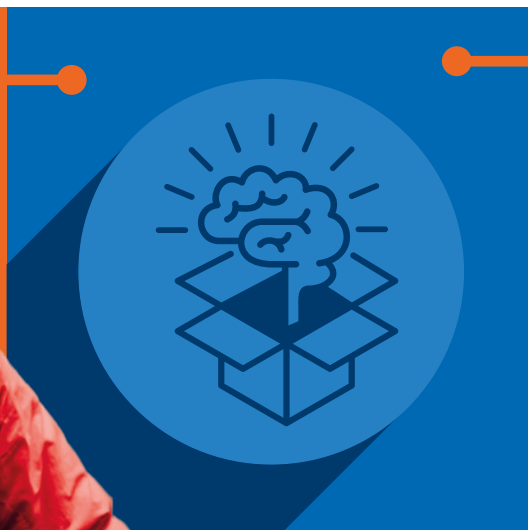


Get INVOLVED!

American Edition

3

Student's Book
with Digital Student's Book



Catherine McBeth Patricia Reilly

Also
includes



4

Invention

WDYT?
(What do you think?)

What makes a good invention? What's the best way to present it to people?

Vocabulary: jobs in science; verb and noun collocations; science; describing products; negative prefixes

Grammar: past perfect; relative pronouns; essential adjective clauses

Reading: an online article about science making a difference

Listening: a talk about an invention

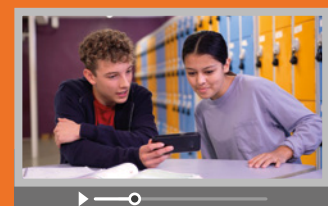
Speaking: checking information

Writing: a formal letter

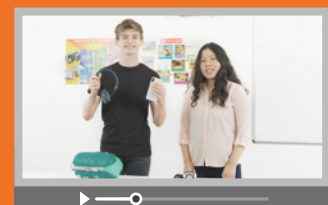
Project: a product pitch



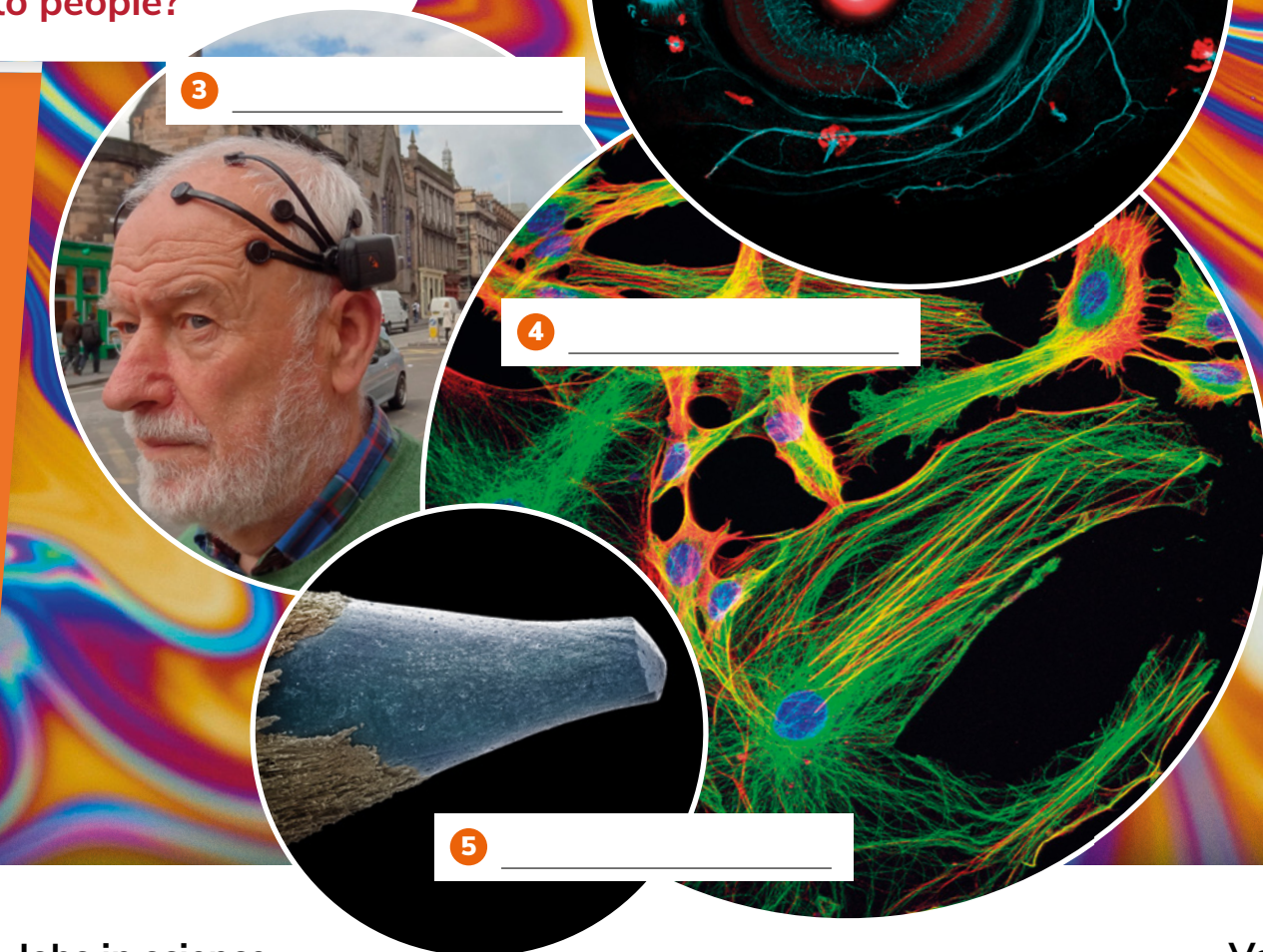
Video skills p49



Real-world speaking p55



Project pp58–59



Jobs in science

- 1 Work in pairs. Look at the jobs. Add any more jobs in science you can think of. Which job is the most interesting? Why?

biologist chemist doctor engineer entrepreneur
inventor physicist researcher scientist

- 2 Complete the table with the jobs in exercise 1.

-er / -eer	-or	-ist	other spelling
engineer	inventor	scientist	entrepreneur

Verb and noun collocations: science

- 3 Look at photos 1–5. What do you think these things are? Use your imagination!
- 4 In pairs, match photos 1–5 to descriptions a–e.
- 5 Read the texts again and find the collocations. Match the verbs with the nouns in the boxes.

come up with create design develop discover
do x2 invent investigate make research

a device a discovery an experiment
an invention a product x2 research
solution something x3

- a How can you write or draw and erase it out? A scientist **came up with** the solution in 1795 by putting graphite between two pieces of wood. Engineers **developed** this product to make the popular modern pencil. That's how they **invented** it!
- b Believe it or not, this is part of a mouse's brain! A biologist took the picture when she was **investigating** vision and how the brain works. She hopes to **make** some exciting discoveries.
- c This is actually a soap bubble in water. The image was taken when scientists were **researching** how foam is made by drinks and washing up liquid.
- d Imagine wearing this! Researchers **created** this invention to record brain activity. They **designed** the device to fit on someone's head. They were **doing** research to see how people's feelings change when they go to different places.
- e It might look like modern art, but it's a fish's eye. The Zebrafish's eye responds to movement in water and scientists are hoping to **discover** how it does this. They are **doing** experiments to find out.

- 6 Work in pairs. Circle the correct option and answer the questions. Then write 3–5 more for another pair.

How much do you know about science?

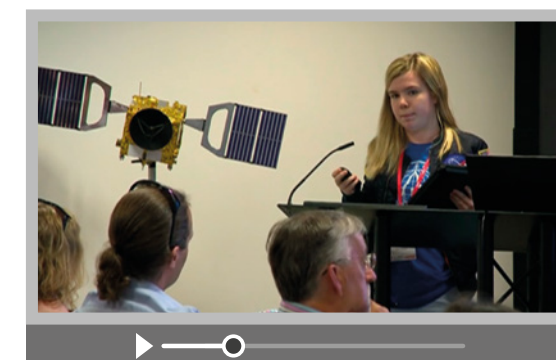
- Who **invented/discovered** the cell phone?
- Who **created/investigated** the radio?
- Who **discovered/developed** radium and polonium?
- Who **made/came up with** the idea of the internet?
- Who **developed/did** early computer codes?
- Who **discovered/invented** penicillin?

Martin Cooper Marie Curie
Alexander Fleming Tim Berners-Lee
Ada Lovelace Guglielmo Marconi

- 7 Work in pairs. Discuss which things you would most like to do.

discover a new planet • design a device to save lives • investigate a disease to find a cure • develop a best-selling product • invent a product to reduce pollution • research alternatives to plastic

VIDEO SKILLS



- 8 Watch the video with no sound. What do you think it is about?
- 9 Watch again with sound. Were your answers in exercise 8 correct?
- 10 Work in pairs. Discuss the questions.
- What have you learned from the video?
 - Which typical features of a documentary were in the video? How did they give us more information about the topic?
- a interviews b voiceover
c footage of real-life events

An online article

- 1 What vocabulary do you remember? Copy and complete the table.

People in science	Things they do
scientist, engineer ...	invent a product, research ...

- 2 23 Look at the photos and the title of the article. Which words from exercise 1 do you think will be in the text? Read and listen to check your answers.

Subskill: Identifying text purpose

To understand the purpose of a text, think about: Where is it from? Who is it for? Why was it written?

- 3 Read the article again and circle the correct option. Give evidence to support your answer.

- The text is probably from
 - a popular science website
 - an online science textbook
- The text is probably for
 - researchers at university
 - people who are interested in science
- What is the writer's purpose?
 - To instruct people in building an invention.
 - To inform scientists about new research and inventions.
 - To encourage people to invent things.
 - To advise people how to be inventors.

- 4 Complete each sentence with E (Eesha), A (Anurudh) or B (both).

- ___ has/have personal experience of the problem.
- ___ loved science when she/he was younger.
- ___'s invention could be used with many different types of device.
- ___ won something because of the invention.
- ___ found a solution to the problem they wanted to solve.
- ___'s invention can also help people who need power at home.

5 Complete the sentences.

- Eesha's device can charge a phone _____.
- You can use a 'supercapacitor' with _____.
- Eesha designed the materials _____.
- Vaccines are important because _____.
- Anurudh couldn't have the vaccine because _____.
- The fridge stays cool when _____.

6 Word work Match the definitions to the words in bold in the text.

- far from other cities, towns or people _____
- produce power _____
- make something better _____
- the services that look after people's health _____
- put electricity into a battery _____
- something you can attach to a vehicle to move things _____

7 Complete the sentences with the words in exercise 6.

- I think the best way to _____ electricity is solar energy.
- It isn't necessary to _____ most devices like cell phones. They're fine as they are.
- I don't like cities. I'd like to live in a _____ village.
- You should _____ your phone every day, so that you'll always have power.
- It isn't the government's responsibility to provide _____. We should pay to see a doctor.
- All cars should come with a _____. Then you could transport more things easily.

8 Work in pairs. Do you agree or disagree with the sentences in exercise 7? Discuss.

CRITICAL THINKING

SUPER SKILLS

- Remember** Think of a product that is designed to improve your life. Describe it.
- Analyze** List its strengths and weaknesses.
- Evaluate** Explain how the product could be improved.



Latest news

Experiments

Equipment

Contact

Science making a difference

Could you invent something that makes the world a better place? These two young people did that, and you could too! Find out what inspired them and how they did it.



Has your phone battery ever run out just when you needed to use it? Well, that could soon be a thing of the past! Eesha Khare, a young American engineer, has invented a device that could **charge** a phone in just 20–30 seconds! Not only that, but you'd have battery power for far longer. It's called a 'supercapacitor' and it could be used for any electronic device, even cars. For her device, Eesha used materials that she had designed at the University of California. Eesha had always loved chemistry so it's no surprise she wanted to **improve** technology using it. Eesha's device isn't just good news for tech-loving teenagers. It could help millions in countries where not everyone has electricity at home – not just to charge phones, but perhaps fridges, stoves and lights too. Eesha won a \$50,000 science prize for her invention.



Anurudh Ganesan created a simple, safe way to transport vaccines to **remote** health clinics. Vaccines protect people from diseases and save millions of lives every year. In some countries, health workers have to take vaccines long distances by bike or even on foot in containers with ice. If the vaccines get too warm, they don't work.

Anurudh lives in the United States, but he was born in India. When he was a baby, his grandparents took him to a health clinic. When they arrived, however, they found the vaccines there were all useless. The ice that kept the vaccinations cool had melted before the health worker reached the clinic. It was a common problem.

When Anurudh was 15, he wanted to find a solution. He designed a trailer with a fridge on it – the Vaxxwagon. It uses movement instead of electricity to keep the fridge cool. When someone pulls the **trailer**, the wheels turn and **generate** power.

His invention has already won an international science prize and now Anurudh's dream is to create better **healthcare** worldwide.

So, what are you waiting for? Your invention could be the next big thing!



CELEBRITY CORNER

Ellen Ochoa was the first Hispanic American woman to go into space. She also helped invent three things to improve images from space. When did she go into space?

Past perfect

- 1 Read the examples, look at the timeline and circle the correct option in the rules.

After she **had come up with** the idea, she was able to develop the device.

The ice **had melted** before the health worker reached the clinic.

Anurudh **hadn't designed** anything before he created his invention.

Had Eesha **done** any research before she created the device?

First action → Second action → Now

She came up with the idea. She developed the device.

The ice melted. The health worker reached the clinic.

- We use the past perfect to talk about actions or situations that happened **before/after** a specific time or another action in the past. We use it to make it clear which action happened first.
- The past perfect clause **can/can't** come first or second in the sentence. The order isn't important.
- We **can/can't** use the short forms 'd (*had*) and *hadn't* (*had not*).

after, before, when, by

After she **had done** a lot of research, she had an idea.

She **had worked** for months **before** she found a solution.

She **had** just **bought** the materials **when** I saw her.

By the time I arrived, they **had** already **tried** lots of ideas.

- 2 Complete the sentences. Use contractions where possible.

- We _____ (**try**) different things before we found a solution.
- After she _____ (**invent**) a new machine, she won a prize.
- The class _____ (**just/start**) when we got to the science laboratory.
- When I saw him, Mark _____ (**not finish**) his experiment.
- Before I chose this one, I _____ (**already/test**) a lot of other products.

- 3 Circle the correct option.

Who invented chips?

In 1853, George Crum was cooking in a restaurant in Saratoga Springs. When he found out that a customer **1 complained/had complained** about his fries, Crum **2 decided/had decided** to cut the potatoes thinner. The customer **3 complained/had complained** again. By this time, Crum **4 had/had had** enough! After he **5 cut/had cut** the potatoes as thin as he could, he **6 cooked/had cooked** them in hot oil. The customer **7 loved/had loved** them – and Crum **8 invented/had invented** chips!

- 4 Write questions using the past perfect or simple past. Then answer the questions.

- who / complain / about the fries ?
- the customer / complain again ?
- why / Crum / have enough ?
- how / Crum / cook the really thin potatoes ?
- what / he / invent ?

- 5 Complete the text with the past perfect or simple past form of the verbs in parentheses.

A tasty invention

In 1937, Ruth Wakefield and her husband owned a hotel and restaurant in America and Ruth **1 _____ (cook)** for the guests. One day while she was making cookies she **2 _____ (realize)** that she **3 _____ (run out)** of cooking chocolate. She **4 _____ (forget)** to buy it! Ruth **5 _____ (decide)** to use normal chocolate instead. She chopped a bar into small pieces and hoped the pieces would melt. When she **6 _____ (take)** the cookies out of the oven, she discovered the chocolate **7 _____ (not melt)**. By accident, Ruth **8 _____ (invent)** the chocolate chip cookie!



- 6 Answer the questions to solve the Brain teaser.



TEASER

Five friends were working on different inventions.

- John hadn't finished when the first invention was ready.
- Tobias had done his research before Kiera, but she developed her invention before him.
- Sami finished her invention after John.
- Ruth had created an invention before Tobias, but then she had a problem. She finished after he'd produced his final version.
- John wasn't the last to finish; three others had finished before him.

Who finished first? In what order did they finish?

Describing products

- 1 Look at the photos of two products and answer the questions.

- What do you think they are?
- What adjectives could you use to describe them?



- 2 Read the reviews and match the descriptions to the photos. Then answer the questions.

- Was your answer in exercise 1 correct?
- Do the reviews use any of the adjectives you wrote in question 2?



- 1 The FITT360® is a **wearable** camera that records 360° images. It's also a **wireless** headset for music or phone calls. It's **comfortable** and **easy to use** and the images are **high quality**. It's **practical** too because you don't need to use your hands to record. It costs around \$150. **Gary16**



- 2 Play your music with this **innovative** wireless speaker. It's **handy** because it's also a lamp that changes color when you touch it, with six different colors to choose from. It's a **useful** gadget and at around \$20 it isn't **expensive**. It's **well made** and **reliable**. **TechRachel**

- 3 Match six of the words or phrases in bold with the definitions.

- technology that communicates using electronic signals _____
- useful _____
- new, original and advanced _____
- intended to be useful, not just look good _____
- you can carry it on the body _____
- very good or excellent standard _____

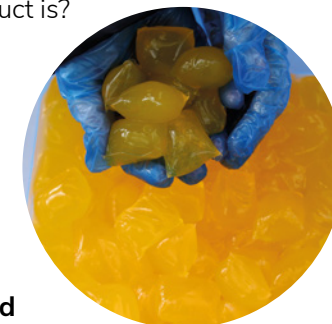
- 4 Match the adjectives to their opposites in exercise 2.

badly made cheap hard to use
impractical inexpensive low quality
uncomfortable unreliable useless

A talk

- 5 Check the meaning of the words in bold. Then look at the photo and answer the questions.

- What do you think the product is?
- What do you think the **packaging** is made from?
- Do you think it **harms** the **environment**?
- Which words could you use to describe this product?



- 6 24 Listen to Lidia's talk and check your answers in exercise 5.

► Subskill: Listening for the information you need

Read the sentences and decide if you need a name, a number, a date, an adjective, etc to fill in the blanks.

- 7 Read the sentences and decide what information you need. Listen again and complete the sentences.

- Around _____ % of plastic bottles are recycled.
- Every year, between five and _____ tons of plastic bottles end up in the ocean.
- An Ooho is a small round _____ with a 'skin' you can eat.
- Oohos don't _____ so they are practical.
- The inventors have _____ the product out in London.
- _____ of people watched a YouTube video.

- 8 Read the sentences. Are they true, false or is there no information? Listen and check.

- Most recycled plastic bottles are used to make new bottles.
- Skipping Rocks Lab want to produce alternatives to plastic bottles, cups and plates.
- It takes a long time to make the packaging hold the water.
- Making Oohos is cheaper than making plastic bottles for water.
- You can buy Oohos in stores in London.
- It's possible to make Oohos at home fairly easily.

- 9 Work in pairs. Discuss the questions.

- Would you buy an Ooho? Why/Why not?
- Are there other ways to avoid plastic bottles?

Relative pronouns

1 Read the examples and complete the rules.

London is the city **where** the company is based.
It's a company **which/that** aims to produce alternatives to plastic bottles.

People **who/that** have tried them say you don't taste the skin.

He's the man **whose** idea it was.

Will there ever be a day **when** we don't use plastic?

- We use relative pronouns to refer to nouns. We use:
 - _____ and _____ to talk about people
 - _____ and _____ to talk about things
 - _____ to talk about places
 - _____ to talk about time
 - _____ to talk about possession

- The relative pronouns come **before/after** the noun.

2 Circle the correct options for descriptions 1–6. Then match them to the words in the box.

1942 Barack Obama his daughter
Stephen Hawking the UK
time, space and black holes

FACT FILE:



- a scientist **who/whose** book *A Brief History of Time* has sold millions of copies and **who/which** was famous for his research
- the country **where/which** he was born
- the year **which/when** he was born (he died in 2018)
- the President of the United States **that/whose** gave Stephen Hawking a medal
- the person **who/which** he wrote a book with
- the subjects **where/which** most fascinated him

Essential adjective clauses

3 Read the examples and circle the correct option.

They have tested it out in London. That's **the city** where they're based.

Some of **the people** who watched the online video made their own videos.

- We **can/can't** use essential adjective clauses to give essential information about someone or something.
 - We **need/don't need** this information to understand who or what we are talking about. The sentence doesn't make sense without it.
 - The clause **usually/never** comes immediately after the noun it refers to.
- Join the sentences using essential adjective clauses. Make any necessary changes.

- Alexander Graham Bell is the man. He invented the telephone.
- Bell moved from Scotland to Canada. He started his experiments there.
- He was investigating sound in 1879. He discovered a way to communicate over distance.
- He used a magnet. It turned sound into electricity.
- Bell is the man. His invention changed the way we communicate.

5 Complete the text with one word in each blank.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

George Nissen invented the trampoline in 1934. Nissen 1 _____ an athlete 2 _____ loved gymnastics. He 3 _____ recently watched some acrobats at a circus. While they 4 _____ performing, they used a safety net. This inspired him to build an invention which he 5 _____ bounce up and down on. Nissen called it the 'trampoline'. Nissen started a company 6 _____ produced trampolines. He demonstrated his invention all over the country and at one demonstration he performed with a kangaroo. A photo appeared in newspapers and the trampoline 7 _____ popular worldwide. In 2000 trampolining became an Olympic event. 8 _____ then, trampoline parks have opened all over the world.



Checking information

- Look at the photos. Have you ever seen a light show?
- Watch the video. What do Joe and Kate agree about the following?
 - the time to go
 - what to eat
- Watch again. Complete the dialogue with the words in the box.

do we don't you wasn't there weren't there

- Joe: I'm really excited about this light show.
- Kate: Me too. It starts at 6:00 pm, doesn't it?
- Joe: Yeah, that's right. So we can go at 6:00 pm and spend two hours at the show.
- Kate: But there was a lot to see last time, 1 _____?
- Joe: That's true. OK, so what about food?
- Kate: There were a lot of cafés, 2 _____?
- Joe: Yes, but we didn't eat there last time, did we? Remember? It was too expensive.
- Kate: OK. Let's take a sandwich and some snacks. We don't have to buy tickets, 3 _____?
- Joe: No, it's free.
- Kate: There is a bus stop nearby, isn't there?
- Joe: Yeah, I checked. You want to go, 4 _____?
- Kate: Yes, of course. Why?
- Joe: You're asking a lot of questions!



- Watch again. Which two Key phrases aren't in the dialogue?
- Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Choose an event that you and your partner would like to go to. Decide on the following and make notes.

- What time to meet
- How to get there
- Where/What to eat

PREPARE

Prepare a dialogue. Remember to include Key phrases for checking information.

PRACTICE

Practice your dialogue. Remember to use correct intonation in question tags.

PERFORM

Act out your dialogue for the class.

- Peer review Listen to your classmates. Answer the questions.

- Which event do they go to?
- Which Key phrases do they use?

Key phrases

Checking about the present:

The light show starts at 6:00 pm, **doesn't it?** ↑
We don't have to buy tickets, **do we?** ↑
It's on for four nights, **isn't it?** ↑

Checking about the past:

You checked the route, **didn't you?** ↑
We didn't eat there last time, **did we?** ↑
There was a lot to see last time, **wasn't there?** ↑
There were a lot of cafés, **weren't there?** ↑

A SCIENCE TODAY

Calling all inventors! Send us an article about your invention and we will publish the best ones. The writer of the winning article will appear on a radio show to present their invention. Articles should include photos.

Send your article to: The Editor, *Science Today*, 171 South Street, Detroit, MI 34521

B

XYZ Television are looking for candidates for our new show *Entrepreneur*.

Are you 16–24 years old? Have you invented something? Would you like to develop and sell your product? Could you present it to a group of experts to win funding? If so, contact us now! This is an exciting opportunity to make your dream come true.

Send your résumé and cover letter to: Applications department, *Entrepreneur*, XYZ Broadcasting Company 555 Maine Street New York City, New York 22132

45 Oak Lane [a]
New York City, New York 22132 [b]
Tel: 212-555-0001
l.stokes33@mail.com

[c] Applications department
Entrepreneur
XYZ Broadcasting Company
555 Maine Street
New York City, New York 22132

December 2nd 2021 [d]

[e] Dear Sir or Madam,

[f] I am writing to apply to appear on your television show *Entrepreneur*! I feel strongly that my innovative new product will be of interest. It is an easy-to-use device which can significantly increase internet speed. It is well made and reliable.
I enclose my résumé and photos of my invention. As you will see, I already have some experience in giving presentations. In addition, last summer I worked in a laboratory where I got useful experience in developing new products. Furthermore, I recently took part in a workshop for young designers which helped me improve my invention. I am sure that you will agree that it is a high-quality, practical device that viewers will enjoy learning about.

Thank you for considering my application. I would be happy to attend an interview at any time. Please contact me on the number or email address given above if you require any further information. I look forward to hearing from you.

[e] Sincerely,

[g] Lexie Stokes
Lexie Stokes

A formal letter

1 Read the two ads and the letter and answer the questions.

- Which ad is the letter for?
- Does the writer have any experience of presenting?
- What does Lexie's product do?

2 Match 1–7 with a–g in the letter.

- Write the date. —
- Sign the letter and type your name below it. —
- Write *Dear Sir or Madam*. If you know the name, write *Dear (Name)* and finish with *Sincerely*. —
- Include your contact details. —
- Write your address on the right. —
- Write the other person's title and the address. —
- Write the main part of the letter. —

Subskill: Using formal language

We use formal language to express what we need to say politely, e.g. I am writing to ..., I enclose ..., Thank you for considering ..., I would be happy to ..., I look forward to ...

3 Read the letter again and match the phrases in bold to 1–6. Which phrase is used to ...

- ask the person to phone or email you?
- explain the reason you are writing?
- say what you could do?
- politely thank someone for reading the letter?
- politely say you would like them to respond?
- say what you are including with the letter?

4 Complete the sentences with one of the phrases in bold.

- _____ my article. I hope you agree it is interesting for readers.
- _____ hearing from you.
- _____ in response to your ad.
- _____ answer any questions you may have about my invention.
- _____ my cell phone.
- _____ my article and some photos of my invention.

5 Add two more expressions from the letter to each category.

Introducing an opinion	Adding information
<i>In my view</i>	<i>Also</i>

6 Complete the sentences with relative pronouns.

- My invention is a pack _____ contains LED® strips.
- These are strips _____ you can cut to any length and attach to clothes.
- People _____ buy the LED strips can create their own costumes.
- This would be great for times _____ you go camping with friends.
- A person _____ wears one is easy to see, so they can stay safe on the roads.

7 Write a formal letter to respond to ad B in exercise 1. Follow the steps in the Skills boost.

THINK

Think of an invention or use the invention from exercise 6. Write notes to describe it.

PREPARE

Organize your notes into paragraphs:

- say why you're writing and give a brief description of the product
- give details to support your application
- close the letter and politely ask for action

WRITE

Write your letter. Use the model letter to help you.

CHECK

Read your letter. Answer the questions.

- Did you organize it into paragraphs? ☐
- Did you use formal expressions? ☐
- Did you use relative pronouns and essential adjective clauses? ☐
- Did you include science vocabulary and vocabulary for describing inventions? ☐

8 Peer review Exchange your letter with another student. Does the letter make you want to find out more about the invention?

Quick review

Grammar

Past perfect

We use the past perfect to talk about actions or situations that happened before a specific time or another action in the past. We use it to make clear which action happened first.

*We used strips that **had already been** cut to size.*

*They **had finished** the presentation before we arrived.*

***Had** the inventors **developed** another product before this one?*

Relative pronouns

We use relative pronouns to talk about nouns.

We use **who** and **that** to talk about people.

*People **who/that** buy the strips can create their own costumes.*

We use **which** and **that** to talk about things.

*It's a product **which/that** will be popular with teens.*

We use **where** to talk about places.

*They can be used in places **where** there isn't much light.*

We use **when** to talk about time.

*They're useful at night **when** it's dark.*

We use **whose** to talk about possession.

*People **whose** costumes use the lights love them.*

Essential adjective clauses

*Eesha is the girl **who/that** invented that new device.*

*It's a device **which/that** can charge phones quickly.*

*Inventors are people **whose** job it is to create new designs.*

*It was a year **when** many new things were invented.*

*London was the city **where** the inventor was born.*

Vocabulary

25 Jobs in science

biologist, chemist, doctor, engineer, entrepreneur, inventor, physicist, researcher, scientist

26 Verb and noun collocations: science

come up with a solution, create an invention, design a device, develop a product, discover something, do an experiment, invent a product, investigate something, make a discovery, research something

27 Describing products

comfortable/uncomfortable, easy to use/hard to use, expensive/inexpensive/cheap, handy, high quality/low quality, innovative, practical/impractical, reliable/unreliable, useful/useless, well made/badly made, wearable, wireless

4 Project

WDYT?
(What do you think?)

What makes a good invention?
What's the best way to present it to people?

TASK: You successfully applied to appear on a television show for young entrepreneurs.

Prepare a one-minute product pitch to ask for funding for a product you invented.

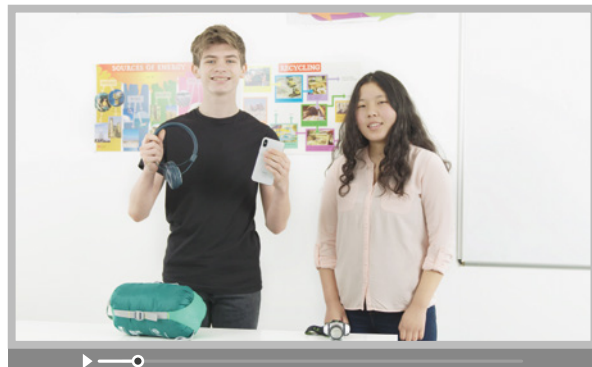
Learning outcomes

- 1 I can present an invention as a product pitch.
- 2 I can use communication to persuade people.
- 3 I can use appropriate language from the unit.

Graphic organizer → Project planner p131

1 Watch a video of a pitch. Answer the questions.

- 1 How did Oliver and Amelia come up with the idea for the product?
- 2 Do they look and sound confident?
- 3 Which information do they not include?
 - A description of the product
 - Who would find it useful
 - How much it costs to make the product
 - Where they would make it
 - How much money they need



STEP 1: THINK

2 Read the Model project and discuss the questions in pairs.

- 1 When do entrepreneurs have to give pitches?
- 2 Who might listen to a pitch?
- 3 What information should be in a pitch?

STEP 2: PLAN

3 Choose an invention (think of your own, or research one). Make notes.

- What is your invention/product called?
- What does it do?
- What are its selling points? Why/How is it unique?
- Who is it for? Why would they buy it?
- How much does it cost to make? What would you sell it for?

STEP 3: CREATE

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

COMMUNICATION

SUPER SKILLS

Using language to persuade people

Tips

Give people useful and relevant information.

Give convincing arguments to persuade them.

Key phrases

This amazing product is affordable and high quality.

This exciting product will be practical and well made.

People will find it very useful / easy to use because ...

5 Read the How to ... tips on p131. Then use your notes in exercise 3 to write your pitch.

6 Practice and review your product pitch as necessary.

Model project

Sleep suit

Notes for product pitch

Headlamp

Pocket for phone/
music player

- Keeps you warm
- You can sleep in it and walk around in it
- It has a light and pockets
- Useful when camping, traveling, or staying at a friend's house
- Suitable for all ages
- Practical, comfortable and easy to use

STEP 4: PRESENT

7 Present your product pitch to the class.

8 Peer review Answer your classmates' questions about your product.

Product Ideas



Need to get somewhere in a hurry?
Our jet suit with five mini-jet engines lets you fly through the sky at up to 80 kilometers an hour!



The ping-pong door is the ultimate solution for small spaces.

4 FINAL REFLECTION

1 The task

How successful was your product pitch?



How easy was it to produce it?



2 Super skill

How well did your group communicate?



How well did you use language to persuade?



3 Language

What new language did you use from this unit?



Beyond the task

Is it useful to be able to give a good presentation? Why?

When (else) do you have to give presentations?

How do they differ from this one?

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!**



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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

