



CAMBRIDGE



GLOW UP!

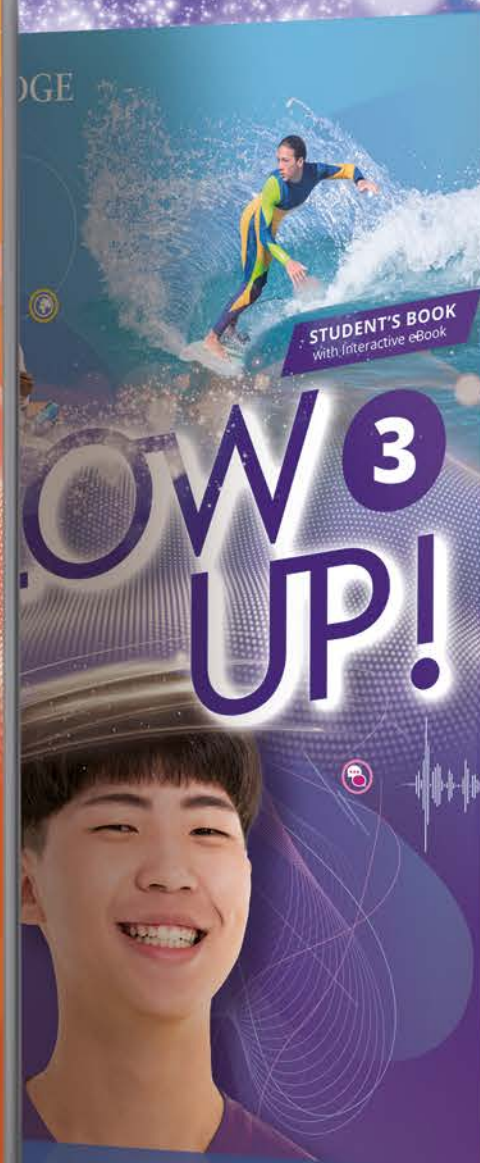
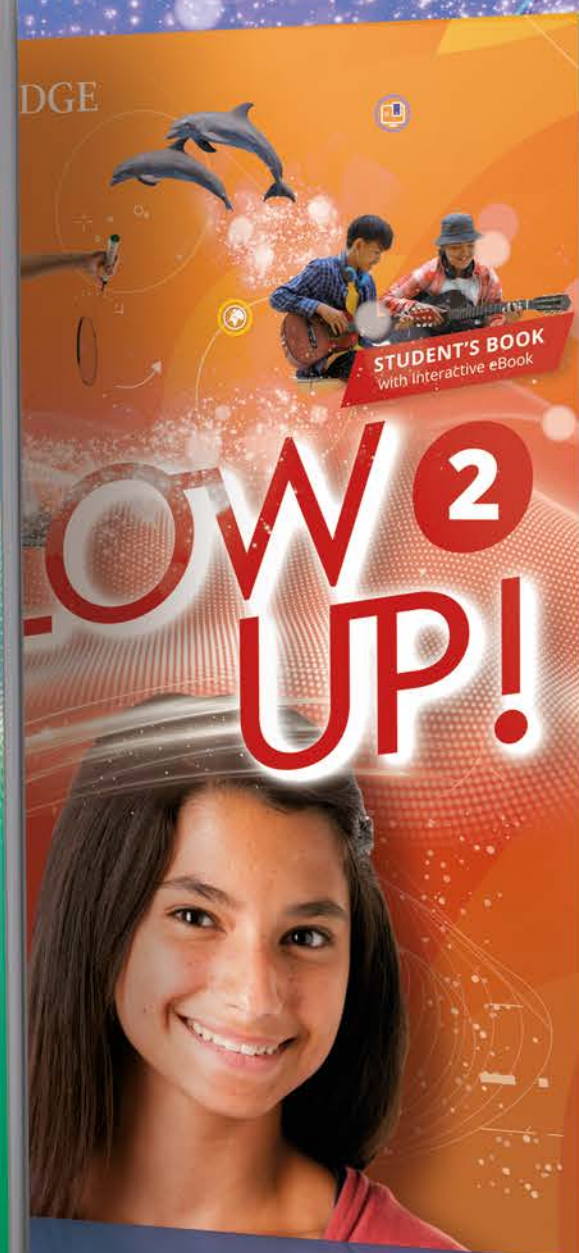
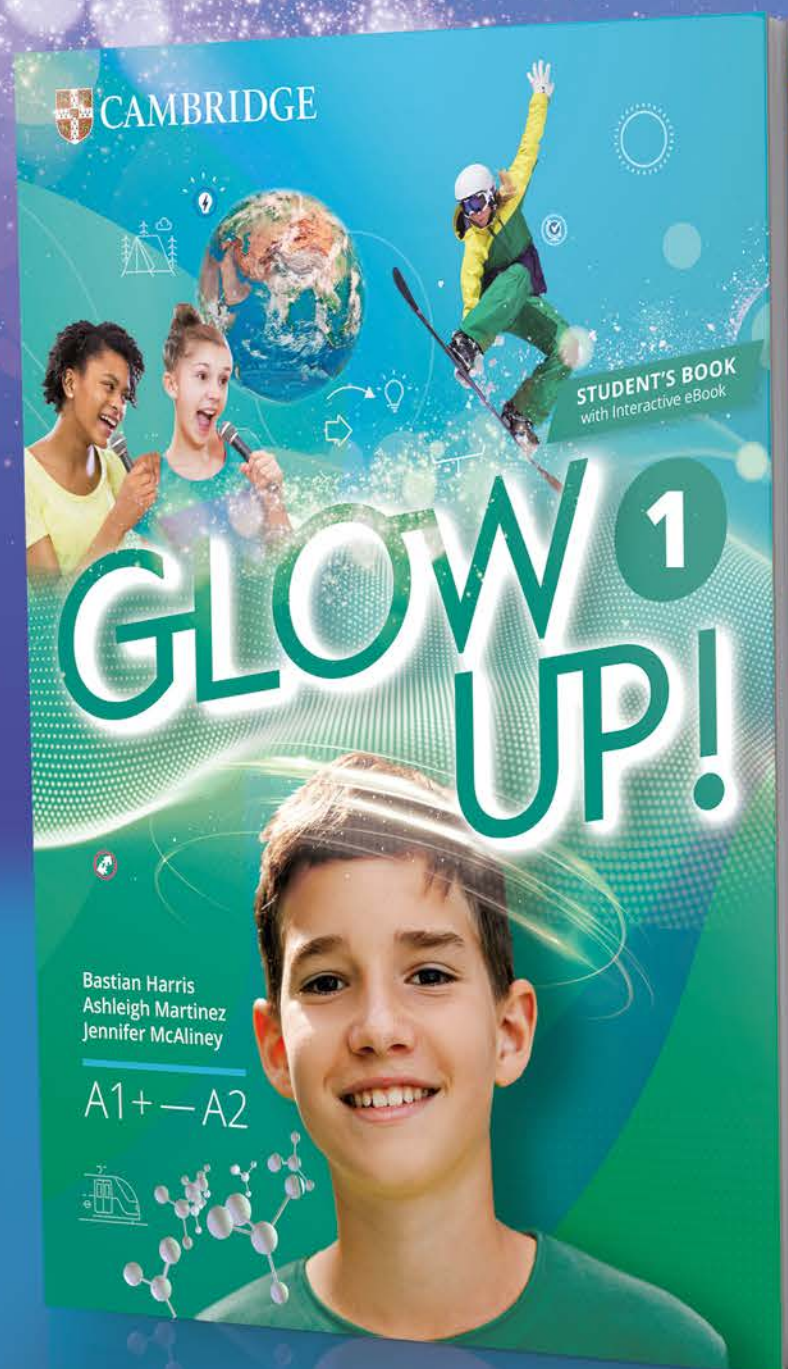
Illuminate
your world

GLOW UP!

GLOW UP! is a new Cambridge Secondary course which illuminates and improves your students' learning



Let's take a closer look



1

A focus on Life skills, Sustainability and Learning situations helps students to become more active learners and prepares them to use English in authentic contexts.

2

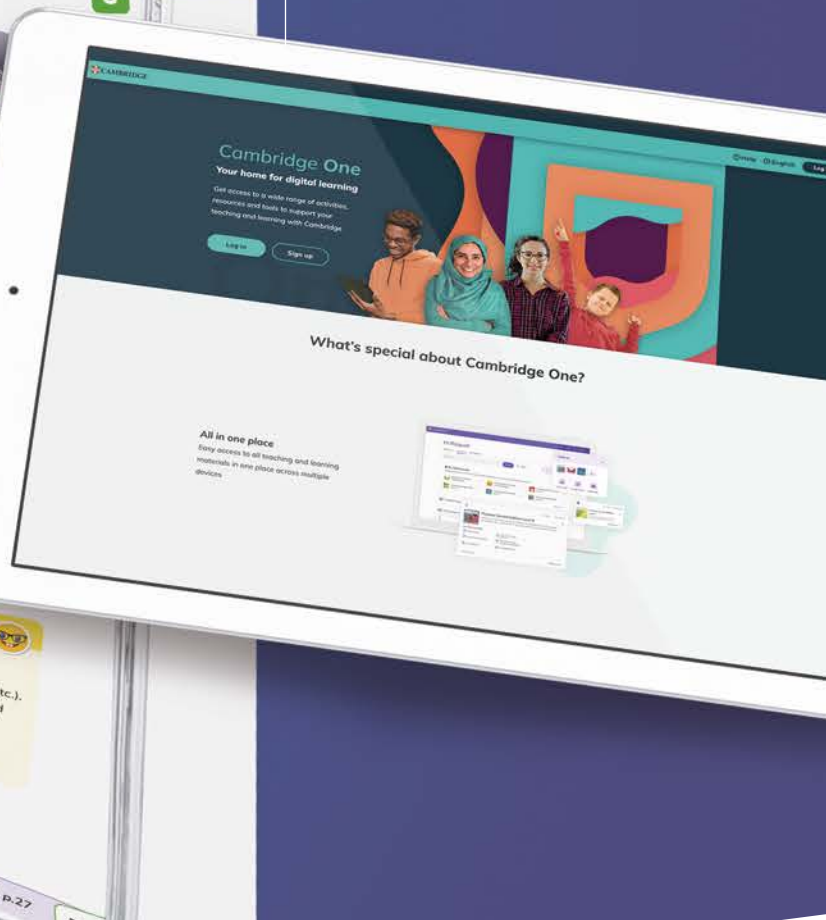
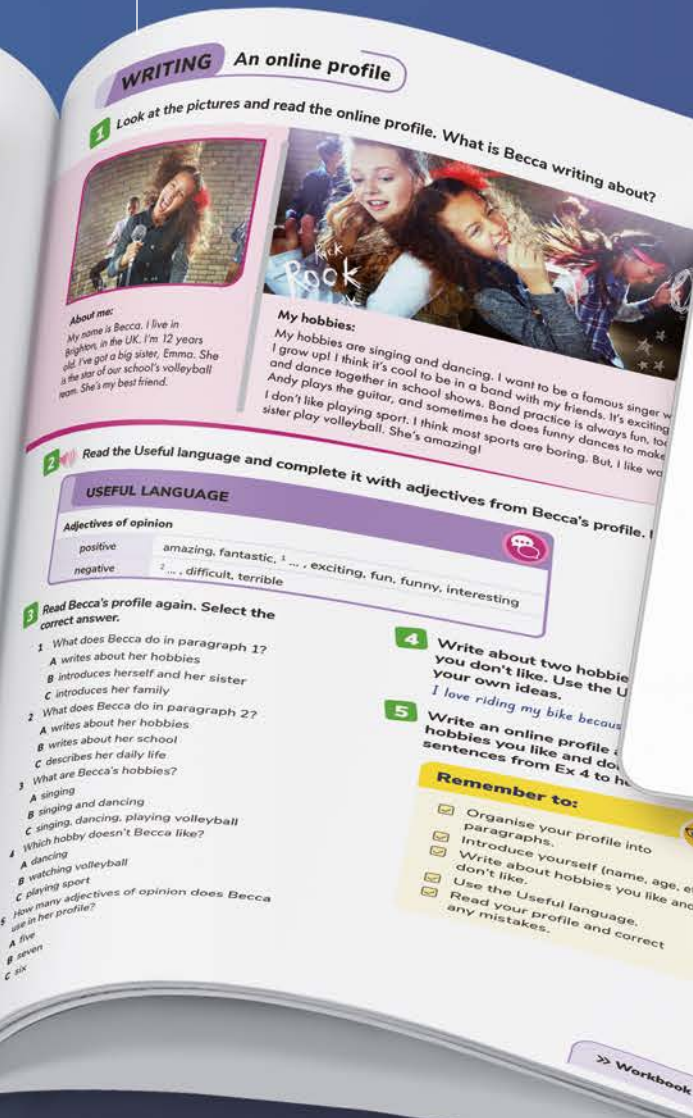
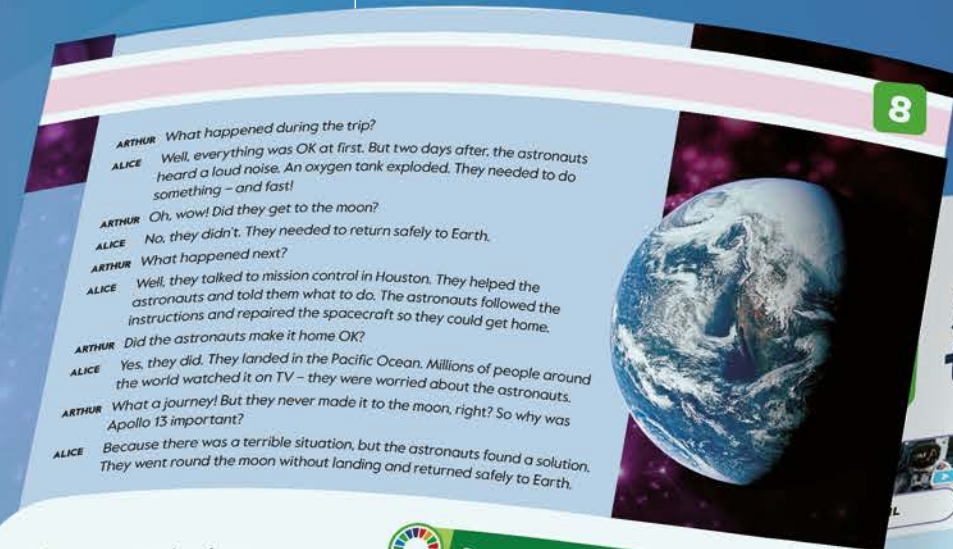
The LOMLOE is seamlessly integrated into the content, providing comprehensive language coverage and essential practice of Grammar and Vocabulary across the four skills, as well as the necessary abilities for Mediation.

3

Accessibility is built into the design and concept of the course ensuring all students can fully engage with the material, while also being able to meet the needs of mixed-ability classrooms.

4

A blend of print and digital resources all in one place on the Cambridge One digital platform makes this course easy for both students and teachers to use.



Integrated Learning and Assessment

ILA in Glow Up!

How assessment and learning work together in Glow Up! to help teachers and students get the most out of every moment of learning.

Integrated Learning and Assessment from Cambridge is an approach to best practice teaching, aimed at taking advantage of every moment of learning. It consists of four pillars:

- Learning objectives
 - Evidence of progress
 - Actionable feedback
 - Tailored follow-up
- Glow Up! combines the use of teaching, learning and assessment methods to plan, measure and improve students' outcomes. It empowers students and teachers to understand and unlock the learning process by:
- building lifelong communication and learning habits through Mediation and Learning to learn tips
 - empowering students to take ownership through personal development and Learning to learn tips
 - providing the solid platform students need to succeed as global citizens
 - developing exam readiness with exam-oriented activities, real Cambridge Exam Qualifications and additional support around vocabulary, grammar and the four skills.

The table below shows a selection of the combined learning and assessment opportunities in this course. Use these to gain insights into your students' strengths and areas for improvement.

What?	Where?	What type of assessment?	Why?
Unit aims	Student's Book (unit opener)	formative	Learning objectives: to allow students to see what they will be learning and reflecting on throughout the unit
Project work (Mini project)	Student's Book (end of each CLIL and Culture lesson)	formative	Evidence of progress: to allow students to work collaboratively and showcase their learning before moving on to the full project
Unit finisher section	Student's Book (end of each unit)	formative	Tailored follow-up: to give additional practice and challenge to students who complete core unit tasks ahead of their classmates
Assessment	Student's Book (every two units)	formative	Actionable feedback: to allow for reflection and self-assessment on what students have learned in the unit
Teacher's notes	Teacher's Book	formative	Tailored follow-up: to provide teachers with targeted guidance on how to reinforce concepts and direct students to further study based on their needs
Tasks in the	Workbook	formative	Tailored follow-up: to provide additional practice to consolidate the four skills presented in the Student's Book
	Workbook (end of each unit)	formative	Evidence of progress and Actionable feedback: to allow students to consolidate their learning with a focus on vocabulary and grammar

PHOTOCOPIABLE

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Integrated Learning and Assessment from Cambridge is an approach to best practice teaching, aimed at taking advantage of every moment of learning. It consists of four pillars:

- Learning objectives
- Evidence of progress
- Actionable feedback
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LISTENING AND VOCABULARY Phrasal verbs

Listen and complete the sentences with on, in, up or down.

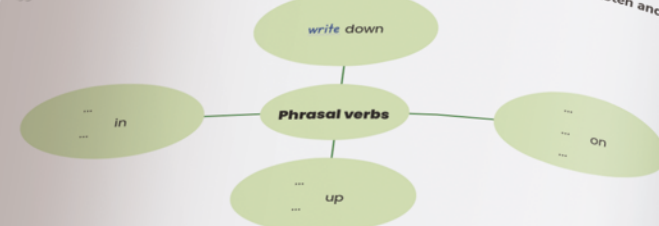
I'm reading a book **based** ¹ on the French Revolution. I'm reading it in French, but it's very hard! I'm going on holiday to France this summer, so I'll **keep** ² ... trying.

I need to **hand** ³ ... my English homework tomorrow, but I don't know, so it's taking ages!

I asked someone how to get to the beach and I **wrote** ⁴ ... the directions, but we still **ended** ⁵ ... in the wrong place!

I want to start learning German, but it **depends** ⁶ ... what time the class is. I'll **fill** ⁷ ... the online form and ask if I can go to the earlier class.

Copy and complete the spidergram with the words in bold from Ex 1. Then listen and check.



Listen to the conversation. What language-learning tip did Fran get from her friend?

Listen again. Are the sentences T (true) or F (false)?

- Porto is a big city in Portugal.
- Spanish and Portuguese are both based on French.
- Fran was anxious about looking up new words.
- Valentina didn't laugh at Fran when she made a mistake.
- Valentina wrote down the word for 'brush' in Portuguese for Fran.

5 PAIRWORK Discuss the questions.

- How often do you use a bilingual dictionary to understand the meaning of a word?
- How do you feel when you make a mistake in a different language? Why?
- What's your best tip for learning a new language?

I always use a bilingual dictionary to understand English words I don't know when I'm reading.

Namaste!

Yassou!

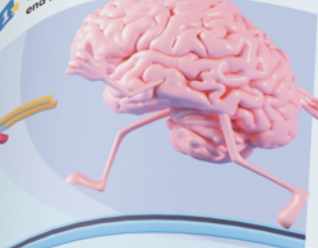
Bonjour!

Konnichiwa!

Ahlan!

GRAMMAR TOOLKIT

Read the text and find adjectives that end in -ed or -ing.



We know that learning a language is good for your social skills, but you may be surprised to know that it can also make you happier. When you speak more than one language, you can make more friends and find out interesting things about their culture and lives. It also makes you more confident, so you are less likely to feel frightened or embarrassed when you are speaking in front of people. Some students you are speaking in front of words is boring, but it's like an exercise class for your brain – and we all feel great after exercising!

Verb	-ed adjectives describe a feeling	-ing adjectives describe who / what caused the feeling
interest	I'm interested in this book.	This book is interesting .
bore	We were bored with the film.	The film was boring .
amaze	They were amazed by the ending of the play.	The ending of the play was amazing .

COMMON ERRORS

We were very **boring** during the presentations.
We were very **bored** during the presentations.
We thought the presentations were very **boring**.
We thought the presentations were very **bored**.
I was excited **for** the party.
I was excited **about** the party.

2 Select the correct answers. Then listen and check.

- Oliver I think that learning a second language is **boring** / **bored**.
Kate I don't agree! I go to Italy every year and I'm always really **exciting** / **excited** about speaking in Italian.
Oliver Don't you get **annoying** / **annoyed** when you can't remember a word?
Kate No, I don't. Most people think it's **amazing** / **amazed** that I speak Italian at all, so they are happy to have me to look up a word.
Oliver But isn't it **tiring** / **tired** when you have to think in another language?
Kate Sometimes, but it's really **interesting** / **interested** in learning another language!

3 Complete the text with the correct form of the words in brackets.

Travelling and learning
When my mum was young, she was ¹ **interested** (interest) in learning languages, but she wasn't very good at it. She was ² ... (bore) when she couldn't remember words, and she said that speaking in front of her classmates made her feel ³ ... (frighten). But when she finished university, she went to teach English in China. While she was there, she decided to try to learn the language and she was ⁴ ... (surprise) when it was much easier than when she was in school. She said that it was because she was living in the country and she had a reason to learn the language. It was a very ⁵ ... (excite) time for her.

4 PAIRWORK Ask and answer questions with phrases and words from the boxes.

- cleaning my bedroom doing homework
going shopping going to the cinema / the beach
learning a language
playing volleyball / computer games
surfing travelling to new places

amaze excite
bore interest
frighten surprise

What do you think about going to the cinema?
I think it's interesting.

>> Finished? p.66 >> Workbook p.41

Glow Up! combines the use of teaching, learning and assessment methods to plan, measure and improve outcomes. It empowers students and teachers to understand and unlock the learning process.

For more information a complete document on ILA is available in the Teacher Resources on the Cambridge One platform.

Assessment and learning work together in **Glow Up!** to help teachers and students get the most out of every moment of learning.

Key Competencies

Although the content feels fresh and fun, it is underpinned by a systematic attention to 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 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 the law has defined eight Key Competencies.

In the case of English language there is an explicit, direct connection with the competence of linguistic communication. However, **Glow Up!** has been designed to offer numerous opportunities for the development of the eight LOMLOE Key Competencies throughout the course.

The treatment of competencies in **Glow Up!** is based on the Cambridge Life Competencies Framework which clearly defines those found in the curriculum.

LOMLOE

All our materials are perfectly adapted to the LOMLOE Law

LOMLOE Key Competencies



C1 Competence in linguistic communication:

The ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms.



C2 Multilingual competence:

This competence defines the ability to use different languages appropriately and effectively for communication.



C3 Mathematics, science and technology (STEM) competence:

The ability to use different expressions of mathematical thought (numbers, symbols, shapes...) as well as logical reasoning in order to solve problems in everyday life. It also includes applying knowledge and methodology used to explain nature, as well as using this to transform the environment in a responsible and sustainable way.



C4 Digital competence:

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.



C5 Personal, social and learning to learn competence:

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career.



C6 Citizenship competence:

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.



C7 Entrepreneurship competence:

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively.



C8 Competence in cultural awareness and expression:

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.

UNIT

4

My style



1 Describe the clothes the girl is wearing in the photo. What are your favourite clothes?

2 Watch the video and answer.

- 1 What does Alicia like wearing?
- 2 What does Alicia usually wear to school?
- 3 Who goes shopping for clothes?



Get on it!

Unit aims

- Talking about clothes and accessories
- Using the present continuous
- Knowing when to use the present simple instead of the present continuous
- Understanding short online posts and audio interviews
- Asking for help in shops
- Writing a description of a picture
- Learning about fashion waste and the environment
- Learning Situation Design and present a way to recycle something into clothes or an accessory.



Introduction

Life Competencies

Key Competencies

Working heroes

Introduction

Key Competencies

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Key Competencies

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Key Competencies

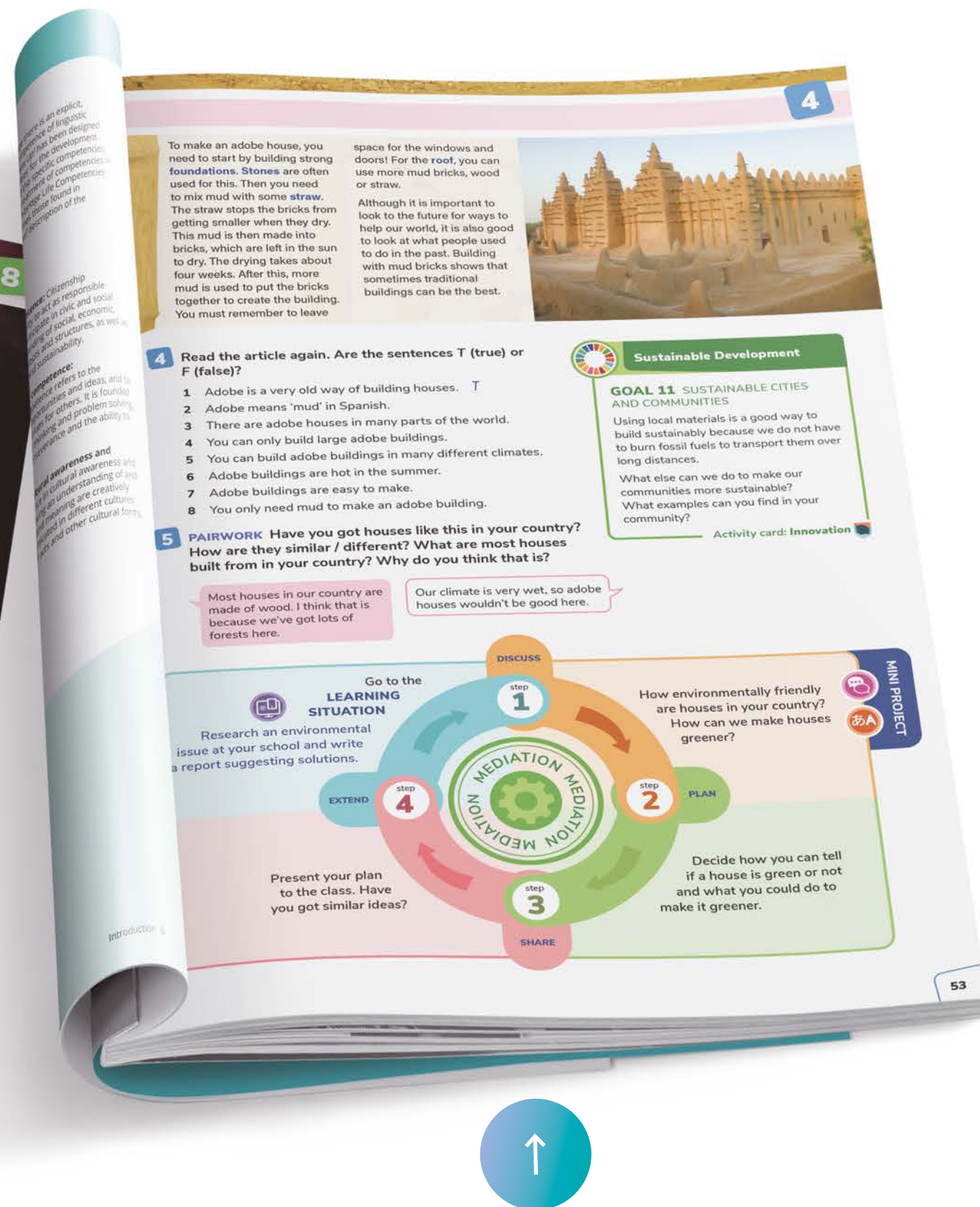
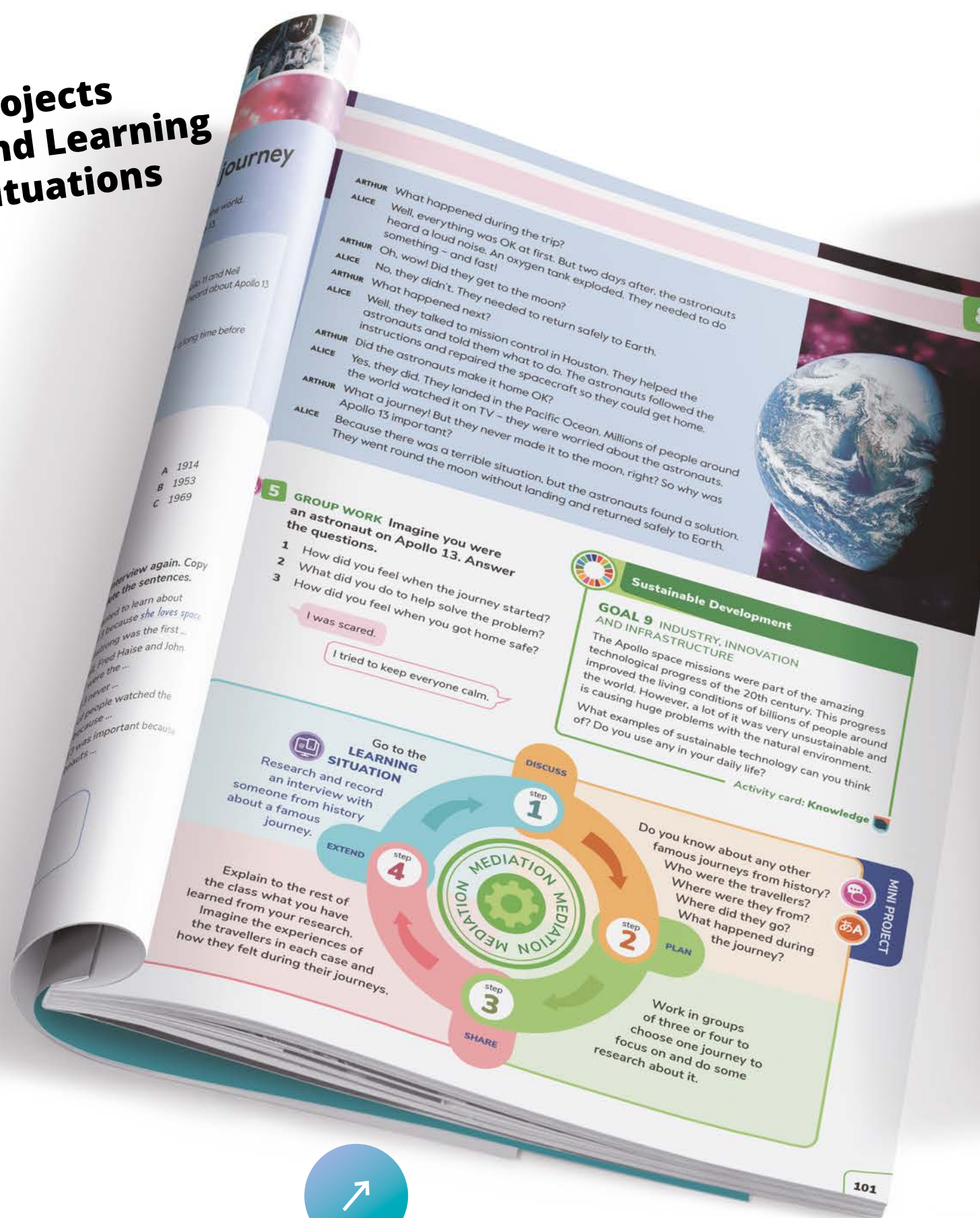
Working heroes

Introduction

Key Competencies

Working heroes

Projects and Learning Situations



Each unit culminates in a Mini Project, which links to a Learning Situation. **The Learning Situation** gives students the opportunity to use the language and skills that they have gained during the unit in a creative context and encourages them to work together to produce and present a visual outcome. In other words, students learn to collaborate successfully.

Each Learning Situation has a **Prepare stage** where students learn about the project, a **Plan and Make stage** where they gather ideas and produce their output, a **Share stage** where they present to the class, and a **Reflect stage** where students use their self-assessment skills.

Mediation and Learning to Learn

A Mediation lesson is included after every two units in Levels 1 and 2, and a Learning to Learn lesson in Levels 3 and 4. These lessons give students an opportunity to explore communication skills and study skills in greater depth, respectively.



MEDIATION Explaining your opinions

1 PAIRWORK Do you agree or disagree with the sentences A–C? Why?

- A Teenagers can't teach older people.
- B Life in the country is better than life in the city.
- C Teenagers are too young to have mobile phones.

I agree that teenagers can't teach older people, because older people know more about most things.

I disagree. In my opinion ...

2 Listen to Marcus and Ariana talk about sentence A in Ex 1. Do they agree with it?

3 Listen again. Answer the questions with M (Marcus), A (Ariana) or B (both).

- 1 Who gives an opinion?
- 2 Who gives a reason to support their opinion?
- 3 Who gives an example of what they mean?

4 Match the steps 1–3 from the Mediation Tips box with the comments A–C.

- A That's because people often use apps to show only the good side of their lives. This can affect the way we see others. Teenagers don't always understand that some things on social media aren't true.
- B For example, a lot of my friends want to look like famous people. The problem is, they don't understand that most of the photos or videos they see online don't show how these people really look.
- C I think it's important to learn more about social media at school, especially about apps for posting and sharing photos.

5 Copy the table and complete it with the phrases in the box.

That's because In my opinion For example
I think / don't think ✓ The reason for that is
Here's an example

	Give an opinion	Explain why	Give an example
phrases	I think / don't think		

MEDIATION TIPS

Opinions in English
Step 1 – say your opinion clearly
Step 2 – explain why you have that opinion
Step 3 – give an example of what you mean

6 Read the sentences below. Do you agree? Write notes using steps 1–3 from the Mediation Tips box.

- Online friends aren't real friends.
- Modern cities are more interesting than old cities.

7 PAIRWORK Compare your answers to Ex 6. Use your notes and the phrases from Ex 5.

I agree that online friends aren't real friends.
I think ... That's because ... For example, ...

LEARNING TO LEARN Help to improve your partner's speaking

1 PAIRWORK Role play a conversation about a topic from the list A–E.

- A food you like to cook
- B the last time you invited someone to dinner
- C food allergies
- D learning a new language
- E indigenous languages in your country

Student A
Talk to your partner about the topic you chose.

Student B
Listen to your partner and respond. Ask further questions about the topic.

2 Think about your role play in Ex 1 and similar pairwork in the past. Then do the quiz.

What kind of pairwork partner are you?

Instructions: Select the answer that is true for you. When you do pairwork, how often do you do these things?

- 1 pay attention to your partner
never sometimes usually always
- 2 respond to what your partner says
never sometimes usually always
- 3 ask your partner extra questions
never sometimes usually always
- 4 help your partner with words they don't know
never sometimes usually always
- 5 tell your partner when you don't understand
never sometimes usually always

Never = 0 points
Sometimes = 1 point
Usually = 2 points
Always = 3 points

My score
0–5 points You're not a very helpful pairwork partner, but you can improve.
6–11 points You're an OK pairwork partner, but you could be better.
12–15 points You're a great pairwork partner. Make sure you stay that way!

3 Match A–E with items 1–5 in the quiz.

- A This shows you're interested in what they have to say.
- B This gives your partner a chance to say more.
- C You and your partner can learn vocabulary from one another.
- D It's rude not to listen when someone is talking to you.
- E Your partner might say something wrong and not realise it.

4 GROUP WORK Which items in the quiz are the most important during pairwork? Why?

I think paying attention while your partner is talking is ...

I understand what you mean, but ...

5 PAIRWORK Role play a conversation about a different topic from Ex 1. Follow items 1–5 in the quiz.

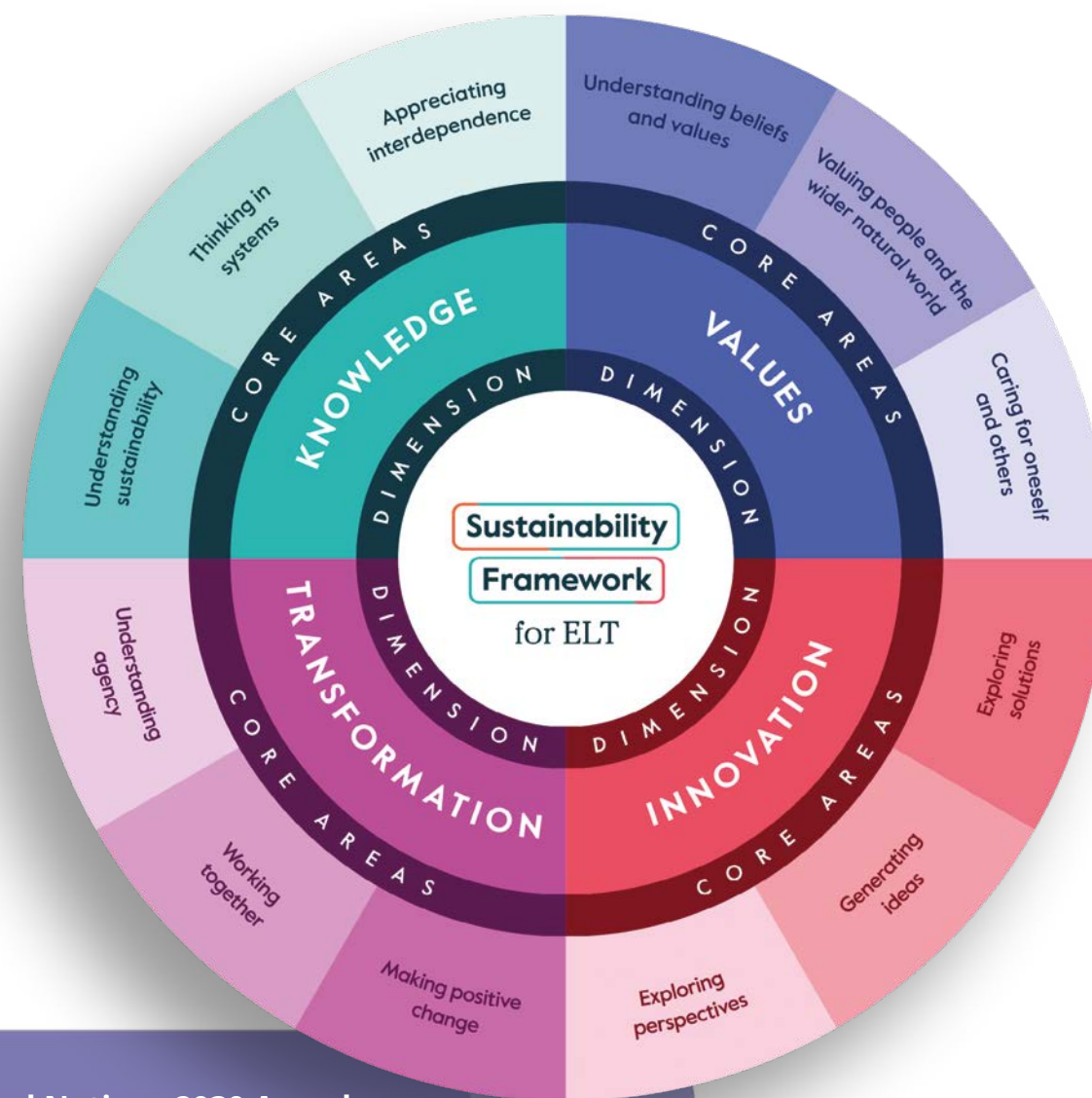
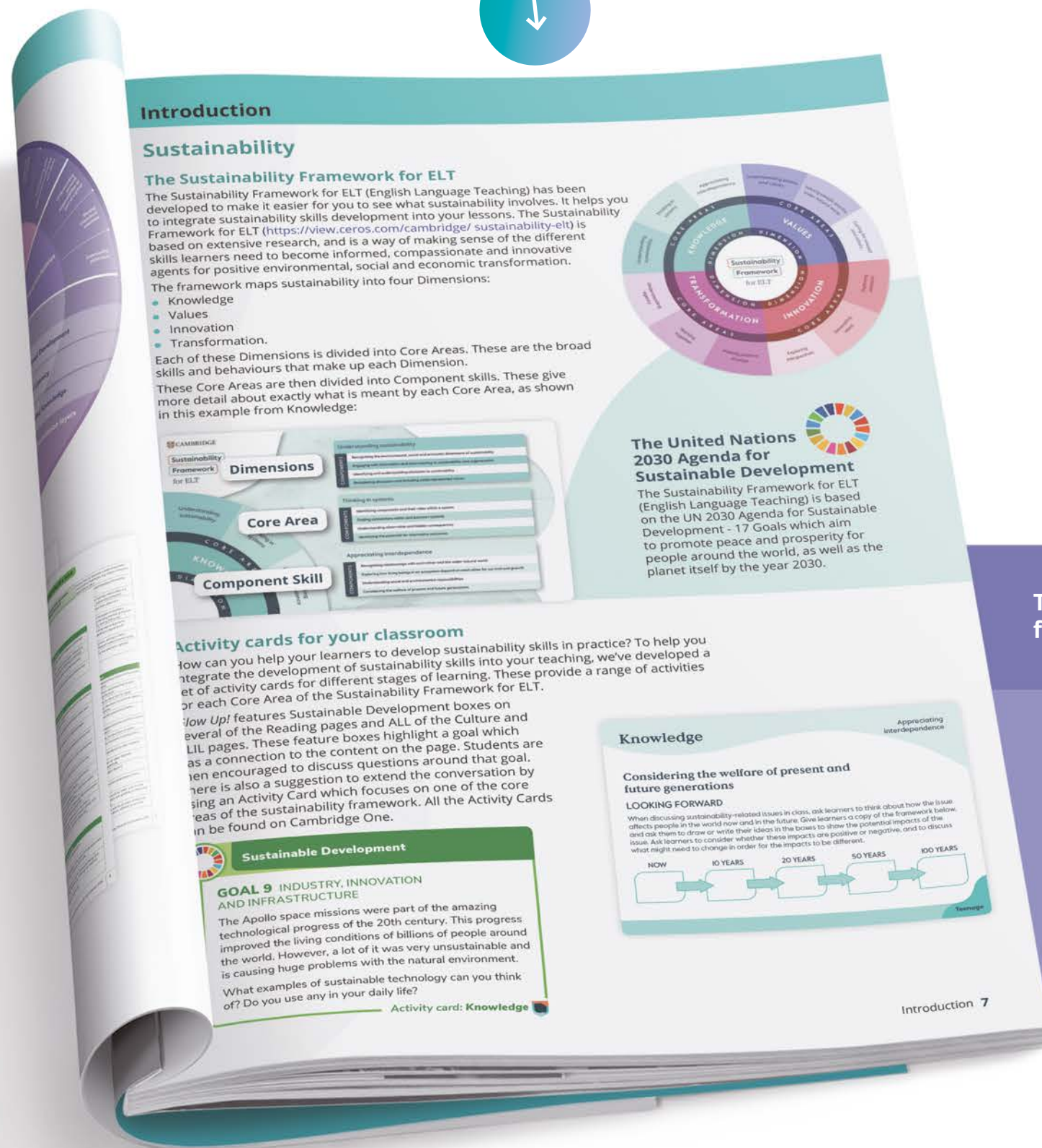
6 PAIRWORK Compare your role plays in Ex 1 and Ex 5. Then answer the questions.

- Which items from the quiz (1–5) did you improve the second time?
- How can you tell?
- How did it improve your pairwork?

LEARNING TO LEARN TIPS

Feeling nervous to speak in a different language
Lots of people feel anxious about this. We feel nervous and don't want to make mistakes in front of other people. Try the following tips:
• Practise speaking when no one is watching. Record yourself and have a conversation.
• Stay positive. No one is perfect, and we can learn from our mistakes.
• Give yourself time to think before you speak. Slow down and breathe!
Can you think of any more tips?

Glow Up! integrates the Agenda 2030 goals into the course content, giving students the opportunity to consider their own role in building a more sustainable future.



The United Nations 2030 Agenda for Sustainable Development

The Sustainability Framework for ELT (English Language Teaching) is based on the UN 2030 Agenda for Sustainable Development - 17 Goals which aim to promote peace and prosperity for people around the world, as well as the planet itself by the year 2030.



→ For more information, visit: cambridge.org/sustainability-elt

Mixed ability and accessibility in Glow Up!

Throughout the units, learning is designed to work effectively for both the more- and less-confident students. Ready-made fast finisher activities are included for each unit, and downloadable Grammar and Vocabulary Practice worksheets provide opportunity for further consolidation in class.

The book is designed with a clean and modern layout that is easy to navigate. We have used high contrast colours and accessible fonts to increase text readability. Additionally, the layout is structured to be intuitive, so learners can easily find the information they need.

Audio scripts, video scripts and Cambridge English Qualifications practice tests are supplied in a standard and accessible format to cater to different learning styles and to ensure that everyone can participate fully in the learning process.

The workbook tasks have a star system to highlight the level of challenge so that students can learn at their own pace. Digital practice tasks and Learning Situation projects allow for further differentiation to ensure all students are supported.

UNIT 2: FAST FINISHER

1 Match the words to make phrases.

- | | | |
|---------------|-------------------------------------|-------------------------------------|
| 1 go | E | A visa |
| 2 arrive at | C home | B currency |
| 3 travel by | D at the tourist information centre | C home |
| 4 change | E abroad | D at the tourist information centre |
| 5 make | F your passport | E abroad |
| 6 ask | G immigration | F your passport |
| 7 get a | H air | G immigration |
| 8 show | I your destination | H air |
| 9 return | J a reservation | I your destination |
| 10 go through | | J a reservation |

2 Write complete sentences to describe the pictures. Use the prompts.



(they / need to)



(they / need to)



(we / ought to)



(she / ought to)

3 Complete the article with can, could and will be able to.

Underwater Trains

Did you know that you ¹ can get from the UK to France by train? You ² ... even take your car with you on the train. In the past, you ³ ... only make the journey by ferry or plane, but in 1994 the Channel Tunnel was completed, making it much faster and easier.

People started talking about building a train tunnel between the two countries in the 19th century, but no one ⁴ ... persuade the governments of the two countries to agree to the project.

There are other places in the world where we ⁵ ... take trains under the sea, but the Channel Tunnel is still the most famous. However, it's possible that we ⁶ ... travel by underwater trains a lot more in the future. For example, in Dubai there are plans to build a train all the way to India. That's nearly 2,000 km!



DIGITAL TOOLKIT



REVIEW

1 PAIRWORK Choose a role and write notes.



Student A
You're staying with an Australian family near Bondi Beach in Sydney. You're doing a one-year exchange at a school. You have been there for two months. Write notes about these things:

- new friends at school
- how it is different from your school at home
- sports you've tried on the beach
- other things that have been new to you

Student B
Your friend is living with an Australian family in Sydney while doing a one-year exchange at a school there. You're going to phone to find out about the experience. Write questions in the present perfect about these things:

- make new friends
- the experience of studying at a school abroad
- sports on the beach
- other things you'd like to know

2 Role play a video call with your partner. Use the notes and questions from Ex 1. Then change roles and repeat.

Hi! How's life in Sydney?

I've been really busy, but it's amazing.

Really? Have you ... ?

3 GROUP WORK How do you feel talking about education and leisure? Select a number and explain your choice.

Self-assessment					
Education					
1	2	3	4	5	6
Leisure					
1	2	3	4	5	6

1 = I need more time to practise.
6 = I feel very confident doing this.

4 Choose a destination and write a blog post about visiting that place (70-80 words). Use words and phrases from the boxes to help you.

arrive board check in destination ferry luggage immigration journey land passport take off tourist visa



India

the UK

the UK

the UK

the UK

the UK

the UK

the UK

the UK

the UK

REVIEW Unit 2

1 Complete the sentences with the words in the box.

currency destination immigration information centre journey

- You need to get a **visa** to enter some countries.
- We don't need to change **currency** before going to France. The **information centre** is helpful.
- We arrived late at our **destination** because there was a lot of traffic.
- You have to show your passport when you go through **immigration**.
- It says on the hotel website that there aren't many rooms left. Let's make a **reservation**.
- The **journey** took three hours but I slept the whole time.
- Let's go to the **tourist information centre** to ask about tours of the old town.

2 Complete the table with the words in the box.

air board change ferry guide luggage public transport take

Ways to travel	Things you take with you when you travel	Things a plane does	Things you can do at an airport
• by ¹ ferry	• passport	• ⁶ take off	• check in
• by ² plane	• ⁵ luggage	• ⁷ land	• ⁸ go through immigration
• by ³ train			• ⁹ board
• by ⁴ car			• ¹⁰ get a visa

3 Complete the conversations with the words in the box.

about boring don't looks prefer rather sounds way why

Why ¹ don't we go to Paris this summer? I'm looking at photos online and it ² beautiful. There are also lots of museums of art and history.

How ³ in history or art. I'd ⁴ around Europe. ! You know I'm not a fan of museums.

No ⁶ . I hate trains. ⁷ don't we get the ferry to Ireland instead?

Every unit contains a wide range of videos, covering Speaking, Grammar, Culture and CLIL.



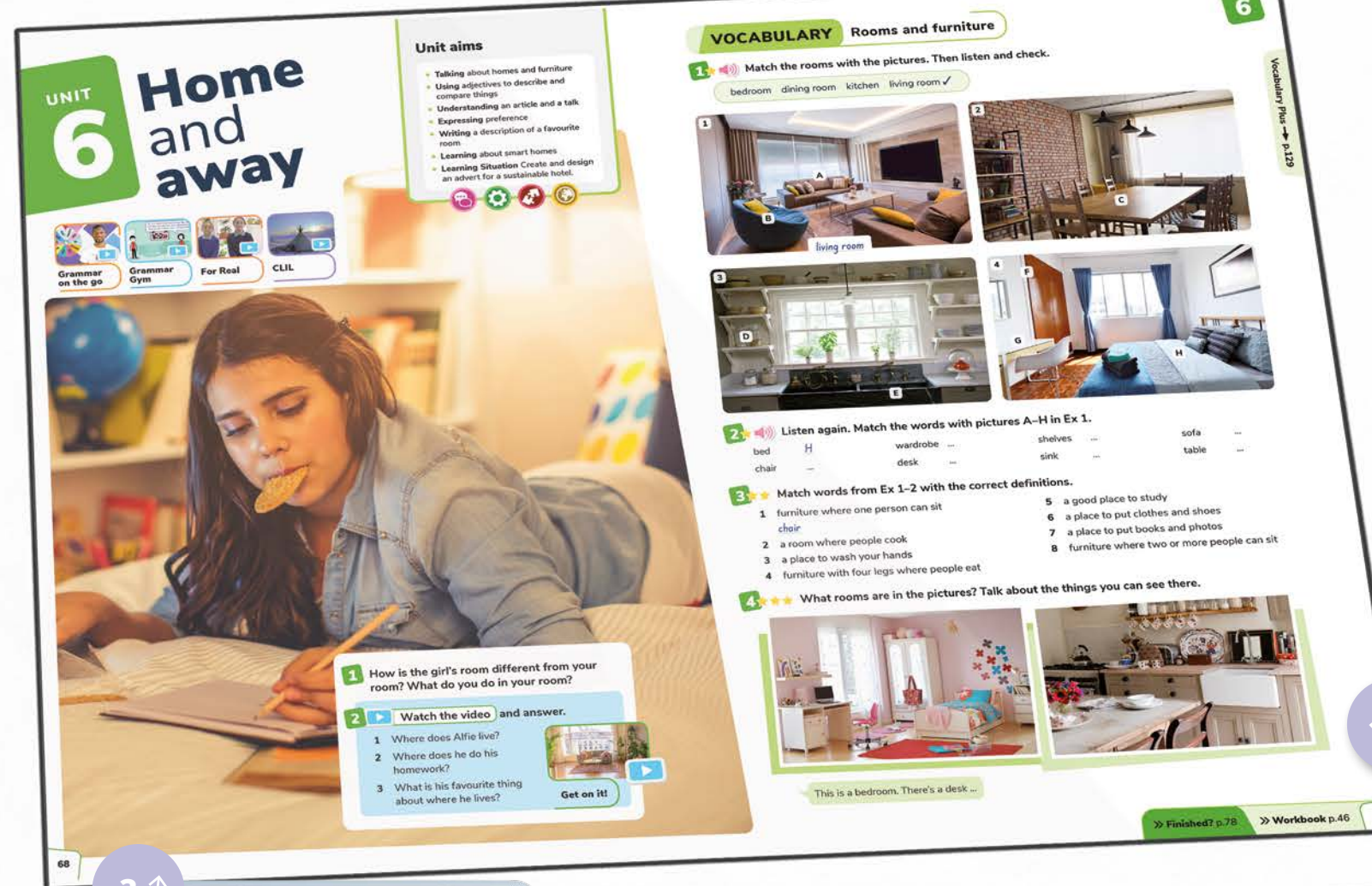
GRAMMAR ON THE GO

Videos made by grammar experts, exploring the unit grammar.



GRAMMAR GYM

Animations, which present the unit grammar points.



3 ↑



FOR REAL

Videos, which accompany the Speaking pages, showing real British school children discussing topics connected to the unit.

← 4



CULTURE / CLIL

Documentaries exploring the topic of the section.

← 5



GET ON IT!

Documentaries presenting the unit topic.

Presenting all your digital tools together in one place!

Glow Up! offers teachers and students a full range of digital support on Cambridge One.

Presentation Plus

Digital front-of-class preparation, with Interactive Student's Book and Workbook, embedded audio, video and activities, and PDF of the Teacher's Book.

It also contains:

- Access to **Spin the Wheel**, a fun and interactive game for all the class.
- Link to **Kahoot! quizzes**.

Test Generator

An easy-to-use tool to customize and create unit tests, end of term tests, and end of year tests all at three levels of difficulty.

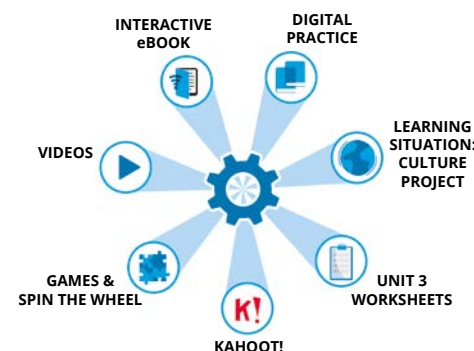
Teacher's Resource Bank

A complete package with all the classroom resources teachers need:

- Grammar and vocabulary worksheets.
- Literature worksheets.
- Learning Situations worksheets.
- Evaluation templates.
- Sustainability activity cards.
- Exam Practice worksheets.
- Integrated Learning and Assessment.
- Programaciones.

Digital Toolkit

Each unit features a Digital Toolkit, which gives a handy overview of all the supplementary resources available on Cambridge One.



Student's eBook and eWorkbook

Interactive eBooks include integrated activities and the possibility to set homework, track students' progress and grade online.

Practice Extra

- Mobile-friendly platform and content.
- Bite-sized learning activities.
- Performance tracking.
- Fun games.

Test & Train Mini

- Ensure your students are exam-ready with authentic **Cambridge English Qualifications** practice tests to develop exam strategies and skills.
- Easily check your students' progress and scores for A2 Key for Schools and B1 Preliminary for Schools.

Personalised Learning

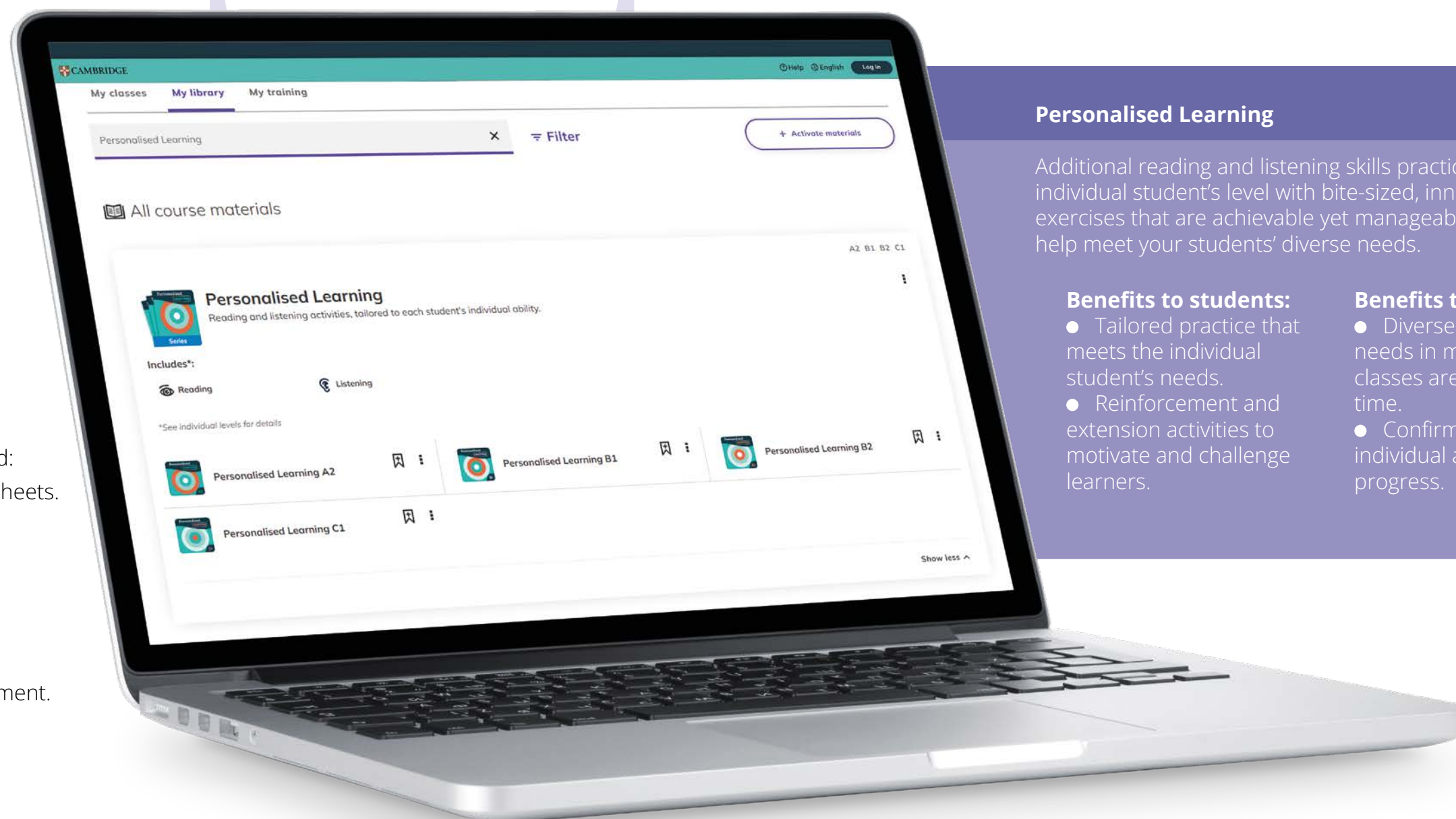
Additional reading and listening skills practice at the individual student's level with bite-sized, innovative exercises that are achievable yet manageable to help meet your students' diverse needs.

Benefits to students:

- Tailored practice that meets the individual student's needs.
- Reinforcement and extension activities to motivate and challenge learners.

Benefits to teachers:

- Diverse students' needs in mixed-ability classes are met, saving time.
- Confirmation of individual and group progress.



→ Course components

✓ Student



Student's Book with Interactive eBook

- 9 main units, each centered on a different topic.
- Every unit features sections on vocabulary, grammar, reading, and listening.
- Functional speaking and writing sections are also included to develop communication skills.
- Culture and CLIL sections.



Workbook with Digital Pack

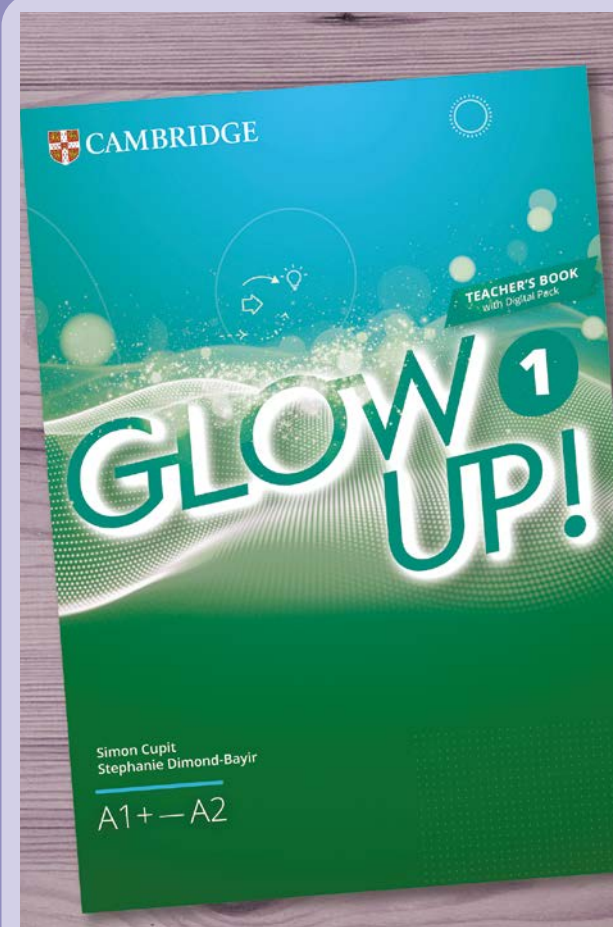
- Full-colour Workbook offering a wide range of extra exercises and activities to practise all four language skills.
- How to Write pages explore different text types and provide opportunities to practise writing skills.
- Includes dedicated Cambridge exam practice pages to support exam preparation.
- All exercises feature a star rating system to indicate levels of difficulty.



Digital Student's Book & Workbook

For teachers interested in a fully digital classroom with the possibility to set homework, track students' progress and grade online. These books are hosted on **BlinkLearning**, can be used online and offline and are both multiplatform and multi-device.

↓ Teacher



Teacher's Book with Digital Pack

The Teacher's Book notes are interleaved with the corresponding Student's Book pages, reproduced in full colour.

The Teacher's Book includes:

- An introduction which outlines the course content.
- An overview of the Cambridge Framework for Life Competencies and how it integrates with the Key Competencies and informs the course material.
- An overview of the Sustainability Framework for ELT and explanation of how it has been integrated into Glow Up's core content.
- An overview of the unit contents and aims.
- Comprehensive teaching notes for all activities.
- Extra ideas for exploiting the material and suggestions for option reinforcement, extension and warm-up activities. Ideal for mixed-ability classrooms.
- Easy-to-find answer keys and audioscripts.
- Background information on reading texts where appropriate.

Cambridge One

Digital Support

With *Glow Up!*, everything you need is on **Cambridge One**.

Student's Interactive eBook

The Student's Book gives access to:

- **Interactive eBook:** an interactive version of the printed book with audio, video and online activities, with the possibility to set homework, track students' progress and grade online.

Cambridge recommends the responsible use of technology.

Student's Digital Pack

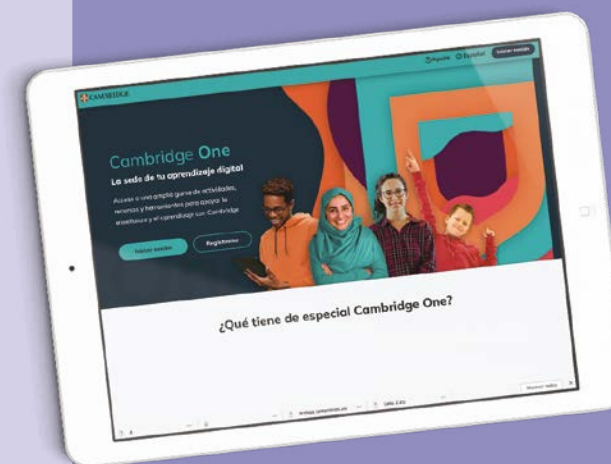
The Workbook includes a code with access to:

- **eWorkbook:** an interactive version of the printed book with the possibility to set homework, track students' progress and grade online.
- **Practice Extra:** online consolidation activities for grammar, vocabulary and skills for homework or class.
- **Test & Train Mini (levels 2 and 4):** authentic Cambridge English Qualifications practice tests to ensure that your students are ready for their exam.
- **Personalised Learning:** additional reading and listening skills practice at the individual student's level with bite-size exercises.
- **Additional Learner Resources.**

Teacher's Digital Pack

A code in the Teacher's Book gives access to everything that learners can see, plus:

- **Presentation Plus:** present content with interactive activities from the Student's Book and Workbook, integrated video and audio, access to the Teacher's Book. This new version also allows teachers to create assignments directly from the screen.
- **Test Generator:** an evaluation tool that allows teachers to create ready-made and fully customisable tests at different levels of difficulty.
- **Teacher Resources:** includes downloadable, photocopiable material to dip into depending on the needs of each class.



GLOW UP!

Illuminate your world

We believe that English can unlock a lifetime of experiences and, together with teachers and our partners, we help people to learn and confidently prove their skills to the world.

cambridge.es/glowup

Where
your world
grows