



GAME CHANGER

**INSPIRE YOUR STUDENTS
TO BE GAME CHANGERS!**



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

GAME CHANGER

ENGLISH FOR SPANISH SPEAKERS

With a lively, fresh approach and a firm focus on cultural, real-world issues this course develops teens who embrace diversity and initiate change. A clearly structured and carefully graded course to help with mixed-ability classes.



Travel the world to discover different traditions and cultures, from Namibia to China, from Costa Rica to Canada, with vibrant documentary videos in every unit.



GAME CHANGER

ANDALUSIA EDITION

Pages 22-27



The Andalusia edition includes a special section which explores the culture and traditions of the region.

GAME CHANGER AND THE KEY COMPETENCIES

Key competencies are a combination of knowledge, skills and attitudes designed to help young people develop tools which they can use both academically and in a wider social context.

They are an aid to lifelong learning and are an essential part of the compulsory learning curriculum.

The Spanish education system has gradually adapted and adjusted the original descriptors set out by The Council of Europe and has defined eight key competencies.

KEY COMPETENCIES



C1 Competence in linguistic communication



C5 Personal, social and learning to learn competence



C2 Multilingual competence



C6 Citizenship competence



C3 Mathematics, science and technology (STEM) competence



C7 Entrepreneurship competence



C4 Digital competence



C8 Competence in cultural awareness and expression

Game Changer has been designed to offer numerous opportunities for the development of all eight competencies and the specific competencies throughout the course.

The Contents map includes a complete mapping of the competencies covered in each activity throughout the course. They are also highlighted on each page.

UNIT	VOCABULARY	GRAMMAR	READING	LISTENING	SPEAKING AND PRONUNCIATION	WRITING	CRITICAL THINKING
5 A Day in the Life p.53 It's Breakfast Time	Daily Routines p.54 Hobbies p.58 MEDIATION	Present Simple: <i>I, you, we, they</i> (Positive and Negative) p.57 Present Simple: <i>I, you, we, they</i> (Yes/No Questions and Short Answers) p.59 Wh- Questions: <i>what, what time, where</i> p.59 MEDIATION	A Blog: Fresh Eyes from Singapore p.56 Around the World: Circus Life! p.60 Mya's Day 	A Podcast on Free-time Activities p.58	A Class Survey Pronunciation: <i>do you /dju/</i> p.62 	An Article: A Day in the Life* 	What's important in your daily routine? Is it good to study a lot?
6 School Time	School Subjects p.64 Places in School p.68	Present Simple: <i>he, she, it</i> (Positive and Negative) p.67 Present Simple:	A Noticeboard: School Activities p.66 	A School Radio Programme p.68	Confirming* Pronunciation: Word Stress 	A Presentation: My Ideal School p.72 	Why is education important? What is your

MEDIATION

Mediation activities are also highlighted.

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

UNIT GOALS

The Unit Goals show the unit aims at a glance.

...G AND ACCEPTING ...STIONS



expressions in your notebook.

ation of have to /'hæf tə/.

YOUR DIGITAL PORTFOLIO

Record your dialogue. Then share it with your class.

PRACTICE EXTRA

2

AMAZING PLACES



UNIT GOALS

- Talk about places and extreme weather.
- Read about different places in the world.
- Listen to an anecdote about an unusual trip.
- Learn about an amazing place.
- Write a travel blog.
- Focus on the Key Competencies.



THINK!

- 1 What's your favourite place to visit?
- 2 Imagine the perfect holiday. Where is it? Why is it perfect?



VIDEO

- 1 Name three countries from the video.
- 2 Name three examples of natural wonders.

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The Unit Opener documentary video stimulates students' interest. The topics also present ways of life and ideas from different cultures around the world.



VOCABULARY IN CONTEXT

Vocabulary is presented in a real-life context making it easier to understand and more meaningful for the students.

VOCABULARY IN CONTEXT

1 5.01 Complete Ivory's video captions in your notebook with the expressions below. Then listen and check your answers.

- do my homework
- get up
- go home
- go to bed
- go to school
- have breakfast
- have dinner
- play volleyball
- have a shower
- take the bus

My Daily Routine!

1 On school days, I **get up** at 6:00.

2 At 6:30, I ... with my family.

3 At 7:00, I ... with my brother. We ...

4 I ... on Mondays and Wednesdays. These are my favourite days!

5 I ... at 4:00 and I ...

6 Then I ...

7 I ... with my brother and my mum.

8 Finally, I ...

UNIT 5

2 Copy the table in your notebook and complete with the expressions in Exercise 1.

 In the morning	 In the afternoon	 In the evening	 At night
?	play volleyball	?	?

3 Copy the mind map in your notebook and complete with the expressions below.

- a pizza
- a shower
- breakfast
- home
- the bus
- the underground
- to bed
- to school

the train

take

the bus

a hamburger

have

go

USE IT! MEDIATION

4 5.02 Listen and read. Copy the table in your notebook and complete with sentences that are true for you.

	Me	My Partner
I do homework in the afternoon.		
I get up at 6:00 on Mondays.		
I have dinner with my family.		
I have lunch at 1:00.		
I have a shower in the morning.		
I take the bus to school.		

Work in pairs. Tell your partner your true sentences. Write the sentences your partner says.

What's your favourite time of day? Why?

My favourite time of day is morning.

USE IT!

Communicative activities give the students a personalized communicative purpose, with activities to develop Mediation skills.

MEDIATION

Mediation activities give students the opportunity to develop mediation skills through integrated skills work and collaborative language tasks.



READING

REAL-LIFE GENRES




Texts in a range of different genres present the language in a realistic context. Up-to-date and authentic global topics motivate students to read and learn more.

READING

Fresh Eyes
FROM SINGAPORE

Hi! My name is Wei Jie and I'm 14.

I'm a student from Singapore. My passion is photography. I get up at 5:30 and I have breakfast. Then I take the MRT train to school with my friend Teo. Lessons start at 8:10, but before class, we work on maths exercises. We finish school at 2:15. I don't do sport. When I go home, I have lunch but I don't rest. I do my homework and study until 8:00. Then I have a shower and have dinner with my parents. They ask a lot of questions! I chat online with friends. Then I study more. I like to watch TV series, but I don't have time for that. 😞
I go to bed at 10:00. On Sundays, I don't study! I take photos in the city and post them on my blog. I hope you like my photos!

Sri Mariamman Temple Singapore Mass Rapid Transport (MRT) Shopping Centre

1 Look at the titles, images and design. Then answer the questions in your notebook.

- What type of text is this?
 - an 'about me' page on a blog
 - a student's school file
- Who is the author? ...
- What is her hobby? ...

2 **5.03** Read the text and listen. Number the activities in chronological order in your notebook from 2-8.

- We work on maths exercises.
- I go home.
- I do homework and study.
- I chat online.
- I have lunch.
- I have a shower.
- I go to bed.
- We finish school.

3 Copy the table in your notebook and complete. Write T (true) or F (false) next to the statements for Wei Jie.

My Daily Routine	Wei Jie	Me
1 I study a lot!	T	
2 I go to school with a friend.		
3 I watch TV in the evening.		
4 I don't do maths in the morning.		
5 I don't do sport on weekdays.		
6 I don't have dinner with my parents.		

4 What about you? Write T (true) or F (false) next to the statements for you.

THINK! School and homework are a big part of Wei Jie's day. Is it good to study a lot like Wei Jie? Why? / Why not?

56 WORKBOOK p.29



LANGUAGE IN CONTEXT

1 Look at the examples below. Wei Jie's blog.

Present Simple

Positive (+)

I **get up** at 5:30.

I ... to bed at 10:00.

You **do** your homework.

They ... a lot of questions!

We ... school at 2:15.

- 2 Complete the sentences in your notebook using the positive or negative (-) forms of the verbs in brackets.
- We **don't take** (take) the bus to school.
 - I ... (have) lunch at school, then I go to school.
 - We ... (have) a shower in the morning.
 - They ... (do) sport on weekdays. (-)
 - You ... (watch) TV in the evenings. (-)
- 3 Make true sentences about your routine using the verbs in brackets. Write them in your notebook.
- take
 - chat
 - have
 - get-up
- I **get up** at 5:30 on weekdays.
 - I ... at 5:30 on Sundays.
 - I ... the bus to school on Saturdays.



USE IT!

4 Work in pairs. Give information that is true or false about your routine.

I don't get up at 5:30 on weekdays. What about you?

I don't get up at 5:30 on weekdays. I get up at 6:30.



THINK!

Think! questions encourage students to engage with the text in a personal way and develop their critical thinking skills as well as their awareness of global topics.



C5 Personal, social and learning to learn competence

The Key competencies are highlighted.



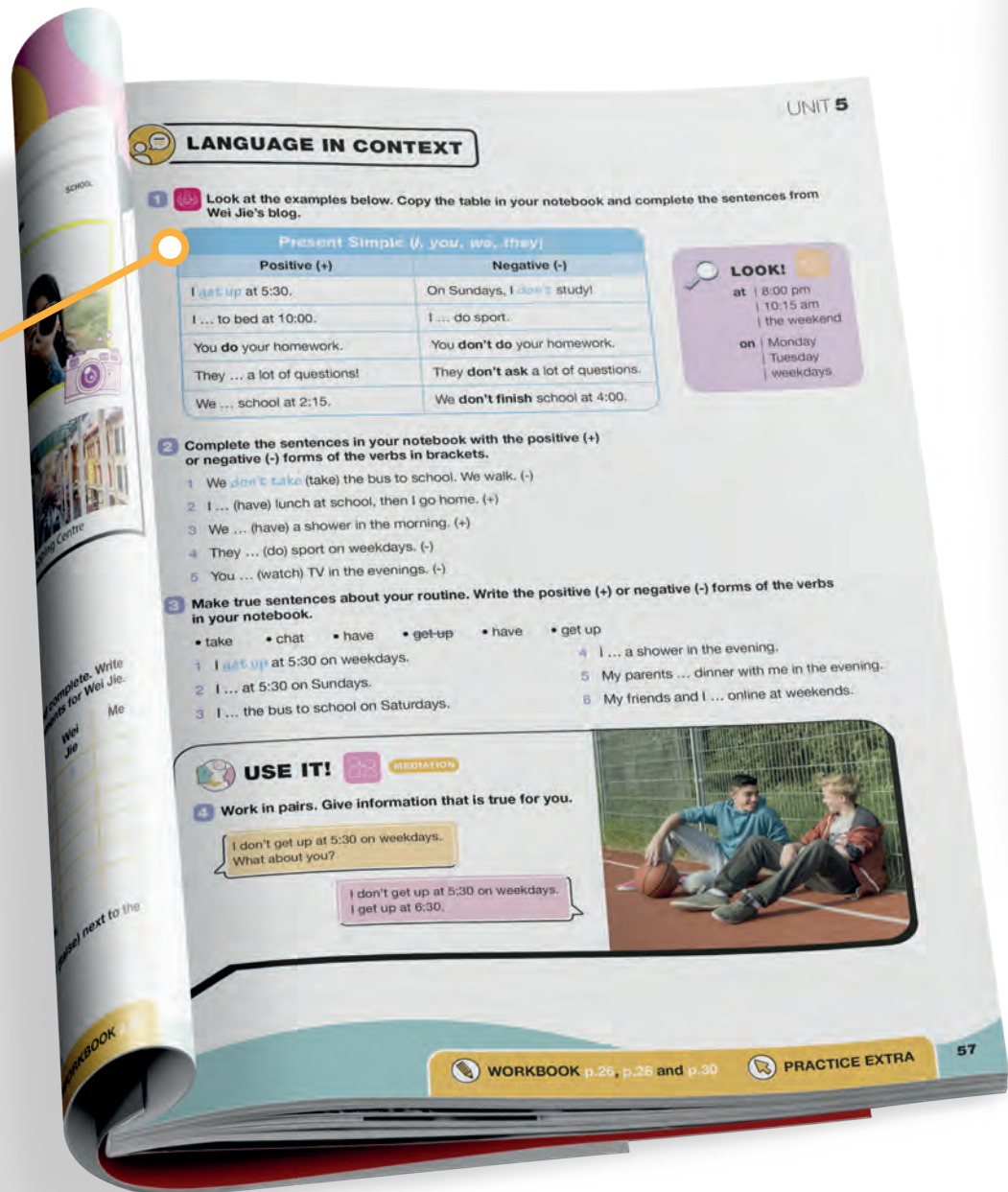
LANGUAGE IN CONTEXT

Real-Life Contexts for Language

We present grammar and vocabulary in a clear context through dynamic reading and listening texts in a wide variety of genres. This, combined with topics that are relevant and authentic, ensures students see the purpose of their learning and feel motivated to explore and use the language.

Grammar Tables

Example sentences from the reading and listening texts presented clearly in a grammar table allow students to easily see the target structures and encourage them to think about the rules.



LANGUAGE IN CONTEXT

UNIT 5

1 Look at the examples below. Copy the table in your notebook and complete the sentences from Wei Jie's blog.

Present Simple (I, you, we, they)	
Positive (+)	Negative (-)
I get up at 5:30.	On Sundays, I don't study!
I ... to bed at 10:00.	I ... do sport.
You do your homework.	You don't do your homework.
They ... a lot of questions!	They don't ask a lot of questions.
We ... school at 2:15.	We don't finish school at 4:00.

LOOK!

at 8:00 pm
10:15 am
the weekend

on Monday
Tuesday
weekdays

2 Complete the sentences in your notebook with the positive (+) or negative (-) forms of the verbs in brackets.

- We **don't take** (take) the bus to school. We walk. (-)
- I ... (have) lunch at school, then I go home. (+)
- We ... (have) a shower in the morning. (+)
- They ... (do) sport on weekdays. (-)
- You ... (watch) TV in the evenings. (-)

3 Make true sentences about your routine. Write the positive (+) or negative (-) forms of the verbs in your notebook.

- take • chat • have • get-up • have • get up
- I **get up** at 5:30 on weekdays.
 - I ... at 5:30 on Sundays.
 - I ... the bus to school on Saturdays.
 - I ... a shower in the evening.
 - My parents ... dinner with me in the evening.
 - My friends and I ... online at weekends.

USE IT! MEDIATION

4 Work in pairs. Give information that is true for you.

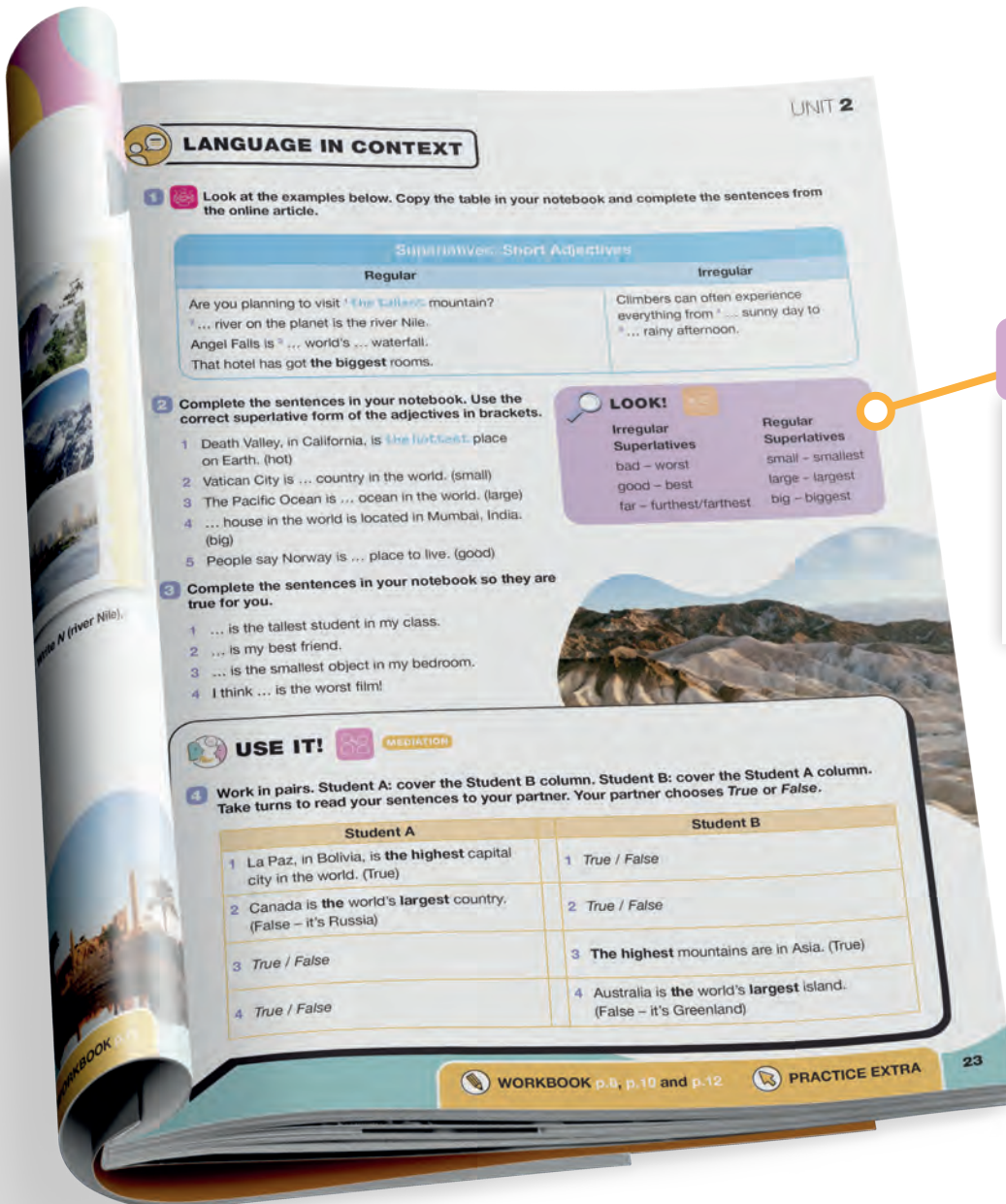
I don't get up at 5:30 on weekdays.
What about you?

I don't get up at 5:30 on weekdays.
I get up at 6:30.





LANGUAGE IN CONTEXT



LOOK!

Look! boxes help students avoid common errors as identified by the Cambridge Learner Corpus.

GRAMMAR REFERENCE

A Grammar Reference is also provided at the end of the Student's Book.

COMPARATIVES AND SUPERLATIVES

Usamos *comparative adjectives* para comparar cosas y personas entre sí. Usamos *superlative adjectives* para expresar que una cosa o persona es la que más tiene una cualidad en particular.

	Comparative	Superlative
Short adjectives: smart	añadimos -er: smarter	añadimos -est: the smartest
Short adjectives ending in vowel + consonant: big	duplicamos la consonante final y añadimos -er: bigger	duplicamos la consonante final y añadimos -est: the biggest
Adjectives ending in -e: safe	añadimos -r: safer	añadimos -st: the safest
Adjectives ending in -y: easy	quitamos la -y y añadimos -ier: easier	quitamos la -y y añadimos -iest: easiest
Long adjectives: interesting	añadimos <i>more</i> antes del adjetivo: more interesting	añadimos <i>the most</i> antes del adjetivo: the most interesting
Irregular adjectives: good/bad	better/worse	the best / the worst



LISTENING AND VOCABULARY

Students hear the target language in a real-life context in the listening activity, before they identify the key structures when completing the grammar table.

LISTENING AND VOCABULARY

EXTREME WEATHER

1 Look at the images. What do you think is the connection between Ken and the images?

tsunami

forest fire

blizzard

hurricane

Ken

flood

heatwave

thunderstorm

2 2.04 Listen to Ken's story. Were your ideas in Exercise 1 correct? What's unusual about Ken's story?

3 2.04 Listen again. In your notebook, copy and number the words for extreme weather in Exercise 1 in the order you hear them (1-7).

4 2.05 Listen, check and repeat your answers to Exercise 3.

5 What do you think the weather is like in the images? Write the words in your notebook and discuss your answers with a partner.

1 cold blizzard	6 stormy
2 dry	7 sunny
3 hot	8 wet
4 rainy	9 windy
5 snowy	

WORKBOOK p.8 and p.9



LANGUAGE IN CO

1 Copy the table in your notebook and write the phrases below.

- beautiful
- most incredible

Superlatives:

Let me tell you about the most i

I was in the most 'beautiful' hot

It was the '... climb ever!

It was the '... dream.

2 Write sentences with the prompts

- 1 People say Paris / beautiful / c
- 2 That / unusual / festival in Eur
- 3 My city / hot / in the country
- 4 I think history / interesting / so
- 5 My room / peaceful / place in
- 6 This storm / bad / in years

3 Complete the sentences in your notebook if necessary so the

- 1 In my opinion, Barcelona is t
- 2 The festival of ... is ... celebr
- 3 I think ... is ... app for teens.
- 4 My family is ... thing to me.
- 5 My trip to ... was ... experien



USE IT!

4 Copy the table in your notebook and share your information with a partner.

- 1 important person in your country
- 2 beautiful place in the world
- 3 interesting TV program
- 4 good friend
- 5 cold place in your country

5 Write five sentences about the most interesting place in your country.

Vocabulary learning is consolidated with attractive images and follow-up activities.



SPEAKING

The Speaking pages introduce students to conversation strategies and encourage learners to practise their speaking in a guided and structured way.

Scaffolded speaking activities allow students to personalise the dialogue and use the language they've learned in a communicative task, which they will then present to the class.

SPEAKING

A Class Survey

0:19 0:20

1 **5.08** Read and listen to Amelia and Noah.

Amelia Hi, Noah! What do you do on **Saturday** **afternoons**?

Noah I **play basketball** with my friends.

Amelia Do you go out with your **family**?

Noah Yes, I do. We go to **the park** or to a **museum**.

Amelia Really? Do you like **museums**?

Noah Sure! What about you?

Amelia **No way!**

LIVING ENGLISH

- Sure! • Really? • No way!

2 Which expressions do they use to ...

- 1 show surprise?
- 2 say yes?
- 3 say no?

3 **5.09** Listen and repeat the expressions.

PRONUNCIATION

4 **5.10** Listen and repeat.

Linking sounds: do you /dju/

Do you go out with your family?

And what do you do on Saturday afternoons?

5 **5.08** Listen to the dialogue again. Then practise with a partner.

6 Tell people about your free-time activities. Follow the steps.

- 1 Change the words in **blue** to write a new dialogue in your notebook.
- 2 Practise your dialogue with a partner.
- 3 Present your dialogue to the class.

YOUR DIGITAL PORTFOLIO

Record your dialogue. Then share it with your class.

PRACTICE EXTRA

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LIVING ENGLISH

Living English activities introduce students to common everyday phrases.

PRONUNCIATION

The Pronunciation activity models correct pronunciation for students to practise before they speak.



WRITING

The Writing pages introduce students to different genres of model texts and allow them to develop their writing skills in a guided way.

Plan, write and edit

The scaffolded approach of the Writing pages builds students' confidence by giving them time to prepare before they write. The Check stage encourages self-assessment – a key step toward learner independence.

WRITING

LOOKING FOR A DIFFERENT DESTINATION? WHY NOT TRY PATAGONIA?

WHY VISIT?
Patagonia in Argentina is one of the most beautiful places in the world!

WHAT TO SEE?
The incredible glacier, the Perito Moreno. One of the only glaciers in the world that is still growing! And don't forget to visit the village of El Chaltén and go hiking there.

WHEN TO GO?
In the summer, from November to early March. The average temperature in the summer is 12 °C. Temperatures are lower in the mountains, but the sun can be strong.

WHAT TO BRING?
A jacket, a pair of gloves, a winter hat, a sun hat and hiking trousers (water-resistant are the best). Light items, always!

THE PERITO MORENO GLACIER

HIKING NEAR EL CHALTÉN

- 1 Look at the blog. Write what it's about in your notebook.**
 - a story about Patagonia
 - a travel agency
 - recommendations for a trip
- 2 2.07 Read and listen to the blog. Answer the questions in your notebook.**
 - Where is Patagonia?
 - What places does the blog recommend?
 - When is summer in Patagonia?
 - Are the people in the images wearing the right clothes?
- 3 Write a travel blog in your notebook.**
 - Choose a place to write about.
 - Collect information about the place.
 - Find or draw images to illustrate the blog.
 - Write the first version of your blog. Use vocabulary from Unit 2.
- 4 Exchange your blog with a classmate and check their work. Use the checklist below.**
 - title, questions, images
 - labels for the images
 - short sentences
 - superlatives

LOOK!
Include questions to catch the reader's attention and organise your text in short sentences.

YOUR DIGITAL PORTFOLIO
Edit your blog. Then share it with your class.

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DIGITAL PORTFOLIO

Students can use external resources to carry out an activity and share their final work with their classmates and teacher.



AROUND THE WORLD

The *Around the World* pages introduce students to different people and cultures from around the world, encouraging critical thinking and raising cross-cultural awareness.

AROUND THE WORLD

GLOBAL Youth NEWS SPORT THE ARTS MAKE A DIFFERENCE PROFILES COMMENTS

Circus Life!
by maxpado | 9:50, 10 July

Hi! I'm Anna and I'm 14. I'm always in the air and on the road!

I'm from Cardiff, the capital of Wales. I live in a caravan with my little brother Jim and our parents... Our caravan is part of a big circus. We travel around Europe, and home is where the heart is!

I don't go to a normal school. My brother and I have classes with my parents in the morning. I have an online tutor, too. I also have a place in the caravan to study and keep my things.

In the afternoon, I hang out with my friends in the circus and I practise my skills. I don't have friends outside of the circus but that's OK. I meet new people in every town that we stop at.

I do juggling and aerial acrobatics. I practise seven days a week for four hours, but I don't mind because I love acrobatics.

In the evening, we do our show. Mum, Dad, Jim and I do a family act together. I like my life because we're free, and we do what we love.

ONLINE COMMENTS

Bunnie the bear
Do you have animals in your circus? I hope not! It's cruel.

Edward
Hello. You don't go to school? That's brilliant!

preet preet
Circuses are creepy 😬. I don't know if it's the clowns or the music ... I never go.

Your Comment:

POST

UNIT 5

1 Look at the text. Write all the elements that you see in your notebook.

- a logo
- a title
- comments
- the date
- headings for different parts of the text
- images

2 What kind of text has probably got these elements? Write the answer in your notebook.

- an online article
- an online forum
- an opinion article in a book

3 **6.07** Where is Anna from? Read the text and listen. Check your answers.

4 Anna says, 'I'm always in the air and on the road!' Why? Write the correct answer in your notebook.

- Anna and her family fly to different places to do their show.
- Anna is part of a circus family and she and her family travel a lot.

6 What is it possible to say, based on the text? Write the correct answers in your notebook.

- Friends**
 - Anna and her friends spend time together.
 - Anna is not happy because all her friends are from the circus.
- Education**
 - Anna's parents are responsible for her education.
 - People in the circus don't study much.
- Work**
 - Anna and her family don't work at weekends.
 - Anna and her family work together in the circus.

WORDS IN CONTEXT

6 Match the expressions in the text (1-2) with their definitions (a-b) in your notebook.

- I practise my skills.
- I hang out with my friends.

a I work on circus activities. ...
b I spend time with boys and girls. ...

THINK!

- Read the online comments. Write your own online comment with your opinion about the article in your notebook.
- In your opinion, what's the meaning of this sentence from the article: 'Home is where the heart is'?

WEBQUEST

Learn more! Write True or False in your notebook.
The famous *Cirque du Soleil* uses animals in its shows.

VIDEO

- I'm Mya. What time do I go to school?
- What do I do in the evening?

Extra *Around the World* and *Across the Curriculum* pages are provided at the end of the Student's Book, providing an attractive option for further practice of the language covered in the previous two units.

WEBQUEST

The *WebQuest* is a fun quiz-type activity to help students develop research skills and extend their learning beyond English.



ACROSS THE CURRICULUM

The *Across the Curriculum* pages reinforce the language learned in the previous unit and extend students' learning in other areas across the broader curriculum.

ACROSS THE CURRICULUM

SCIENCE AND THE ENVIRONMENT

WHITE SAND BEACH? NOT THIS ONE!

Posted by Julie Lewis, 29 Jan

Hawaii is famous for the most beautiful beaches in the world, isn't it? But imagine a beach with black sand! Welcome to Punalu'u beach, the most incredible beach in Hawaii, 48 kilometres from Hawaii Volcanoes National Park. Why is the sand black? Well, hot lava from the volcanoes went into the sea, immediately became solid and eventually broke into very small pieces to make the sand.

The sun makes the black sand hot and this makes the beach the perfect place for turtles to make their nests. So be careful! Green sea turtles and even the endangered hawksbill turtles sit in the sun on the sand.

Tourists get excited about the black sand and some try and take it home as a souvenir. Please don't! The sand is very special. It's finite because it's old lava. The white sand beaches of Hawaii continue to have sand because fish bring sand to them, but not at Punalu'u. And we don't want Pele, the protector of volcanoes, to get cross with us!

Enjoy nature as it is and take home some good memories and amazing photos.



A sea turtle on Punalu'u beach



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1 What do you think makes a perfect beach? Make a list in your notebook.

2 Look at the images and the text. Then discuss the questions with your partner.

- Do you think Punalu'u is a perfect beach? Why / Why not?
- Why do you think Punalu'u beach attracts tourists?

3 **2.06** Read and listen to the text. Then correct the information in sentences 1-6 in your notebook.

- Punalu'u is in Hawaii Volcanoes National Park.
Punalu'u is 48 kilometres from Hawaii Volcanoes National Park.
- Fish made the black sand.
- The lava continued to be liquid in the sea.
- The turtles make their nests in the sea.
- The writer wants tourists to take home some black sand.
- Pele is the protector of the beaches.

WORDS IN CONTEXT

4 In your notebook, match the words with their meanings.

<input type="checkbox"/> broke	<input type="checkbox"/> animals or plants that may soon not exist
<input type="checkbox"/> endangered	<input type="checkbox"/> structure where animals lay their eggs and sometimes live
<input type="checkbox"/> finite	<input type="checkbox"/> has got an end
<input type="checkbox"/> nest	<input type="checkbox"/> separated suddenly into two or more pieces

5 Read the text again. Number the events in order 1-5 in your notebook.

- The lava went into the sea.
- The very small pieces of lava made black sand.
- The lava broke into very small pieces.
- The volcanoes made lava.
- The lava became solid.

WEBQUEST

Learn more! Write True or False in your notebook.
There's a green sand beach in Hawaii.

VIDEO

- Which five countries have got the most extreme places?
- Why are these places special?

THINK!

Why is it not OK to take home objects you find in nature as souvenirs?

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VIDEO



The closing documentary video is thematically linked to either the topic of the unit or the *Around the World or Across the Curriculum* page. These videos contextualise the language in the unit and extend students' interest in the topic.



PROJECTS

We know that it is important for you as a teacher to include projects and collaborative work in your planning and that it is especially motivating for students.

PROJECT USING VISUALS TO SHOW INFORMATION

CREATE AN INFOGRAPHIC ABOUT IMMIGRATION WHERE YOU LIVE.

1 Look at the infographic on page 105. What's the infographic about? Write the correct answer in your notebook.

- what people like to do in Australia
- people who go to live in Australia

2 Read the infographic. What do these numbers refer to? Write in your notebook.

- 190 "people from over 190 countries live and work in Australia."
- 20
- 250,000
- 84%
- 34
- one third

3 Read the infographic again. Answer the questions in your notebook.

- How many people live in Australia? *approximately 25,464,116*
- What is the percentage of immigrants in the population?
- Where do most immigrants come from nowadays?
- Where do most immigrants live and work?
- What's the average age of all immigrants?
- How does immigration benefit Australia?

Australian Immigration in Numbers

Australia is one of the most multi-cultural societies in the world, with people from over 190 countries living and working there. But what does immigration in Australia look like, and how does it benefit the country?

1. Total Population
25,464,116
is the approximate number of people living in Australia.

2. Where were they born?
20 years ago, immigrants in Australia were mainly from European countries, like the UK and Italy. Now, most immigrants come from China, India and Malaysia. For example, there are 250,000 people from the Philippines living in Australia.

3. Where in Australia?
Most immigrants live and work in the biggest cities in Australia.

4. How old?
Australia has got an ageing population. New immigrants are usually much younger. The average age of all immigrants is 44, and Chinese and Indian immigrants have got an average age of 34. This is better for the economy as they need less healthcare and social services.

5. What are the benefits?
Immigrants own one third of the small businesses in Australia - 660,000 small businesses.
Immigrants pay \$80 billion into the economy in taxes and also spend in their communities. Many send money home, so the country of origin also benefits.
Bringing their own language, traditions and customs, immigrants make Australian culture more diverse and multi-cultural.
Immigrants help Australia grow, bringing new talent into many jobs. They are motivated, innovative and entrepreneurial.

PROJECT TASK

1 PLAN

- Find out about immigration where you live. Answer the questions in Exercise 3.
- Look for images and information to use in the images.
- Choose the images - maps, graphs, pie charts. Write the text in your notebook. Remember to include information about where immigrants come from, where they live in your area, their average age and how immigration benefits your area.
- Design and create the infographic.
- Check grammar, spelling and punctuation, and practise your pronunciation of any difficult words.

2 YOUR DIGITAL PORTFOLIO
Present your infographic to the class.

3 REFLECT
Which is your favourite infographic? Why?

THINK!

Is the information about immigration in your country similar or different to the infographic about Australia? Is immigration important in your country? Why?

We have included two easy-to-teach projects at the back of each Student's Book. These projects recycle and review the language learned in the previous units, providing a fun and stimulating way to keep students practising their language skills.

WORKBOOK

The Workbook, with the English for Spanish Speakers Edition, provides all the language practice students need. It also has extra skills practice puzzles and games.

GRAMMAR

1 Correct the mistake in these sentences.

- Grace don't hang out with her friends.
- Martin watches TV after school.
- Roberto doesn't plays the piano.
- History class start at 10:00.
- Mariona don't do her homework in her bedroom.

2 Look at the images. Then use the verb in brackets to complete the sentences.



Clara _____ at six o'clock. (get up)



Dan _____ in the living room. (study)



Mr Ellis _____ PE. (teach)



Salim _____ pizza. (like)



Alice _____ to school with her friends. (go)



Fatima _____ football. (teach)

3 Put the words in order to make a conversation.

brother / like / video games / Does / your / ?

EJ _____

doesn't / No, / he

Liam _____

he / in the / do / What / evening / does / ?

Ed _____

studies / in / He / bedroom / his

Liam _____

got / he / Has / friends / ?

Eri _____

he / Yes, / has, / football / He / with them / plays / on Saturdays

Liam _____

4 Complete the Wh- questions to match the answers.

- Where does Sam play football? He plays football in the park.
- _____ you volleyball? I play volleyball every day.
- _____ Nadia for lunch? She has a sandwich for lunch.
- _____ Max volleyball? He plays volleyball on Friday.
- _____ your sister to university? She goes to university in New York.
- _____ your science class? It starts at 11:00.

READING

1 Look at the text. What is it? Tick (✓) the correct option.

- an advert for a sports club
- a magazine article about teenagers
- information about a school

MEET SOME OF OUR STUDENTS!



Sandra

Sandra loves sports. She goes to the gym after school. She has PE on Mondays and Thursdays, and she is on the school volleyball team. At weekends, she hangs out with her friends and listens to music.



Funsani

Funsani plays the guitar and sings in a band. His favourite thing is films. He goes to the school's Film Club every Wednesday, and he always goes to the cinema with his friends at weekends.



Gemma

Gemma studies a lot. She likes English and maths, but her favourite subject is history. She is a member of our school's History Club. She doesn't like sports, but she loves music and she plays the piano.



Anton

Anton is one of our school's best artists. He does big paintings. He also likes drama, and he goes to the Theatre Club on Saturdays. Anton's favourite thing is video games. He plays online with friends from all over the world.

2 Read the text and tick (✓) the correct person.

	Sandra	Funsani	Gemma	Anton
1 good at art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 listens to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 loves films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 has got friends all over the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 doesn't like sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 sings in a band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Read the text again and answer the questions.

- Where does Sandra go after school?
She goes to the gym.
- What team is Sandra on?

- Who goes to the cinema with Funsani?

- What instrument does Funsani play?

- What instrument does Gemma play?

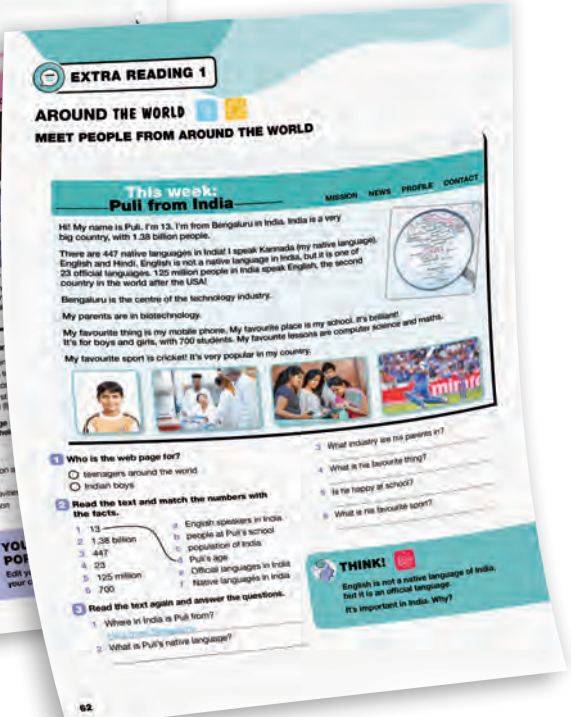
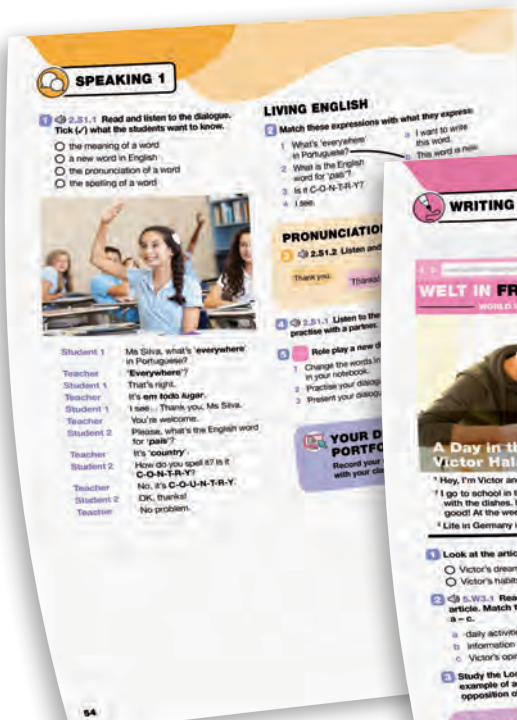
- What club does Anton go to?

Every unit starts with a page dedicated to a Language Reference, clear grammar tables with explanations and the unit vocabulary.



Extra Puzzles and games, ideal for fast-finishers, or just for fun!

Extra skills practice is included in the appendix: Speaking, Writing and Extra Reading.

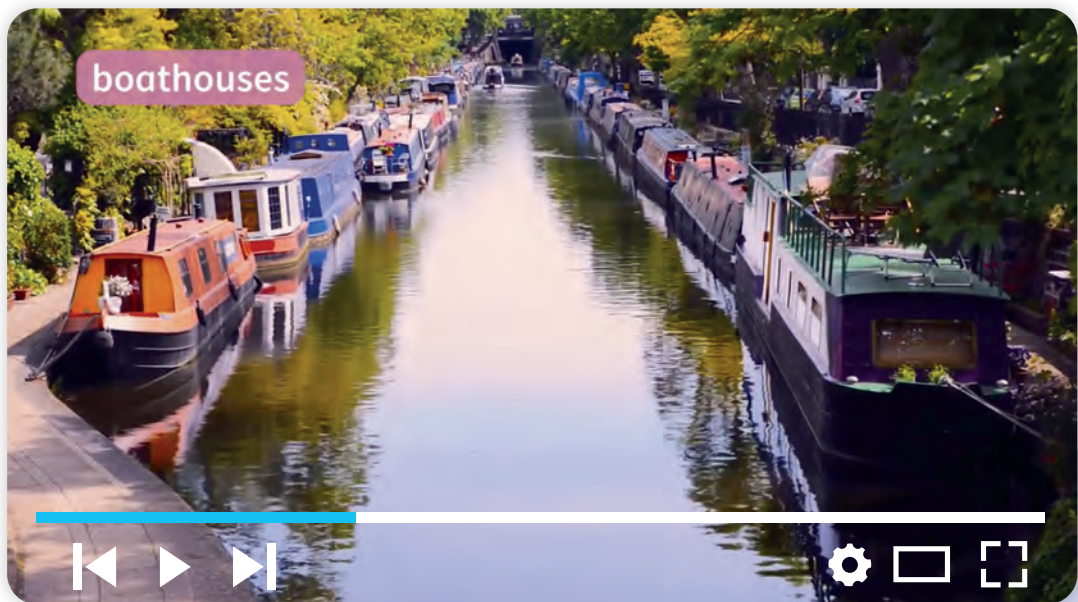




VIDEOS

Game Changer documentary videos reinforce and extend the Student's Book content. The topics are authentic, fresh, and fun with a global scope, presenting ways of life and ideas from different cultures around the world.

UNIT OPENER DOCUMENTARY VIDEOS



- ▶ two videos per unit: an introduction to the unit topic and a closing video
- ▶ engaging real-world topics
- ▶ encourages cultural awareness

AROUND THE WORLD VIDEOS



- ▶ reinforces language learning
- ▶ instant video lessons in Teacher's Book
- ▶ subtitles

ACROSS THE CURRICULUM VIDEOS



GAME CHANGER

ANDALUSIA EDITION





ACROSS ANDALUSIA CONTENTS

TITLE	GENRE	PAGE
FESTIVALS	A TOURIST GUIDE	PAGE 112
THE MAESTRA OF FLAMENCO	A PROFILE	PAGE 114
MY HOUSE IS YOUR HOUSE	AN EMAIL	PAGE 116
THE CARRERA DEL AGUA DE LANJARÓN	A TRAVEL REVIEW WEBSITE	PAGE 118
WATER SPORTS	AN ADVERT	PAGE 120
SCHOOL IN ANDALUSIA	A PROFILE FOR A SCHOOL E-PALS WEBSITE	PAGE 122
FASHION IN ANDALUSIA	A BLOG	PAGE 124
SUMMER CAMP	FREQUENTLY ASKED QUESTIONS (FAQS)	PAGE 126



ANDALUSIA EDITION

Content created specifically for learning about Andalusia is provided at the end of the Student's Book.

FESTIVALS



A TOURIST GUIDE

- 1 What festivals can you see in the images?
- 2 Read the tourist guide. Check your answers in Exercise 1.
- 3 Are the *Day of the Cross* and *The Jerez Horse Fair* interesting festivals for you? Why / Why not?
- 4 Read the tourist guide again. Match the numbers below with a festival in your notebook.
 - 3rd • 500 • about one million • seven



FUN FACT

Actors like Clint Eastwood and Lily James work with Andalusian horses in their films.

- 5 Match topics (a–d) with the numbers in Exercise 4 in your notebook.
 - a the day of the festival in May ...
 - b the number of people at the festival ...
 - c the age of the festival ...
 - d the number of days the festival is on ...



FESTIVALS IN ANDALUSIA

Andalusia has got a lot of different festivals. Here are two of my favourites!

The Day of the Cross, Granada

This festival is over 400 years old! And the people in Granada still celebrate it on 3 May every year. They have got flowers, altars and tall crosses in a lot of streets. You can see apples with scissors in the crosses. This means 'say nice things about the cross'. People of all ages celebrate this festival in the street with their family and friends.



Visually exciting pages and varied activity types allow students to explore many of the key figures, cultural aspects, festivals and scientific developments related to Andalusia.



FUN FACT

El Mercadillo del Jueves started in medieval times. The first written mention of it is in 1292.



FUN FACT

A palindrome is a word or phrase that is the same forwards as backwards (e.g. *madam* and *radar*). Sara Baras is a palindrome.



FUN FACT

The Seville designer, Lourdes Montes, makes flamenco dresses from old, recycled plastic.



FUN FACT

The Alcornocales Park is a very big cork forest. You can see Iberian Lynxes and other wild cats.

ACROSS ANDALUSIA



Work in pairs. Ask and answer the questions.

- 1 Have you got a favourite festival? What is it?
- 2 Why is it your favourite festival? Give your partner at least three reasons.



The Horse Fair, Jerez

Jerez celebrates this colourful 500-year-old tradition three weeks after Easter every year. About one million people go to the festival. You can see parades with men and women on horses in beautiful Andalusian clothes. There is music and dancing and bullfighting. There are horse competitions, too. The festival lasts for seven days.

Each festival has got its own traditions, but both festivals have got some things in common. Friends and family sing and dance. There are flowers and horses, people wear traditional Andalusian clothes and there is a lot of colour! Have you got a favourite festival?

GLOSSARY

- altars – altares
- scissors – tijeras
- crosses – cruces
- parades – desfiles
- bullfighting – torero
- colourful – con mucho color

- 7 Work in small groups. Talk about a festival. Use phrases from the Useful language box to help you.



My favourite festival is the food festival in my town.

Me too. I like it because I love the delicious food.



- 1 Choose one of the favourite festivals in your group.
- 2 Choose at least three of the ideas below and use them to talk about the festival.
- 3 Say why you like the festival.
 - animals • clothes • colours • drink • food
 - how old the festival is • people • place
- 4 Work with another group. Listen to them talking about a festival. Ask them one question about it.

USEFUL LANGUAGE

- My favourite festival is ...
- I like it because ...
- I love the flowers / horses ...
- The festival is ... years old.
- The people are ...
- The food is delicious / tasty, etc.



EXPLORE IT!

Guess the correct answer.

Andalusia celebrates over ... festivals every year.

- a 2,000
- b 3,000
- c 5,000

Find an interesting fact about festivals in Andalusia. Then write a question in your notebook for your partner to answer.

ANDALUSIA EDITION

These pages further expand on students' English language acquisition whilst providing more insight into the heritage and culture of where they live.

FROM MALAGA TO THE WORLD

MAGAZINE ARTICLE

1 What do you know about Millie Bobby Brown? Do you think the statements below are true or false?

- She lived in Spain. • She lived in Africa.
- She had acting lessons. • She starred in music videos.
- She acted in films. • She traveled into space.

2 Read the magazine article and check your answers to Exercise 1.

3 Read the article again. In your notebook, copy and complete the timeline about Millie's life with her age and where she was living.

Year	Age	Country
2018	?	USA
2016	?	?
2015	?	?
2012	?	?
2008	4 years old	?
2004	?	?

FUN FACT
Did you know Millie cut off all her hair to become Eleven in *Stranger Things*?

From Marbella to Hollywood

Did you know that Millie Bobby Brown is actually from Malaga? Millie was born in Marbella in 2004 and lived in Andalusia until she was four years old. She enjoyed life in the sun, playing on the beach, wearing her flamenco dress and showing off.

Millie never trained professionally to be an actress, but she has an incredible natural talent. After four years in the UK, she moved to Florida in 2012 and went to some acting workshops. Everyone was amazed by Millie's acting skills and her family took her to Hollywood.

The family didn't have a lot of money, but they had a lot of determination and finally, Millie got small roles in the series *NCIS*, *Modern Family* and *Grey's Anatomy*. However, her parents ran out of money and the family had to move back to the UK in 2015.

Then, one year later, Millie got her big break in the USA as Eleven, a young girl with special powers, in the Netflix series *Stranger Things*. The programme transformed her life and, after that she made TV programmes and films and appeared in music videos and adverts. In 2018 she became the youngest UNICEF ambassador to help children around the world.

When she's not busy, Millie enjoys singing, Thai boxing and fashion, although she hates shopping! She always remembers her early years in Marbella and goes there on holiday with her family whenever she can.

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KITESURFING

FREQUENTLY ASKED QUESTIONS (FAQS)

1 Look at the photo and the title. In your notebook, write the words you think are in the answers to the FAQs.

- Andalusia • beach • jump • lessons
- sea • surf • water • win

2 Read the answers to the FAQs. Check your answers to Exercise 1.

FUN FACT
Did you know that Tarifa is only 14 km from Africa? You can see Morocco when you kitesurf!

Kitesurfing in Tarifa

- 1 Kitesurfing is a water sport. Kitesurfers use a board and kite to surf over the water.
- 2 Tarifa is one of the world's best places to go kitesurfing. There are many long beaches. You can kitesurf there all year, but the best time is from March to November. Tarifa is one of the windiest places in Europe; the wind blows there for more than 300 days a year.
- 3 Tarifa is a beautiful town to visit. You can visit the castle or go to other towns in the area. You can also take a boat to Morocco for the day.
- 4 Kitesurfing is easier than windsurfing. Anyone can learn to kitesurf, but they need to know how to swim first.
- 5 It takes two to three days to learn the basics. After five days, you can kitesurf without any help.
- 6 We teach you about different winds, how to stand up on the board and how to control and fly the kite.
- 7 We have got boards, harnesses and kites for lessons. You need to bring something to drink, a towel and sun cream to put on your body.

GLOSSARY

- kite - cometa
- board - tabla
- blows - sopla
- harness - arnés

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ANDALUSIA EDITION RESOURCE PACK

The Resource Pack provides extra Worksheets which cover Grammar and Vocabulary, Reading, Writing and Speaking. A Learning Situations Pack is also included along with a bilingual Wordlist.

UNIT 5

LANGUAGE IN CONTEXT 2

Present Simple: Questions and Answers (I, we, you, they)

1 Match the questions (1 – 6) with the answers (a – f).

1 What do your friends do at weekends?
2 Do you watch films on the phone?
3 Do you and your parents go to restaurants?
4 What time do your parents get up?
5 Where do you play video games?
6 Do you listen to music at night?

a No, I don't. It's very small.
b We play in the living room.
c Yes, I do, in bed.
d They hang out with me!
e Yes, we do. We go at weekends.
f At 6:30 on weekdays.

2 Order the words to make questions.

EXTRA READING 4

AROUND THE CURRICULUM 3

SUSTAINABILITY: BECAUSE THERE IS NO PLANET B!

Our world is changing. Young people are thinking about how we live and how it affects the planet. We want sustainability!

One area we can change is fashion and clothes. This is the same of global fast fashion. Our clothes come from many different countries. They are cheap, but they get old fast. And fashion changes. People are buying more clothes, then throwing old clothes in the bin!

Many famous sports brands (Nike, Adidas, etc.) are now producing more than 72% of clothes from synthetic fibres (nylon, polyester, rayon, etc.)

85% of clothes go to landfills or incinerators! In a landfill, it takes 200 years to decompose.

What can you do to help?
Many famous sports brands (Nike, Adidas, etc.) are now producing more than 72% of clothes from synthetic fibres (nylon, polyester, rayon, etc.)

You can take your trainer making biodegradable or We can also recycle old plastic bottles, recycled.

This is what **YOU** can do:

- Buy clothes to keep.
- Buy clothes with recycled materials!
- Don't throw your old clothes in the bin. Find ways to recycle them!

4 The objective of this text is to:

- encourage young people to recycle their clothes and shoes.
- stop people buying synthetic clothes.

5 Read the text again and complete the sentences.

- 72% of the clothes we buy are made of _____.
- When we throw clothes away, 85% go into _____.
- Clothes in landfills can take 200 years to _____.
- Now, you can buy biodegradable sports _____.
- Some people now make clothes from recycled clothes, and even car tyres or _____.

GAME CHANGER LEVEL 1

UNIT 6

SPEAKING 3

1 6.S3.1 Read and listen to the dialogue.

2 6.S3.2 Listen and repeat the expression.

PRONUNCIATION

1 6.S3.3 Listen and repeat.

She loves it. I don't like science.
She hates science. He likes school.

2 6.S3.1 Listen to the dialogue again. Then practice with a partner.

WRITING 2

My Perfect Home

1 Write a description of the perfect house for your family.

- Include a type of house for your family and say where it is.
- Describe the rooms and say why it's perfect.
- Use Jackson's description as a model.
- Write the first version of your description. Use these ideas:

2 Exchange your description with a partner and check their work. Use the checklist.

- a description of the house
- the location of the house
- an opinion about the house
- spelling and punctuation

YOUR DIGITAL PORTFOLIO

Edit your description, then share it with your class.

1 Hill Farm Jackson: I'm from South Africa. This is my perfect home!

It's a nice, modern house in a really big city. There are four bedrooms and three bathrooms. In my bedroom, there's a big wardrobe, a table and a chair and a very big window, etc. and my best friend has a room with a table and chairs. The kitchen is great and there's a door to the garden.

The garden is a great place for my dog and my old bike! It's my favourite place in my perfect home!

1 Look at the text. What is it about?
 an opinion about a house
 a description of a house for a family

2 3.W2.1 Read and listen to the text. Then match the words with the paragraphs in the text.

conclusion
description of the house
introduction

3 Read the Look! box. Circle all punctuation marks in the text.

LOOK!

Make sentences short and use punctuation marks.
The full stop:
The comma:
The exclamation mark!

GAME CHANGER LEVEL 1

UNIT 3

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- 8 units
- 20 videos per level, topic presentations, Around the world, and Across the curriculum videos
- Clearly structured language presentation and practice
- Culture lessons
- Across the curriculum lessons
- Key competencies highlighted on the page
- The Andalusia Edition has a 16 page supplement covering all aspects of life in the region

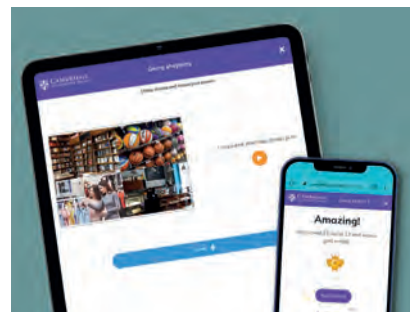
Workbook with Digital Pack



- Extra practice of all the language covered and skills in the Student's Book
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- Puzzles and games
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ANDALUSIA EDITION

Student's Book with Digital Pack



- The Andalusia Edition has a 16 page supplement covering all aspects of life in the region
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- Practice Extra

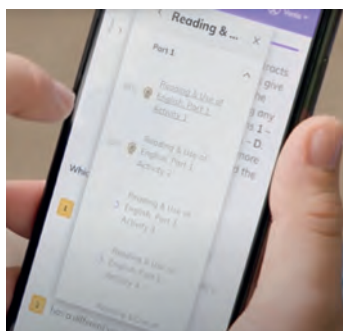
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Practice Extra

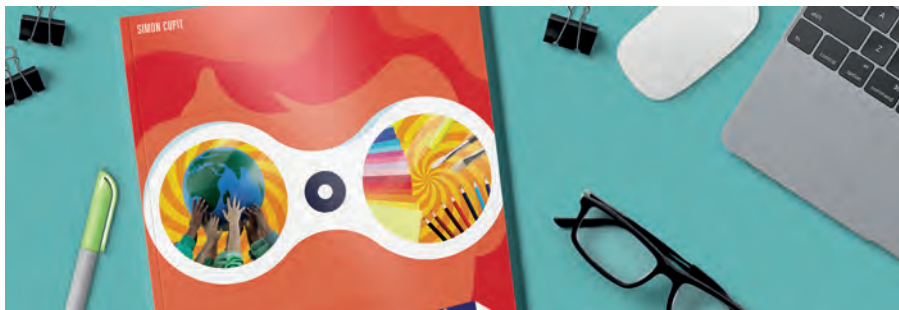
Bite-sized practice that students can do on the go, with activities, vocabulary and grammar games and an awards system to make learning enjoyable.

Performance tracking is also included.

TEACHER'S COMPONENTS

Teacher's Book with Digital Pack

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- *Game Changer* Teacher's Book includes all the Student's Book pages with the Answer Key integrated on each page.
- Teacher's Notes and extra tips make it easy to identify each section.
- Flipped classroom ideas provide useful suggestions for activities that students could do at home to consolidate in-class learning.

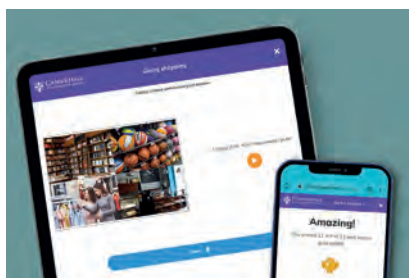
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Presentation Plus

Accessible online and offline, this powerful in-class presentation tool includes:

- Student's Book and Workbook with interactive exercises
- Embedded links to classroom audio and video
- Games and activities

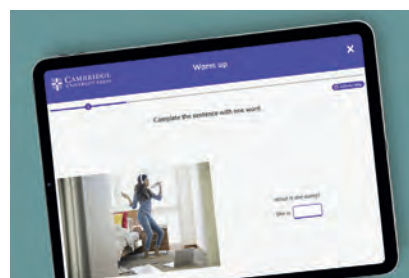


Test Generator

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

Teacher's Resource Bank

A complete package with all the classroom resources teachers need.



Practice Extra

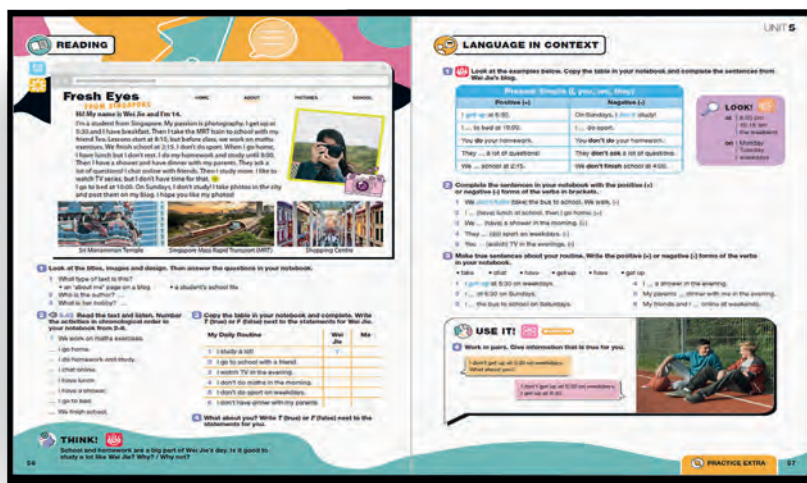
Encourage learner autonomy with bite-sized learning activities, online speaking tasks with audio and video, and gamification. See student progress at a glance with easy-to-use tracking!

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Easy access to interactive versions of the print books, with audio, video and integrated activities allow the teacher to set homework, track students' progress and grade them online.

DIGITAL COMPONENTS FOR TEACHERS

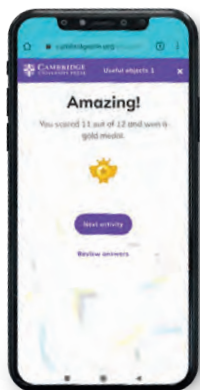
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- Ability to create assignments directly from the screen, meaning that teachers can do everything from their front-of-class session



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Online consolidation activities for grammar, vocabulary and skills for homework or the lab at school.

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- Unit test
- Mid-year test
- Final tests
- Cambridge English practice.

Tests can be downloaded in pdf and word format.



Teacher's Resources

Teacher area that includes a complete package with all the classroom resources teachers need. It also includes all the students' resources.

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A Learning Situations Pack is also included along with a bilingual Wordlist.

Inspire the *Game Changers* of tomorrow:

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