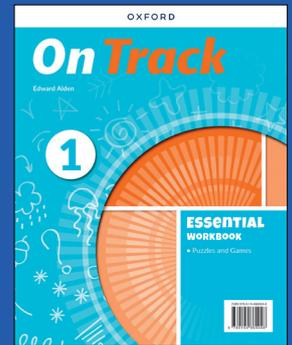
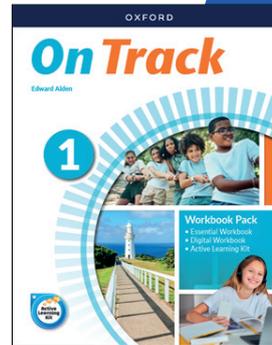


INCLUSION AND MIXED ABILITY CLASSES

- *On Track* is an easy to use and inclusive course that engages students with relatable and engaging content.
Visual presentation of target vocabulary first presented through eye-catching images on the page, and then worked into context through a short text or Listening activity.
- **Complete and clear grammar tables on the page** - help all students to follow along and **learn at their own pace**. All the grammar they need to study is in one place.
- The innovative 2 in 1 Workbook, with an **integrated Essential Workbook section** accessed from the back of the book, allows you to manage mixed ability classes effectively and inclusively.
- **Spanish and Catalan editions of the Workbook** with **translated Grammar reference, Vocabulary reference** and **exercise rubrics in the Essential Workbook**.
- **Tests at three levels of difficulty**, and a **Test Generator** to personalise the tests even further if necessary.
- Grammar and Vocabulary worksheets at **three levels of difficulty in the print Teacher's Resource Book** also available to download on Oxford Premium.
- **Content in different formats** to cater to **different learning styles** in the classroom, with text, videos, grammar animations, infographics, and digital in the iPack and Active Learning Kit.
- **Active Learning Kit with gamified support material** that allows students to take control of their own learning, with support and **self-assessment tools**, as well as entertainment, games and readings.



COMPETENCE-BASED LEARNING

- *On Track* is a **competence-focused course** with practical and achievable objectives. It develops all the **key competences** and equips students with useful **skills for real life**.
- **Key competence icons flagged** next to exercises in the Student's Book.
- **Competence-based assessment rubrics** and **specific competences tests** to facilitate the implementation of LOMLOE in the classroom.



KEY COMPETENCES

- Digital
- Citizenship
- Personal, Social, and Learning to learn
- Mathematical, Science, Technology and Engineering (STEM)
- Cultural awareness and expression
- Linguistic communication
- Entrepreneurship

iProgress Check



Check your progress and celebrate success.

Learning Record



Track and reflect on your learning.

5 YOUR TURN In pairs, discuss the questions.

- 1 How do you usually get to school?
- 2 Is there a different way to get to school?

I usually walk to school. Sometimes I take a bus.

I usually go by bus. My mum sometimes takes me by car.

- **Test Generator**, an online digital resource enabling teachers to create course-related tests, customize the language focus and level of difficulty as per the needs of students, and save the tests in the My Tests section online
- teachers notes and guidance for administering all tests
- supporting material for Continuous assessment is available in the Teachers Resource Material

All tests available in editable and ready-to-use formats on the iPack, Plug and play USB or Oxford Premium as well as through the Test Generator in the Teacher's edition of the Digital Classbook

CONTINUOUS ASSESSMENT

- **Full assessment package** with **cumulative End of term** and **End of Year tests**.
- **Self-assessment sections** within the tests.
- **Self-assessment resources in the Workbook** to make students aware of their progress at all times.
- **Multiple opportunities throughout the unit** for the teacher to **continuously assess students**, for example with **Your Turn exercises** and **Real Talk in the Active Learning Kit**.
- **iProgress check** and **Learning Record** in the **Active Learning Kit**, encourage students to learn independently and track their own progress.

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- **Culture Lessons** in the Options section of the Student's Book. Carefully structured culture tasks with supporting video help students relate aspects of their experience to other cultures, developing awareness, appreciation and tolerance of others.
- **Watch Lessons** at the end of each unit demonstrate an aspect of the unit's theme with a **cross-cultural focus**.
- Topics aligned to United Nations Sustainable Document Goals in the Student Book are accompanied by detailed mapping documents on Oxford Premium.

Culture 1 | Homes in the UK
Learning Objective: Describe homes

MY HOUSE

Helen
Helen lives in a terraced house. 'Our house is small - we've got two bedrooms, a kitchen, a bathroom and a living room,' she says. 'But it's got a long garden. The neighbours are lovely too! My house has got a number and a name. Its name is the White House. Lots of houses have got names in the UK.'

Jonathan
'My house is semi-detached and it's got four bedrooms,' says Jonathan. 'There's a big kitchen, a dining room and a living room downstairs, and upstairs there are the bedrooms and a bathroom. We've got a big garden and there's a garage for the car. The tiles and my skateboard!' It's a nice house.

Francesca
Francesca lives in a flat. There are lots of flats in Birmingham. Francesca's flat hasn't got a balcony, but there is a fantastic view of the city from her bedroom window. Lots of people in Britain have got carpets on the floors,' she says. 'In my bedroom the carpet is pink. We haven't got a garden but there is a park near my flat.'

1 In pairs, match types of houses 1-4 with photos A-D.
1 (block of) flats 3 cottage
2 semi-detached house 4 terraced house

2 Helen, Jonathan and Francesca are from Birmingham, a big city in the UK. Read and listen to the text. Which of the houses from exercise 1 is not mentioned?

3 Read again. Choose the correct answers.
1 Helen's house has got two / four bedrooms.
2 Helen's house has got a name / a name and a number.
3 Jonathan's skateboard is in the garden / garage.
4 Francesca can see the city from her balcony / bedroom window.
5 There's a park / garden near Francesca's flat.

4 Work in pairs. Ask and answer the questions about where you live. Make notes.
1 Do most people live in houses or flats in your country?
2 Do most people have gardens in your country?
3 What's your favourite room in your home?
4 Is your home similar to the houses / flats in the photos? How?
5 Use your notes from exercise 1 to write a description of your partner's home.

Options **Culture video**

Watch Learning Objective: Understand a vehicle and transport

Transport in Beijing

Before you watch

- Match pictures a-d to descriptions 1-4.
1 A small vehicle with three wheels.
2 Passenger for the train to the station.
3 The rail platform - catch or wait for passengers.
4 It has 8 transport for six people.

While you watch

- Watch the video. Write in Chinese characters the word for each.
1 platform 5 train
2 ticket 6 subway
3 station 7 a crowded subway

International English

Platform: 站台 Ticket: 车票
Subway: 地铁 Crowded: 拥挤

3 Watch again. Copy and complete the text with the correct word.

Explanation of Beijing's more than 27 million population:

- Beijing is very crowded.
- Length of the train is about 1.5 km.
- It is very crowded.
- Length of subway is about 1.5 km.
- There are 8 people on each subway train.

4 Watch again. Choose the correct answers.
1 The station part of Beijing was crowded / quiet.
2 The subway is longer / shorter than most.
3 The train is longer / more crowded than most.
4 The train is a longer / more crowded than most.
5 The train is longer / more crowded than most.

After you watch

5 **INTERACTIVE A** Go online and find information about a vehicle or type of transport in the video. Write down the name of the vehicle or type of transport in the box. Write down the name of the country it is from.

6 In groups, make your sentence. Which vehicle is most important? Which place would you like to visit?

Options

SUSTAINABLE DEVELOPMENT GOALS

The United Nations' 2030 Agenda for Sustainable Development provides a shared blueprint for peace and prosperity for all. It has 17 Sustainable Development Goals (SDGs). For more information about the SDGs, please visit: <https://sdgs.un.org/goals>

Each Oxford Premium Book includes projects, reading tasks, vocabulary sets and Culture lessons, which develop and raise awareness of many of the SDGs. Below is a correspondence chart, which identifies and describes the specific activities and related goals.

| Goal | Level | Lesson | Page number | UN Sustainable Development Goals | Activities |
|-------|-------------------|-----------------------|-------------|--|---|
| SDG 1 | Learning Module 1 | Henry's parents' love | p. 122 | SDG 8 Sustainable and thriving | A healthy balance between school and free-time is a healthy well-being. In this project, students conduct a survey and create a report to reflect the balance of school-work-leisure and leisure activities of the students in their class. |
| SDG 3 | Learning Module 2 | Healthy lifestyle | p. 123 | SDG 3 Good health and well-being | Students research what makes a healthy and active lifestyle and to research how they can create a healthy lifestyle in their own lives in their own lives. |
| SDG 3 | Work with homes | Borough Market | p. 41 | SDG 12 Responsible consumption and production | Students learn about Borough Market in London and find out about the ways of production and from other countries as well as the different nationalities of people who work there. |
| SDG 5 | Work with homes | Transport in Beijing | p. 43 | SDG 9 Industry, innovation and infrastructure SDG 11 Sustainable cities and communities | This lesson shows students transport in Beijing. Students do an interactive presentation to report to another teacher or class. |
| SDG 4 | Work with homes | Travel Rome | p. 73 | SDG 12 Responsible consumption and production SDG 8 Industry, innovation and infrastructure | Students learn about responsible consumption within the clothing industry, including habits with one better for the environment, the average clothing industry. Students try to make a decision which they can purchase second-hand clothes in their own lives. |
| SDG 3 | Learning Module 1 | Staying safe online | p. 122 | SDG 13 Climate action SDG 3 Good health and well-being | Use of social media can affect young people's well-being. In this project, students explore the problems that they might face online and then create a social media campaign to help solve them. |

On Track 1-4 This document is pending update to include Student's Book 2 and Student's Book 4. © Oxford University Press

DIGITAL SKILLS DEVELOPMENT

- Blended solution with access to the digital version of the books to start familiarising pupils with digital formats, following global digitisation trends.
- Googleable texts encourage students to research a variety of different topics outside the classroom.
- Active Learning Kit with different areas to develop different aspects of digital competence, with a gamified format to encourage students' involvement.



Cross-curricular 2 | the Tube
Research the history of public transport

Early 1800s
In the 1800s, and for many years afterwards, people used horses and carts to transport goods and people. It was slow and noisy. In 1825, the first railway was built. It was a great improvement. In 1825, the first railway was built. It was a great improvement. In 1825, the first railway was built. It was a great improvement.

Learning situation 4 | Educational

LEARNING SITUATION
Read the text, watch the video and think about what you do?

KEY PHRASES
What do you think...? (to express an opinion)
Can you remember...? (to recall information)
I agree/disagree... (to express an opinion)

CREATE
1. Choose what information to include in each section. Use your notes from section 4.
2. Bring your work with a partner. Give feedback.
3. Give a class, vote for the best idea.

COMPARE
1. Compare the sections to make the complete presentation. Practice your part of the presentation.

IMAGINE
1. Give your presentation to the class. Listen to the other presentations.
2. What do you think is the best idea for everyone in your class to use?
3. As a class, vote for the best idea.

REFLECT
1. Read the statements and score yourself 1-5.
2. I very well 3 well 2 not 1 needs practice
3. I know about different ways to help a group project.
4. I can help my classmates express their opinions.
5. I know it is important for everyone to participate.

SCIENTIFIC SPIRIT

- Development of critical thinking and exposure to real and authentic topics that encourage students to debate different points of view and develop their own opinions.
- Learning Situations in the Options section of the Student's Book provide an opportunity for collaborative project work. Students can take on different roles and perform tasks such as research, data analysis, reinterpretation and presentation of information, self-assessment.
- Cross-curricular lessons cover different areas of social and natural science in the English classroom, with visual support through accompanying videos. There are four lessons per level in the Options section.