

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
<b>STARTER</b> What do you know? Page 6	<b>Vocabulary:</b> introducing yourself, your likes and dislikes, personal information, countries and languages		
<b>1</b> Stories <b>WDYT?</b> What makes a good story? Page 12	TV, films and games Phrases with prepositions: likes and dislikes 📺 A visit to the film studio	Present simple Adverbs and expressions of frequency Present simple and present continuous	<b>A blog post</b> <i>Screen time? Screen-tastic!</i> <b>Subskill:</b> Making and checking predictions
<b>2</b> Then and now <b>WDYT?</b> What can we learn from history? Page 24	Everyday objects Life events 📺 Living in 1927	<i>(there) was/were could</i> Past time expressions Past simple <i>used to</i>	<b>A history magazine</b> <i>How the Aztecs changed the world</i> <b>Subskill:</b> Using visuals to understand ideas
<b>3</b> Goals <b>WDYT?</b> What is your idea of success? Page 36	Success and achievements Word families: verbs and nouns 📺 Making a goal diary	Past continuous Past simple and past continuous <i>when and while</i>	<b>An online article</b> <i>How it all started: the story of three brands</i> <b>Subskill:</b> Finding answers in a text
<b>4</b> Spend! <b>WDYT?</b> How can teenagers learn about money? Page 48	Money Adverbs 📺 What can you buy for €1?	Quantifiers: <i>a lot of (lots of), some, any, not much/many, too much/many, (not) enough</i> Comparative and superlative adjectives <i>(not) as + adjective + as</i>	<b>A magazine article</b> <i>Money for your old things</i> <b>Subskill:</b> Scanning
<b>5</b> A better place <b>WDYT?</b> How can we improve our environment? Page 60	Rooms and furniture Your environment 📺 The nomadic life	<i>will</i> for predictions <i>might</i> First and zero conditional	<b>A newspaper report</b> <i>Print your own home</i> <b>Subskill:</b> Reading quickly
<b>6</b> Experience <b>WDYT?</b> Why might it be a good idea to try new things? Page 72	Collocations: experiences Music 📺 What have you done?	Present perfect: affirmative and negative Present perfect: questions <i>ever and never</i>	<b>A profile</b> <i>Meet Jenk, the founder of iCoolKid</i> <b>Subskill:</b> Answering questions in your own words
<b>7</b> My stuff <b>WDYT?</b> How important are personal possessions? Page 84	Describing things Adjective suffixes 📺 Birthday unboxing	Present perfect with <i>for</i> and <i>since</i> Present perfect and past simple Time expressions	<b>A feature article</b> <i>A new way to collect</i> <b>Subskill:</b> Understanding unfamiliar words
<b>8</b> Responsibility <b>WDYT?</b> What responsibilities do teenagers have? Page 96	Jobs around the home -ed and -ing adjectives 📺 Responsibilities	<i>have to will and going to</i>	<b>An online news story</b> <i>Do girls have to do more jobs at home?</i> <b>Subskill:</b> Identifying text type
<b>9</b> Look what you know! Page 108	<b>Vocabulary and Grammar</b> review		<b>Reading:</b> review of subskills

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
<b>Grammar:</b> possessive adjectives, likes and dislikes, <i>Wh-</i> questions, question words, <i>there is/are</i> , object pronouns				
<b>A live report</b> from a public library <b>Subskill:</b> Answering true/false questions	Expressing preferences	<b>A review</b> <b>Subskill:</b> <i>also, too</i> and <i>as well</i>	/s/ /z/ /ɪz/	Make a storyboard for a film or a book. <b>Creativity</b> Generating ideas together
<b>A podcast</b> about First Nations people of Canada <b>Subskill:</b> Identifying key words in questions	Asking for clarification	<b>An email to an e-pal</b> <b>Subskill:</b> <i>because</i> and <i>because of</i>	/ʊ/ and /uː/	Create a fold-out poster about life 25 years ago where you live. <b>Communication</b> Taking turns
<b>A presentation</b> about the Afghan girls' robotics team <b>Subskill:</b> Writing notes	Telling a story	<b>A story</b> <b>Subskill:</b> Time expressions	Word linking	Make an infographic about a success story. <b>Collaboration</b> Taking on different roles
<b>An interview</b> with the founder of a skills-sharing scheme <b>Subskill:</b> Choosing between options	Giving advice	<b>Notes and messages</b> <b>Subskill:</b> <i>too</i> + adjective, <i>not</i> + adjective + <i>enough</i>	Weak forms in comparatives	Make a proposal to get money for a business idea. <b>Communication</b> Communicating effectively in a formal situation to a group
<b>A podcast</b> about environment campaigners <b>Subskill:</b> Answering true, false and no information questions	Making decisions	<b>An advertisement</b> <b>Subskill:</b> Giving examples	Diphthongs /eɪ/ /aɪ/ /əʊ/	Conduct a green audit of your school and make proposals for change. <b>Critical thinking</b> Solving different types of problems
<b>A conversation</b> about finding a present <b>Subskill:</b> Noticing differences between the question and what you hear	Talking about experience	<b>An e-postcard</b> <b>Subskill:</b> <i>who, where</i> and <i>which</i>	Consonant clusters	Make memes of things for classmates to do before they're 18. <b>Collaboration</b> Working together to achieve your goals
<b>An interview</b> with a teenage minimalist <b>Subskill:</b> Justifying answers	Asking about lost and found objects	<b>A personal email</b> <b>Subskill:</b> Adjective order	<i>for, since</i> and sentence stress	Prepare a 'Me Box' and make a video of yourself talking about the items in it. <b>Creativity</b> Taking the initiative
<b>A presentation</b> given by a teacher at an Open Day <b>Subskill:</b> Recognising feelings	Making offers and requests	<b>A for-and-against essay</b> <b>Subskill:</b> Balancing arguments	<i>have to</i> /haftə/	Make a proposal for the final lesson at the end of the school year. <b>Critical thinking</b> Thinking about other people's interests
<b>Listening:</b> review of subskills		<b>Speaking:</b> review of Key phrases		<b>Writing:</b> review of subskills

# STARTER

# What do you know?

## Meet two students

### Vocabulary: introducing yourself, your likes and dislikes

#### 1 Read the profiles of two Year 9 students from Highbury, London, and answer the questions.

- 1 Where does Lucía's father live?
- 2 Who is Lucía's favourite actor?
- 3 Who is Juan?
- 4 Does Harley play football?
- 5 What type of food does Harley like?

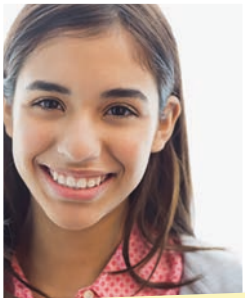
#### 2 Read the profiles again and answer the questions. There may be more than one answer. Who ... ?

- 1 lives with three other people
- 2 studies a language that they speak at home
- 3 doesn't speak other languages
- 4 follows a star on social media
- 5 talks about meeting friends at their favourite place

#### 3 Which person would you most like to meet? Tell your partner why.

I'd like to meet Harley because I really like going to the gym. What about you?

I'd like to meet Lucía because I also like watching series on TV.



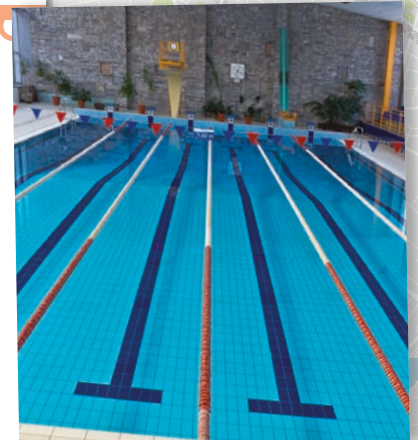
Name: **Lucía** Age: **13**  
Born in: **Villa Nueva, Guatemala**

- I've got one brother, Juan. He's 10. We live with our mother and grandmother in Highbury. My father lives in Guatemala.
- I speak Spanish with my family, English and a little French.
- I like studying maths, but my favourite subject is Spanish – it's so easy!
- I like watching films and TV series. My favourite actor is Finn Wolfhard. I love his Twitter posts.
- My favourite place is the park. I go there to meet my friends.



Name: **Harley** Age: **14**  
Born in: **Highbury, London**

- I've got two sisters and we live with my dad. He works in a shop.
- I just speak English. I can't speak any other languages.
- My favourite subjects are history and PE.
- I like swimming and going to the gym. I also like watching football – I'm a big Arsenal fan. And I really like pasta!
- My favourite places are the sports centre and Gino's Italian restaurant.





**4** Copy and complete the table with words and expressions from the profiles.

School subjects	<i>maths</i>
Sports	
Other free-time activities	
Places in a town	

**5** Add as many words as you can to the table in exercise 4.

**6** Read the description of a daily routine. Which student from the profiles in exercise 1 is speaking?

I get up and have a shower at about 7:00. I have breakfast and then I go to school. In the afternoon, I do my homework and I often go out and do sport. I have dinner with my sisters and go to bed at about 10:00, but I usually listen to music for another hour before I go to sleep.

**7** Work in pairs. Write the phrases in the correct order for your day. Then find out if your partner does things in the same order.

brush my hair   clean my teeth   do homework  
do sports/free-time activities   finish school  
get dressed   get up   go home   go to bed  
go to sleep   go to school   have a shower  
have breakfast   have dinner   have lunch  
make my bed   pack my bag   start school  
wake up

## Grammar: possessive adjectives and *have got*

**8** Match subject pronouns 1–7 with the correct possessive adjective in the box.

her   his   its   my   our   their   your

- |       |       |        |
|-------|-------|--------|
| 1 I   | 4 she | 6 we   |
| 2 you | 5 it  | 7 they |
| 3 he  |       |        |

**9** Copy and complete the table.

Affirmative/negative			
I/you/we/they	1 (...) haven't (have not)	<i>got</i>	a sister. a brother.
2 (...)	's (has)		cousins.
3 (...)	5 (...)		pets.
4 (...)			

**10** Complete the text with possessive adjectives and the correct form of *have got*.



Name: **Shawna**  
Age: **14**  
Born in: **Bristol**

- I live with **1** (...) mum and **2** (...) husband, Ricky. I **3** (...) a sister called Meadow. I **4** (...) any brothers.
- I speak English and a little French.
- My classmates and I really like **5** (...) new music teacher. **6** (...) name is Mr Dawson. Our school **7** (...) a good orchestra.
- I'm a big fan of Rihanna and Lorde. I love **8** (...) music.
- My favourite place is the shopping centre. I love **9** (...) shops and it **10** (...) some nice cafés.

## Grammar: likes and dislikes

**11** Read the examples in the box and write sentences.

I **like** watching TV.      She **doesn't like** swimming.  
We **hate** getting up early.      He **likes** pasta.  
They **love** photography.

love(s)	like(s)	don't/ doesn't like	hate(s)

- 1 I / / get up / early.
- 2 She / / watch videos on YouTube.
- 3 We / / our maths teacher.
- 4 They / / live in the centre of the city.
- 5 He / / pizza.

**12** Write two things you love, two things you like, two things you don't like and two things you hate. But write them in any order!

*Star Wars, playing the piano, tidying my room ...*

**13** Work in pairs. Look at your partner's notes and try to guess which things they love, like, don't like and hate.

OK, this is easy: you love *Star Wars*.

Right! What about playing the piano?



# Let's get personal!

## Vocabulary: personal information

1 Complete the profile with the missing headings in the box.

Family Favourite things Hobbies School The facts

# TANER

1 (...)

Age: 14

Birthday: 19th November

Hometown: Berlin

Languages: German, English

2 (...)

Sister: Ada, 11 years old

Brother: Denis, 8 years old



3 (...)

Year 9

Mr Fischer

Favourite subject: art



4 (...)

Food: chicken and vegetables

Music: hip hop and rap

Singer/actor: Tom Holland

Colour: black

5 (...)

Listening to music

Hanging out with friends

2 Listen to Taner's friend asking questions about the profile. Correct the incorrect information in the profile.

*Taner's birthday is on 17th November.*

3 Listen again and add any missing information.

## Grammar: Wh- questions

4 Complete the personal information questions.

- 1 Where (...) from?
- 2 How old (...)?
- 3 When (...) birthday?
- 4 What languages (...) speak?
- 5 (...) any brothers or sisters?
- 6 How (...) spell that?

5 Order the words to make questions. Add capital letters.

- 1 what's / favourite / your / subject ?
- 2 favourite / your / what's / food ?
- 3 who's / actor or singer / favourite / your ?
- 4 your / favourite / what's / colour ?
- 5 of / music / you / what / do / kind / like ?
- 6 you / do / what / do / in / free time / your ?

6 Work in pairs. What do you know about your partner? Make notes individually.

*Name: Sara*

*Age: 15*

*Birthday:*

7 Ask your partner the questions in exercises 4 and 5 to check if the information is correct. Add any missing information.

Where are you from?

I live in Madrid now, but I'm from a village outside the city.

Great. And what languages can you speak?

I can speak Spanish, French and some English.

8 Make a profile of your partner like the one in exercise 1.



# A world of languages

## Vocabulary: countries and languages

1 Copy and complete the table with the languages of the countries.

Country	Language
China	1 <i>Chinese</i>
France	2 (...)
Italy	3 (...)
Japan	4 (...)
Mexico	5 (...)
Portugal	6 (...)
Turkey	7 (...)

### Language note

Remember that countries, nationalities and languages start with a capital letter.

2 Work in pairs. Which language do you think these English words come from? Match them with a language in exercise 1.

- 1 alligator
- 2 banana
- 3 café
- 4 karate
- 5 ketchup
- 6 kiosk
- 7 umbrella

3 2 Listen and check your answers.

## Grammar: question words

4 Match the question words in the box with the information we use them for.

How   How many   What   Where   Which  
Who   ~~Why~~

- 1 a reason  
*Why?*
- 2 a person
- 3 a number
- 4 an object
- 5 a place
- 6 to give options
- 7 the way to do something

5 Complete the quiz with question words.



### What do you know about languages?

#### Do the Language quiz.

- 1 *How many* languages are there in the world?  
**a** 7,000   **b** 500   **c** 3,500
- 2 (...) is the most common language?  
**a** English   **b** Spanish   **c** Chinese
- 3 (...) invented the 'Elvish' languages in literature?  
**a** William Shakespeare (*Romeo and Juliet*)  
**b** J. R. R. Tolkien (*Lord of the Rings*)  
**c** J. K. Rowling (*Harry Potter*)
- 4 (...) of these places has 500 words for 'rain'?  
**a** Hawaii, USA   **b** Mawsynram, India  
**c** Tutendo, Colombia
- 5 La Gomera, an island in Spain, has got a special language. (...) do people communicate?  
**a** with smoke   **b** with pigeons  
**c** by whistling
- 6 (...) can you hear 'Chalcatonga Mixtec'?  
**a** in Mexico   **b** in Brazil  
**c** in Papua New Guinea
- 7 (...) is International Language Day?  
**a** 1st January   **b** 21st February   **c** 3rd June



6 Work in pairs. Answer the quiz questions.

7 3 Listen to the radio programme. Check your answers to the quiz.



There are more than 200 invented languages in books and films. Some people learn to speak and write these languages. Klingon is an invented language in the television series *Star Trek*. You can read Shakespeare's *Hamlet* in Klingon!



## Grammar: *there is/are*

1 Read the examples. Copy and complete the table with the words in blue.

How many languages **are there** in the world?  
**There's** a special language in La Gomera.  
**There aren't** 500 words for rain.  
**Is there** an invented language in *Romeo and Juliet*?  
 No, **there isn't**.

Affirmative/Negative		
1 (...)/ <b>There isn't</b>		a special language.
<b>There are</b> / 2 (...)		500 words for rain.
Questions		Short answers
3 (...)	a special language?	Yes, <b>there is</b> . No, <b>4 (...)</b> .
<b>Are there</b>	500 words?	Yes, <b>there are</b> . No, <b>there aren't</b> .
How many languages	<b>5 (...)</b> ?	

2 Complete the questions and answers with the correct form of *there is/are*.

### FUN FACTS about languages

1 Q: (...) an official language in the USA?

A: No, (...) an official language in the USA, but most people think it's English.



2 Q: How many words for colour (...) in Pirahã, a language in Brazil?

A: None. (...) any words for colour in Pirahã.



3 Q: (...) any languages with only one speaker?

A: Yes. (...) a language called Yaghan in Argentina with only one speaker.



4 Q: How many letters (...) in the Cambodian alphabet?

A: (...) 74 letters, or characters.



5 Q: How many words (...) in English?

A: (...) over 250,000.

hello

## Grammar: object pronouns

3 Read the sentences then match subject pronouns 1–7 with object pronouns a–g.

La Gomera has a **special language**. Some students learn **it** in school.  
**They** whistle. You can hear **them**.

- |        |        |
|--------|--------|
| 1 I    | a him  |
| 2 you  | b us   |
| 3 he   | c them |
| 4 she  | d me   |
| 5 it   | e it   |
| 6 we   | f you  |
| 7 they | g her  |

4 Complete the sentences with an object pronoun.

- This is Ellen's dictionary. Can you give it to (...)?
- I love computer games. I play (...) every weekend.
- Our teacher gives (...) homework after every class.
- I don't understand this exercise. Can you help (...)?
- What do you think of Justin Bieber? I love (...)!

5 Work in pairs. Ask each other questions about the people or things in the box.

comics computer games Daisy Ridley  
 horror films shopping homework ice cream  
 Mo Salah Selena Gomez

What do you think of horror films?

I love/like/don't like them.

6 Choose the correct option.

Melissa May, a British teenager, loves **1 learn/learning** languages. She can **2 to speak/speak** German, French and Spanish, and she **3 read/reads** in five more languages. She also **4 is speaking/speaks** 'Sknvnns' – a language that she invented.

The language **5 have got/has got** 1,500 words, and **6 there is/there are** two ways to write **7 their/them** – using the normal alphabet and using symbols.

Melissa May lives with **8 his/her** father, but she **9 can't/don't** speak the language to **10 he/him**. She's the only person in the world who can speak **11 it/him!**





# What's in this book?

## 1 Look through the Student's Book and answer the questions.

- 1 Where is the Quick review in each unit?
- 2 What can you do on pp122–125?
- 3 Where can you look for the past form of an irregular verb?
- 4 What information is on p128?

## 2 There are lots of things to help you in the book. Find the answers to the questions.

- 1 What's the **WDYT?** question in Unit 4?
- 2 What's question 2 in **Video skills** in Unit 7?
- 3 What's the **Reading subskill** in Unit 6?
- 4 What's the last word you study in **Word work** in Unit 8?
- 5 What's question 3 in the **Critical thinking** activity in Unit 3?
- 6 What's the **Listening subskill** about in Unit 1?
- 7 What **Super skill** do you practise in the Project in Unit 2?

## 3 Add a word or phrase in bold in exercise 2 to the descriptions.

- 1 In the *Reading subskills* you learn how to be a more effective reader.
- 2 In the (...) sections, you learn to think critically about videos.
- 3 In the (...) activities, you learn to think more carefully about ideas in a text.
- 4 In the (...) sections, you practise abilities which are important in everyday life.
- 5 In the (...) activities, you meet new vocabulary in context in our reading texts.
- 6 In the (...) questions, you think about a big question at the start of the unit.
- 7 In the (...), you learn how to be a more effective listener.




## 4 Who or what are these? In which unit do you meet them?




	
1 (...)	2 (...)
	
3 (...)	4 (...)
	
5 (...)	6 (...)
	
7 (...)	8 (...)
	
9 (...)	10 (...)

## 5 Work in pairs. Complete the challenge.

### Classroom Challenge

How quickly can you find the answers?

- 1 In which unit do you learn about the jobs that girls do at home? 
- 2 In which unit do you talk about your favourite video games? 
- 3 In which unit do you make a video about your Me Box? 

- 4 Where do you 'Think – Plan – Create – Present' in every unit?
- 5 In which unit do you do a hieroglyphics puzzle? 
- 6 In which unit do you find out about Renata Flores?
- 7 In which unit do you study zero and first conditional? 
- 8 In which unit do you talk about money?
- 9 In which project do you make a storyboard?
- 10 In which unit do you find the identity of a bank robber? 



# 1

# Stories

WDYT?  
(What do you think?)

What makes a good story?

**Vocabulary:** TV, films and games; likes and dislikes; phrases with prepositions

**Grammar:** present simple; adverbs and expressions of frequency; present simple and present continuous

**Reading:** a blog post about teen techmasters

**Listening:** a live report from a public library

**Speaking:** expressing preferences

**Writing:** a review

**Project:** make a storyboard for a film or a book



Video skills p13



Real-world speaking p19



Project pp22-23

## My top 5 films



- 1 *Star Wars*: this classic **science-fiction film** is fantastic!
- 2 *P.S. I Still Love You*: Sunday afternoon? Sofa? If it's the time to watch a **romantic film**, this is for you.
- 3 *Maze Runner*: I love a good **thriller** and the films in this series are great.
- 4 *Superman*: this is my favourite **superhero movie**.
- 5 *Monster House*: I'm not a big fan of **horror films**, but my little sister thinks *Monster House* is cool.



## My top

## 5-4-3...

## TV, films and games

- 1 Complete the Screen time questionnaire.
- 2 Work in pairs. Compare your answers to the questionnaire.

What about question 1?

I look at all of them except a cinema screen.

I don't have a tablet, but I look at all the others, except the cinema of course! How about question 3? Who plays computer games in your family?

My brother, he plays *Age of Empires* all day, but I think it's really boring.

## Screen time

- 1 Which screens do you look at in a typical day?
  - computer
  - mobile phone
  - tablet
  - TV
- 2 How many hours a day do you spend looking at a screen on a weekday?  
And at the weekend?
- 3 In your family, who ... ?
  - watches TV programmes
  - follows YouTubers
  - goes to the cinema
  - watches TV series on a platform like Netflix
  - plays computer games
  - watches films at home
  - uses social media

### My top 4 TV programmes

- 1 *The Voice*: I love singing, so I always watch this **talent show**.
- 2 *Stranger Things*: This **drama series** about Eleven and her friends is really cool.
- 3 *Adventure Time*: I'm into **cartoons**, so the adventures of Finn and Jake are perfect for me!
- 4 *Junior MasterChef*: I love cooking and this competitive **cooking show** is my favourite programme.



### My top 3 games

- 1 *Age of Empires*: In this historical **strategy game**, you're the leader: can you make the right decisions?
- 2 *Legend of Zelda*: Try to save Princess Zelda in this great fantasy **action game**.
- 3 *Monster Hunter Stories*: I love **role-playing games** and for me, this is the best!



#### Remembering new vocabulary

To help you remember new vocabulary, think of an example that is important to you. For example, *Minecraft* is my favourite **construction game**.

- 3 Write an example for each type of film, programme or game in the box.

an action film   a comedy programme  
 a construction game   a documentary  
 a musical   a music programme   a sports game  
 a sports programme   a travel show

*an action film: Mission Impossible*

- 4 Work in pairs. Student A says an example. Student B says the type of film, programme or game.

OK – *Minecraft*?

It's a construction game.

- 5 Read the information from the website and match the words in bold with the definitions.

- 1 a film or TV programme using animation
- 2 a TV programme about cooking
- 3 a film about love
- 4 a game in which players pretend to be imaginary characters
- 5 a film which makes you feel afraid
- 6 a film in a future world
- 7 a book or film with an exciting story
- 8 a fast-moving and exciting game
- 9 a television competition for singers, musicians, etc.
- 10 a game in which you think carefully and make decisions
- 11 a TV programme which tells a story in parts
- 12 a film about a person with special powers

- 6 Write your own Top 5, 4, 3 ... and be ready to explain why you like each thing.

- 7 Work in pairs. Compare your list with a partner. Do you like the same things?

#### VIDEO SKILLS



- 8 This video is called 'A visit to the film studio'. What actions do you think you are going to see? Watch and check.

- 9 Work in pairs. Discuss the questions.

- 1 Who made this video?
- 2 What type of person would like this video?
- 3 What is the main reason for the video?
  - a to give facts about making films
  - b to entertain
  - c to give information about a film

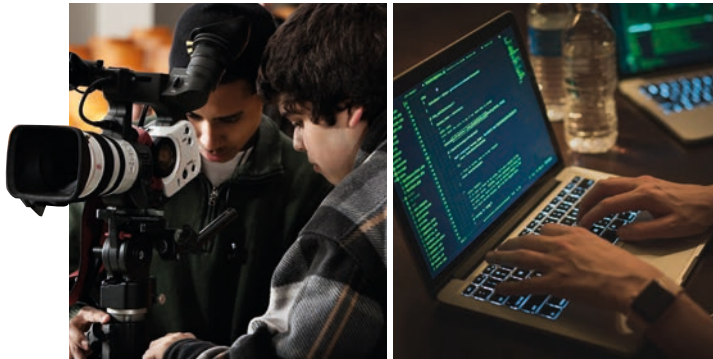
## A blog post

1 4 Listen to the extracts from films and TV programmes. What type are they?

2 Work in pairs. Discuss the questions for each of the three photos.

- 1 What are the people doing in the photo?
- 2 What do you think they are making?

a cartoon a documentary a film  
a music video a talent show  
a travel programme a video game



### ► Subskill: Making and checking predictions

Before you read, note words connected to the topic of the text. Look for these words in the text to help you decide if your predictions were correct.

3 5 Note words connected with the activities in exercise 2. Read and listen to the text and check if your predictions were correct.

4 Read the text again. Who ... ?

- 1 started being creative at a young age
- 2 has the opportunity to meet people locally and share ideas
- 3 probably makes videos once a week
- 4 meets important people because of their work
- 5 works on their project every day
- 6 works with a group of people

5 Read the text again. Match 1–8 to a–h to make sentences about the text.

- |   |   |
|---|---|
| 1 Technology isn't always bad for teenagers because | a for people who want to make cartoons. |
| 2 Zachary uses his films                            | b to make films.                        |
| 3 Today you don't need a camera                     | c are better than Zoey's.               |
| 4 Lisa and Lena are very popular                    | d to show problems in his area.         |
| 5 David Eisman is                                   | e on social media.                      |
| 6 You can get help online                           | f they can use it to be creative too.   |
| 7 Lisa and Lena's videos                            | g a good organiser.                     |
| 8 Ross recommends a program                         | h or from your arts centre.             |

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

- 1 people who regularly read someone's social media
- 2 a small machine for playing video games
- 3 send data from your computer to a larger computer system or to the Internet
- 4 nervous about speaking to people
- 5 a part of a town
- 6 two children who were born at the same time to the same mother

7 The words in bold are in the wrong sentence. Correct the sentences.

- 1 My brother and I are **followers**, but we look very different.
- 2 I often feel very **upload** when I meet new people.
- 3 I've got a **neighbourhood**, but I don't spend much time playing video games.
- 4 I've only got about 30 **twins** on Instagram.
- 5 Our **console** is changing fast: there are lots of new cafés and shops now.
- 6 Can you help me **shy** these photos?

### CRITICAL THINKING



- 1 **Remember** Which different types of technology were in the reading text?
- 2 **Evaluate** Which of the people in the text do you think are making ... ?  
a the best use of technology  
b the most creative use of technology
- 3 **Create** How would you like to be creative with technology?



# TechMaster



## Screen time? Screen-tastic!

Some adults say that teens are always in front of a computer screen or playing games on a **console**. But what about the positive side to technology? In today's TechMaster post we meet four people who use modern tech to get super creative.

Zachary Maxwell is a teenager from New York. He describes himself as **shy**, but he has meetings with politicians. Why do they meet him? Because of his videos. Zachary made his first documentary when he was eight. He often uses his films to raise awareness about problems in his school or **neighbourhood**. Zach uses a camera to make his films, but don't worry if you don't have one; with a phone, anyone can become a film-maker today.

The app Musical.ly (now called TikTok) helped 16-year-old **twins**, Lisa and Lena Mantler from Germany, to become social media superstars. The sisters spend 20 minutes a day making videos to post on the app and now have over 16 million **followers**.

When he was 16, David Eisman started Pixelman Productions. David doesn't write programs. He organises the team. They're working on their first game, *Mirka*. If you're into video games, why not make one yourself? At [make-video-games.com](http://make-video-games.com) there are lots of tutorials and programmes to help you make an awesome strategy game.



### COMMENTS



**Zoey:** I normally **upload** a video on TikTok once a week. But I'm not as good as Lisa and Lena!

Reply



**TechMaster:** No problem Zoey – the important thing is having fun!



**Ross:** I use an app called Animaker to make cartoons.

Reply



**TechMaster:** Great Ross – thanks for sharing!



**Candy K:** My local arts centre has a film-making club three times a month.

Reply



**TechMaster:** Yes – arts centres can be good places to get help and ideas.

## Present simple

- 1 Read the examples and complete the rules.  
Read the Spelling rules on p21.

He **uses** an app called *Animaker*.  
David **doesn't do** programming.  
Why **do** politicians **meet** him?  
**Do** they **post** videos on social media? **Yes, they do**.

- 1 After *he/she/it*, the verb ends in (...)/ (...)/ (...).
- 2 To make the negative, use (...)/ (...) + infinitive.
- 3 To make the question, use (...)/ (...) + infinitive.
- 4 Answer *Yes/No* questions with *yes* + subject + (...)/ (...), or *no* + subject + (...)/ (...).

- 2 Rewrite the sentences in the affirmative, negative or question form.

- 1 I don't like documentaries. (+)  
*I like documentaries.*
- 2 My grandmother likes watching talent shows. (-)
- 3 Her brother doesn't use a games console. (?)
- 4 We don't play construction games. (+)
- 5 Their teacher shows videos in class. (?)

## Adverbs and expressions of frequency

- 3 Look at the examples. Which one gives a specific idea of frequency and which two describe frequency in general?

He **often** uses films to talk about problems.  
I upload a video on TikTok **once a week**.  
Teens are **always** in front of a screen.

### Frequency expressions

once = one time    twice = two times

- 4 Divide the expressions in the box into two groups: 'specific frequency' and 'general frequency'.

always    five times a week    four times a day  
hardly ever    never    often    once a month  
once a week    sometimes    three times a month  
twice a day    twice a year    usually

- 5 Write the expressions in each group in order from most frequent to least frequent.

**Specific:** *four times a day, ...*

**General:** *always, ...*

- 6 Look at the examples in exercise 3 and choose the correct option to complete the rules.

- 1 With the verb *be*, general adverbs come **before/ after** the verb.
- 2 With other verbs, general adverbs come **before/ after** the verb.
- 3 With specific frequency, the expression comes at the **beginning/end** of the sentence.

- 7 Order the words to make sentences.

- 1 plays video games / my father / never
- 2 once a week / we / our art class / have
- 3 on social media / we / upload videos / sometimes
- 4 I / twice a year / a new video game / get
- 5 hardly ever / I / with my phone / film things

- 8 Insert the adverbs and expressions of frequency in the correct position in the text.

### How often do you use screens?

1 I use screens for five hours a day (**sometimes**).

2 We use computers at school and I play video games with my friends after school (**three times a week; usually**).

3 I go to the cinema and I read books (**about four times a year; hardly ever**).

4 My school celebrates Screen-Free Week (**once a year**).  
5 We all sign a Screen-Free promise card and they organise special activities like sports and competitions (**usually**). It's good fun, but I'm happy it's only one week a year!



- 9 Answer the question to solve the Brain teaser.

### BRAIN TEASER

- 1 What can you always find in the middle of March?
- 2 Which English word do people always pronounce badly?
- 3 What goes up once a year and never comes down?

*What are the answers to these riddles?*

## Phrases with prepositions: likes and dislikes

1 Read the leaflet. Which activity would you like to do?

### CITY LIBRARY

Welcome to the City Library. It's more than a place to read books!

- Create a comic with the latest computer programs.
- Make a video about a book.
- Record a review for our podcast.
- Join a writing workshop.

And much more!

Read what teens say about our activities:

'I'm **not very keen on** reading, but I'm **really into** the activities here.'

'I'm a **big fan** of fantasy novels. I'm making a podcast about *Eragon*.'

'I'm **not mad about** technology, but I love drawing my own graphic novels.'

'I'm **quite good at** telling stories, but I'm **interested in** trying new things. The writing workshop is great for that!'

2 Use the leaflet to complete the phrases with the correct preposition.

- 1 I'm (not) very keen (...) reading.
- 2 I'm (not) really (...) the activities here.
- 3 I'm (not) a big fan (...) fantasy novels.
- 4 I'm (not) mad (...) technology.
- 5 I'm (not) good (...) telling stories.
- 6 I'm (not) really interested (...) trying new things.

3 Look at the phrases in exercise 2 and answer the questions.

- 1 Which five phrases mean *I like/I don't like*?
- 2 Which phrase means *I can/can't ... well*?
- 3 Apart from nouns, what else do we use after prepositions?


4  Work in pairs. Talk about the topics in the box using the phrases in exercise 2.

comics cooking football painting  
social media snowboarding video games

I'm not really into comics.

Really? I'm a big fan of *Teen Titans*.

## A live report

5  A reporter is talking to students at the library. Which activities from the leaflet in exercise 1 are they doing?

- 1 Annabelle
- 2 Noah and Josh




Subskill: Answering true/false questions

Before you listen, read each sentence carefully and underline key words. Remember, all the information in a sentence must be correct for it to be true.

6 Listen again. Are the sentences true or false? Give reasons for your answers.

- 1 Annabelle talks about books in her videos.
- 2 Her videos help people to choose which books to read.
- 3 She's mad about horror stories.
- 4 Noah and Josh are using technology in their workshop.
- 5 They are using photos and maps to practise writing.
- 6 The activities they do will help them with their future jobs.
- 7 They aren't keen on science fiction.

7  Work in pairs. What are some ways to encourage people your age to read more?

### Research

Watch some reviews of books on BookTube. Choose a book that you would like to read. Tell the class about the book and why you want to read it.

## Present simple and present continuous

- 1** Read the examples. Which verbs are in the present simple? Which are in the present continuous?

Today, I'm **visiting** the City Library.  
I **come** here twice a week.  
How often **do** you **come** here?  
What **are** you **doing** here?  
You **aren't reading**.  
She **doesn't like** horror stories.

- 2** Complete the rules with present simple or present continuous.

- We use the (...) to talk about actions that are in progress now, or around now.
- We use the (...) to talk about routines or habits.
- We often use the (...) with *always, sometimes, never, every day, once a week, twice a month, etc.*
- We often use the (...) with *now, at the moment, today, right now.*

- 3** Write the verbs in the present simple or present continuous.


- I (...) **(read)** a novel by Agatha Christie at the moment.
- My friends and I usually (...) **(play)** video games at the weekend.
- I (...) **(not like)** writing, but my brother often (...) **(write)** for our school magazine.
- Right now, everyone (...) **(watch)** the new season of *Sherlock* on Netflix.
- Our school (...) **(not use)** digital textbooks.
- We (...) **(make)** a video review in class this week.


### Remember!

We don't use the present continuous with some verbs, e.g. *be, have got, like, love, want.*

- 4** Write questions in the present simple or present continuous. Then match the questions with the answers in exercise 3.

- when / you / play video games ?
- how often / you / write / stories ?
- your school / use / digital textbooks / for all subjects ?
- what TV series / everyone / watch / these days ?
- you / read / anything / at the moment ?
- what / you / do / in class / this week ?

- 5**  Work in pairs. Ask and answer the questions in exercise 4.

- 6**  Work in pairs. Student A chooses a verb. Student B asks questions to guess the verb.

cook eat read sit sleep swim work

Are you doing it right now?

No, I'm not.

Do you do it in your free time?

Yes, I do.

Is it swimming?

Yes, it is.

- 7** Choose the correct option.

### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8



## The Donkey Library

It's early on Saturday morning in La Gloria, a small town in Colombia. Most people are asleep, but not Luis Soriano.

He **1 takes/is taking** books on his donkeys to villages that don't have a library.

Luis goes to the villages **2 every/twice** a week. As well as taking books, he also **3 help/helps** children with their homework.

Luis **4 travels sometimes/sometimes travels** for four hours, but he **5 don't/doesn't** mind.

The children **6 are always/always are** happy to see him. Why **7 he does/does he do** it?

Well, Luis thinks that reading is important.

He's got over 4,000 books now, so he **8 builds/is building** a library near his home. But he will continue to take his donkey library to the villages.



## Expressing preferences

- 1 Look at the Sofastream screen. What would you choose to watch? Give reasons for your answer.
- 2 Watch the video. What do Hannah and Ross decide to watch?
- 3 Watch again. Which Key phrases do you hear?
- 4 Complete the dialogue with the Key phrases. Watch again and check.

Hannah

Do you fancy watching something?

Ross

Sure. What do you **1** (...) watch?

Hannah

How about a TV series?

Ross

That's what we always watch. I'd **2** (...) to watch a film.

Hannah

How about *Mamma Mia! Here we go again*? You love the first film.

Ross

I'm not really in the mood for a romantic film. I'd **3** (...) watch an action film.

Hannah

OK, what about *Avengers: Endgame*? It's about a group of friends who try to save the world.

Ross

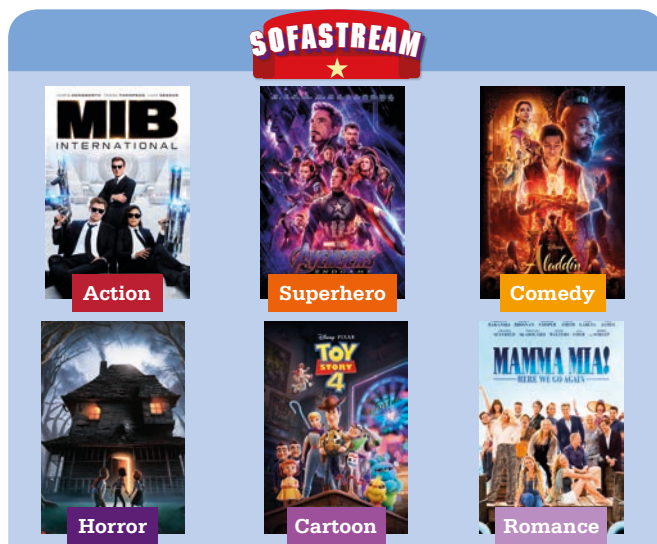
Yes, but that's a superhero movie, and I'm not really into superheroes.

Hannah

OK, **4** (...) rather watch *Men in Black International*? It's an action film and it's funny.

Ross

Yes, **5** (...) better than *Avengers: Endgame*. Let's watch that.



- 5 Create your own dialogue. Follow the steps in the Skills boost.

### THINK

- 1 Choose a TV series or film that you both want to watch. Think of reasons why.
- 2 Think of reasons why you **don't** want to watch three programmes.

### PREPARE

Prepare your dialogue. Make sure you use some Key phrases to ask and talk about preferences.

### PRACTISE

Practise your dialogue. Take turns to act each part.

### PERFORM

Act out your dialogue for the class.

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

- 1 What do they decide to watch?
- 2 Which Key phrases did they use?

### Key phrases

**Asking about preferences:** What do you want / would you like (to watch)?

Would you rather (watch) ... ?

Would you prefer (to watch) ... ?

**Talking about preferences:** I'd rather (watch) ...

I'd prefer (to watch) ...

I don't mind.

Maybe ... is a better idea.

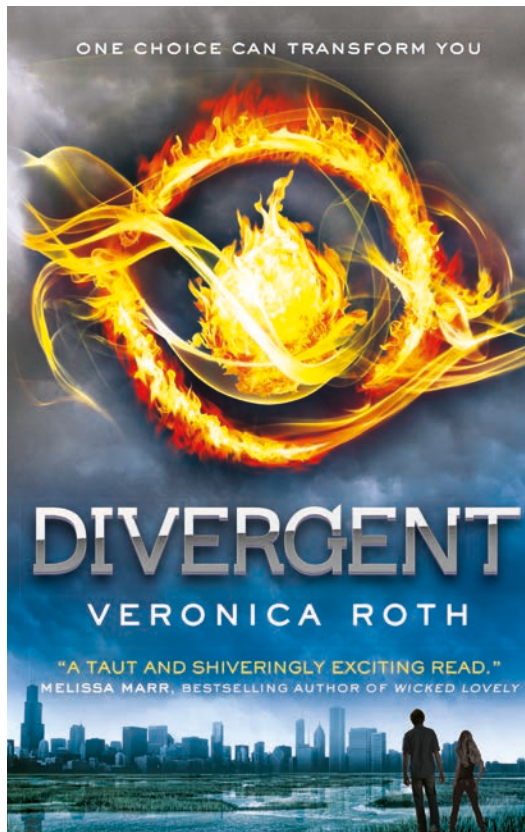
It sounds better / more interesting / more fun than ...

### Real-world grammar

We **always watch** TV series.

**Everyone's talking** about it.



Book review **Divergent****Veronica Roth**

*Divergent* is the first novel in a trilogy by American author Veronica Roth. It's science fiction and it's an adventure story too. It tells the story of Beatrice (Tris) and how she tries to find her true identity.

The story takes place in Chicago, sometime in the future. The city has five parts, each with a different personality (honest, selfless, kind, brave and clever). Beatrice grows up in the 'selfless' part, but she doesn't feel that she belongs there. When she's 16, she chooses to go to live with 'the brave'. She does tests to show that she really is brave. She also meets a boy called Four, and together they discover a secret that could hurt her family.

I love this book because it has interesting characters, and because it's exciting. There's action, humour and there's romance as well. I think it's the perfect book for people who love adventure stories. I really recommend it!

Naomi (15)

**A review**

- 1**  **Work in pairs. Can you use the words in the box to talk about a film, a book or both?**

acting author chapter character director  
music page special effects story writing

- 2** **Read the book review. Which questions does it answer?**

- 1 What's the name of the book?
- 2 What type of book is it?
- 3 What's it about?
- 4 Why does the writer like the book?
- 5 Who's the writer's favourite character?
- 6 What kind of people would like the book?

- 3** **Answer the questions in exercise 2.**

- 4** **Match paragraphs 1–3 with the information they contain.**

- a information about the story
- b the name of the book, the author and what it's about
- c the writer's opinion of the book

**▶ Subskill: *also, too and as well***

**We use *also, too and as well* when we add extra information.**

- 5** **Read the sentences. Find one other sentence with *also, too and as well* in the review.**

- 1 It's exciting. It's **also** very funny.
- 2 My favourite character is Beatrice, but I like Four **too**.
- 3 It's a book, and it's a film **as well**.

- 6** **Read the sentences in exercise 5. Complete the rules.**

- 1 (...) and (...) come at the end of sentence.
- 2 (...) usually comes after the verb *be* but before other verbs.

**7 Rewrite the sentences with *also, too* and *as well* in the correct position.**

- 1 I love romantic films and I'm into **also** musicals.
- 2 The acting is good and I **too** love the music.
- 3 The story is interesting and **as well** there's a lot of action.
- 4 Ben Affleck stars in the film and **too** he's the director.
- 5 It's sad, but at times **also** it's funny.
- 6 I like the book and I **as well** like the film.

**8 Write a review about a book or a film for a website. Follow the steps in the Skills boost.**

**THINK**

Think about a book or film that you like. Make notes about it. Include the following:

- name
- type of book/film
- author/director
- story
- your opinion of the book/film
- who would like it

**PREPARE**

Organise the information into three paragraphs. Make notes about what each will contain.

**WRITE**

Write your review.

**CHECK**

Read your review and answer the questions.

**Content**

- 1 Do you include information about the book/film?
- 2 Do you include a summary of the story/plot?
- 3 Do you include your opinion?

**Structure and language**

- 4 Do you organise the information into three paragraphs?
- 5 Do you use the present simple correctly?
- 6 Do you use *also, too* and *as well*?

**9 Peer review** Exchange your review with another student. Answer the questions.

- 1 Would you like to read the book or see the film? Give reasons for your answer.
- 2 Does the writer use the present simple correctly?
- 3 Does the writer use *also, too* and *as well*?

**Grammar**

**Present simple**

**Affirmative and negative**

We use the present simple to talk about routines or habits.

*I **make** films on my phone. He **makes** documentaries.*

*I **don't like** watching TV. He **doesn't make** comics.*

**Spelling rules for *he/she/it***

For most verbs, add -s: *sing* → *she sings*

For verbs that end in -s, -sh, -ss, -ch, -x or -o, add -es:

*go* → *it goes*    *teach* → *she teaches*

For verbs that end in consonant + y, omit y and add -ies: *study* → *he studies*

Some verbs are irregular: *have* → *has*

**Wh-, yes/no questions and short answers**

*What **do** you **do** in your free time?*

***Do** you **like** making films?    Yes, I **do**.*

***Does** your phone **have** this app?    No, it **doesn't**.*

**Adverbs and expressions of frequency**

Adverbs of frequency (*always, sometimes, never, etc.*) come after the verb *be* and before other verbs.

*I **am never** late. My sister **sometimes** plays football.*

Expressions of frequency (*every day/week, once/twice/three times a month*) come at the end of a sentence.

*We go to the supermarket **twice a week**.*

**Present continuous**

We use the present continuous to talk about actions that are in progress now, or around now.

We often use the present continuous with *now, at the moment, today, right now*.

*I'm **reading** a good book at the moment.*

*He **isn't listening** to music.*

***Are you playing** a game? Yes, I **am**. / No, I'm **not**.*

**Spelling rules for -ing**

For most verbs: add -ing *buy* → *buying*

Verbs that end in -e: omit e and add -ing *take* → *taking*

Some verbs that end in consonant + vowel + consonant: double consonant and add -ing *swim* → *swimming*

**Vocabulary**

7 **TV, films and games**

action film, action game, cartoon, comedy programme, construction game, cookery show, documentary, drama series, horror film, musical, music programme, role-playing game, romantic film, science-fiction film, sports game, sports programme, strategy game, superhero movie, talent show, thriller, travel show

8 **Phrases with prepositions: likes and dislikes**

*I'm (not) a big fan of ..., I'm (not) good at ...,*

*I'm (not) really interested in, I'm (not) mad about ...,*

*I'm (not) very keen on ..., I'm (not) really into ...*



# Project

**WDYT?**  
(What do you think?)

**What makes a good story?**

**TASK:** Make a storyboard for a film or a book.

### Learning outcomes

- 1 I can create and present a storyboard for a film or a book.
- 2 I can generate new ideas.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p118

- 1 Watch a video of students presenting their storyboard. What does each student do during the presentation?



### STEP 1: THINK

- 2 Look at the storyboard in the Model project and discuss the questions.

If you know the story ...

- Does the storyboard cover the main events?
- Is anything important missing?

If you don't know the story, does the storyboard give you an idea about ... ?

- the main characters in the story
- the main events
- where the story happens

- 3 Work in groups of three and answer the questions about the storyboard.

- 1 How many pictures are there?
- 2 How can you identify the main character?
- 3 Are the sentences long or short?
- 4 What tense are the verbs in?
- 5 Apart from the pictures and the text, what else can you see?

### STEP 2: PLAN

- 4 In your group, choose a film or book you all know.

- 5 Individually, make notes on the characters, the place and the main points of the story.

- 6 Work together and write the story in nine points, with a maximum of three short sentences per point.

### STEP 3: CREATE

- 7 Work in groups. Read the tips in the Super skills box and practise saying the Key phrases with your group.

### CREATIVITY



#### Generating ideas together

##### Tips

Think individually. Then share your ideas.  
Take your time. Discuss before you decide.  
Use everyone's ideas to get the best result.

##### Key phrases

*Let's each think of one thing to include in this picture.*

*What's the most important thing to include?*

*How can I draw ... ?*

*OK, don't draw, let's think first.*

*Wait a minute.*

*What about ... ?*

- 8 Read the *How to ...* tips on p118. Then work together to produce your storyboard. Use the tips and Key phrases in the Super skills box.

# Model project

## ROBIN HOOD



1 King Richard leaves England to go to fight.



2 The King's bad brother Prince John and the evil Sheriff of Nottingham take control of the country.



3 Robin Hood lives in the forest with his Merry Men (his friends). He robs the rich and gives to the poor. Prince John and the Sheriff are angry because they can't catch Robin, ...



4 ... so they organise an archery competition. Robin is the best and they know he will win.



5 Robin comes to the competition and wins.



6 Prince John and the Sheriff catch Robin.



7 Robin's men come and free him.



8 King Richard comes back.



9 Robin and the King send the Prince and the Sheriff to prison.

### STEP 4: PRESENT

9 Work with another group. Take turns to present your storyboard.

10 **Peer review** As you listen to your classmates, answer the questions.

- 1 Is the storyboard attractive to look at?
- 2 Do they explain it clearly?
- 3 If you know the story, does the storyboard give a good summary? If you don't know the story, would you like to read the book/see the film?

### 1 FINAL REFLECTION

#### 1 The task

Was the storyboard well presented and attractive?



Did you explain it clearly?



#### 2 Super skill

Did you work together to generate ideas? Give examples.



#### 3 Language

Did you use language from the unit? Give examples.





## Present simple

1 ☆ Complete the text with the present simple affirmative form of the verbs in brackets.

Hi, I'm Lou and I 1 like (like) playing games. In my free time, I 2 \_\_\_\_\_ (try) new games for an online shop and they 3 \_\_\_\_\_ (give) me free games. My brother 4 \_\_\_\_\_ (help) me with the role-playing games because he 5 \_\_\_\_\_ (love) them. My brother also 6 \_\_\_\_\_ (watch) a lot of films and 7 \_\_\_\_\_ (write) reviews on his blog. His blog 8 \_\_\_\_\_ (have) a lot of followers.



2 ☆☆ Correct the information.

- My sister uploads videos on YouTube. (Instagram)  
My sister doesn't upload videos on YouTube.  
She uploads videos on Instagram.
- My school has a film-making club. (a game-making club)  
\_\_\_\_\_
- We make documentaries in our English class. (cartoons)  
\_\_\_\_\_
- My parents like watching talent shows. (travel shows)  
\_\_\_\_\_
- You listen to music on the radio. (your phone)  
\_\_\_\_\_

## Adverbs and expressions of frequency

3 ☆ Complete the table with the words in the box.

always four times a day five times a week  
hardly ever never often once a year  
sometimes three times a month twice a day  
usually

	General	Specific
Most frequent		four times a day
Least frequent	never	

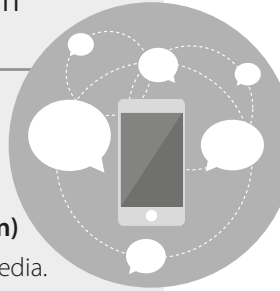
4 ☆☆ Put the words in brackets in the correct place in each sentence.



Many teenagers say they spend too much time on their smartphones. What about you? Are these sentences true in your life?

*usually*

- They check their phones for messages when they wake up. (usually)
- Many of them do their homework and use social media at the same time. (often)
- A teenager's favourite activity is social media. (hardly ever)
- Girls write about their family on social media. (three times a week)
- And even some babies use tablets and smartphones. (once a day)
- Parents are too busy to talk because they're on their phones. (sometimes)



5 ☆☆☆ Write complete questions with the present simple.

- How often / you and your friends / go to the cinema?  
How often do you and your friends go to the cinema?
- your grandma / use / a mobile phone?  
\_\_\_\_\_
- How often / you / watch TV?  
\_\_\_\_\_
- you / make your own videos?  
\_\_\_\_\_
- your friends / upload a lot of photos and videos on social media?  
\_\_\_\_\_
- How often / your best friend / listen to music?  
\_\_\_\_\_

6 ☆☆☆ Answer the questions in exercise 5 for you.

- We hardly ever go to the cinema. We watch films online.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Phrases with prepositions: likes and dislikes

- 1 ☆ Write the phrases in the box in the correct group.

a big fan of interested in keen on mad about  
not mad about not really a fan of not really into  
not very good at not very interested in  
not very keen on quite good at really into



I like: I'm a big fan of,

\_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ , \_\_\_\_\_ .



I don't like: I'm \_\_\_\_\_ ,

\_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ , \_\_\_\_\_ .



I can: I'm \_\_\_\_\_ .



I can't: I'm \_\_\_\_\_ .

- 2 ☆☆ Complete the sentences with the prepositions in the box

about at in into of on

- My sister's mad about cartoons. She watches them on TV all the time.
- I'm not very interested \_\_\_\_\_ watching sports programmes, but I love playing sport.
- My friends are quite good \_\_\_\_\_ making videos. They won a competition last year.
- My family aren't really fans \_\_\_\_\_ horror films, so we usually watch something else.
- You're keen \_\_\_\_\_ rock music, but I prefer something quieter.
- I love romantic films, but my brother isn't really \_\_\_\_\_ them, so we usually watch action films.



- 3 ☆☆ Complete the sentences with one word.

### How much do you know about your favourite stars?

Emma Watson is really  
1 keen on  
banana bread but hates  
uncomfortable clothes.



Sabrina Carpenter can't eat apples or peaches,  
but she's 2 m about Mexican food.

Taylor Swift is really 3 i her cats.  
She posts photos of them on Instagram.



Tennis player, Novak  
Djokovic's 4 i  
in helping children. He  
even has his own charity.

Actress Natalie Portman is very 5 g  
at languages. She can speak English, French,  
German, Spanish, Japanese and Hebrew.

Millie Bobby Brown  
(Eleven from *Stranger  
Things*) is a big  
6 f of  
Drake.



- 4 ☆☆☆ Write complete sentences.

1 I / not / really / into / shop / for clothes  
I'm not really into shopping for clothes.

2 My brother / quite good / sing

3 We / interested / start a book club at school

4 My parents / mad / old cars and motorbikes

5 You / not / keen / travel / to other countries

6 I / not really / fan / any football team

- 5 ☆☆☆ Rewrite three of the sentences in  
exercise 4 so they are true for you.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

# Present simple and present continuous

1 ☆ Complete the table with the verbs in the present simple and continuous forms.

Verb	Present simple third person singular	Present continuous -ing form
1 play	<i>plays</i>	<i>playing</i>
2 make		
3 try		
4 study		
5 win		
6 go		
7 write		
8 listen		

2 ☆ Choose the correct options.

People say that teenagers **1 often spend/ are often spending** more time watching YouTube than TV. What about you?

I **2 love/'m loving** watching YouTubers – at the moment I **3 watch/'m watching** Jacob Sartorius. His YouTube channel **4 has/is having** millions of subscribers. ⏪ ☆

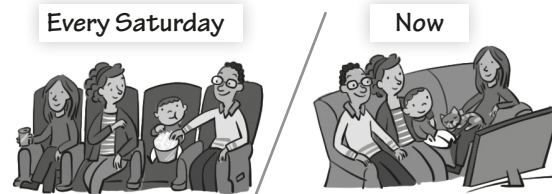
My friends and I **5 aren't/aren't being** into YouTube or using the Internet much. In our free time, we **6 usually go/are usually going** to the skate park. ⏪ ☆

I **7 hardly ever watch/'m hardly ever watching** TV – YouTube is much better. Right now I **8 look/'m looking** at some of Annie LeBlanc's videos. She **9 uploads/'s uploading** new ones once a week. Look at this one! She **10 talks/'s talking** to the star of *Kim Possible*. ⏪ ☆

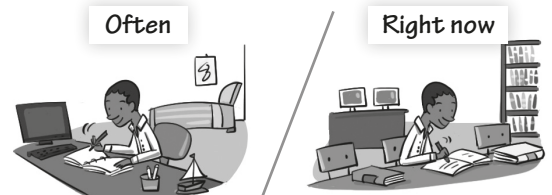
3 ☆☆ Write complete sentences in the present simple or present continuous.



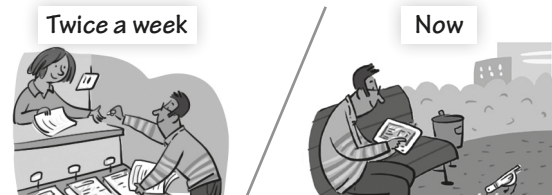
1 She / play video games / play football  
*She usually plays video games, but today she's playing football.*



2 We / go to the cinema / watch a film on TV



3 I / do homework at home / do it in the library



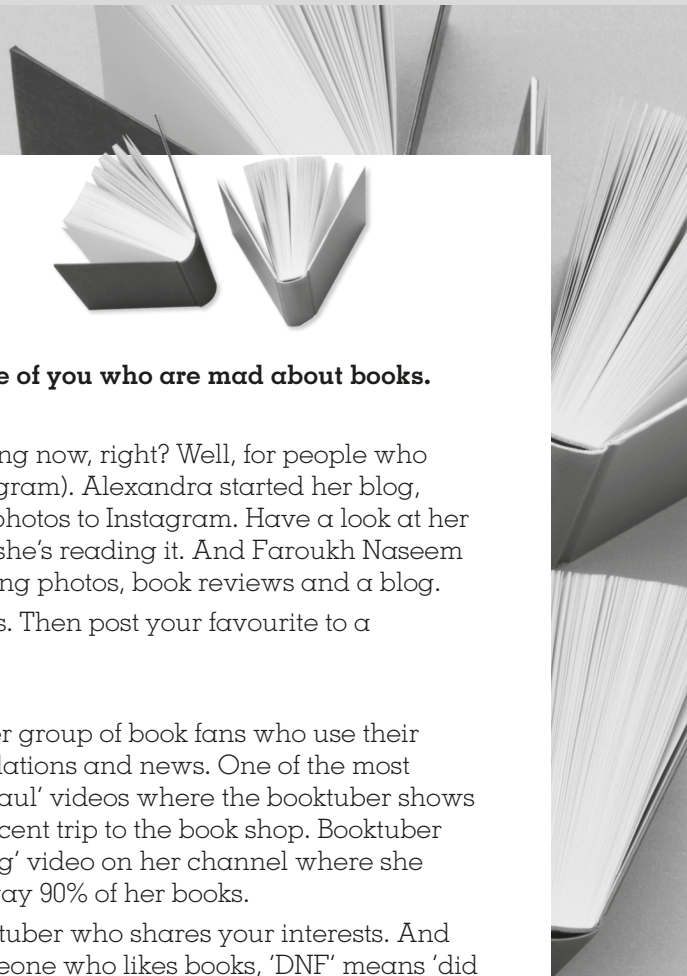
4 My grandpa / buy newspaper / read it online

4 ☆☆☆ Answer the questions for you.

- What do you usually do after school? What are you doing right now?
- What does your best friend usually do after school? What is he/she doing now?



# Social Media for Book Lovers



This week we're looking at two social media sites for those of you who are mad about books.

## Bookstagram

We all use Instagram to share cool photos of what we're doing now, right? Well, for people who are into books, there's Bookstagram (you can find it on Instagram). Alexandra started her blog, Twirling Pages, when she was just 16 and she uploads her photos to Instagram. Have a look at her profile to see what she's reading at the moment and where she's reading it. And Faroukh Naseem (theguywiththebook) creates content all about books including photos, book reviews and a blog.

**To get started:** use your phone to take pictures of your books. Then post your favourite to a bookstagram competition and wait for the 'likes'!

## BookTube

Among the millions of YouTube subscribers, there's a smaller group of book fans who use their own BookTube channels to share book reviews, recommendations and news. One of the most popular types of videos are 'haul' videos where the booktuber shows the books they bought on a recent trip to the book shop. Booktuber Monica Kim has an 'unhauling' video on her channel where she talks about how she threw away 90% of her books.

**To get started:** look for a booktuber who shares your interests. And remember a Book Lion is someone who likes books, 'DNF' means 'did not finish', and a 'shelfie' is a selfie with your bookshelf!



Someone who's into reading is called a 'bookworm'. If they're also mad about collecting books, they're a 'bibliophile'. And if you enjoy smelling books, 'bibliosmia' describes the smell of a good book!

### Subskill: Making and checking predictions

Before you read, look at any titles, headings or photos and think about what you're going to read about. Then read the complete text and check your ideas.

- 1 ☆ Look at the title, headings and photos. What are you going to read about? Put a tick (✓) or a cross (X) next to the ideas.

- two social media sites
- some famous people
- people who are fans of books
- how to make cool videos

- 2 ☆☆ 1 Read and listen to the article. Check your answers in exercise 1.

### 3 ☆☆☆ Answer the questions.

- 1 What can you learn about Alexandra on her bookstagram?
- 2 What kind of things does Faroukh Naseem create?
- 3 What sort of camera do you need to start your own bookstagram?
- 4 What types of videos can you find on BookTube?
- 5 What's the difference between a 'haul' and an 'unhauling' video?
- 6 What is a 'shelfie'?

### 4 ☆☆☆ Answer the questions for you.

- 1 How often do you use Instagram and YouTube?  
\_\_\_\_\_
- 2 Are you interested in Bookstagram and BookTube? Why/Why not?  
\_\_\_\_\_
- 3 Are you into reading? What kinds of books do you read?  
\_\_\_\_\_

## A radio programme

- 1 ☆ You're going to listen to a radio programme. Read the sentences in exercise 4 and underline the key words.

► **Subskill: Answering true/false questions**

Read each question carefully before you listen. Think about what you're going to hear and also the information that you need to listen for.

- 2 ☆ Before you listen, which words do you think will complete the sentences?

- 1 Scott Marsham's interested in becoming famous/making films/writing stories.
- 2 On the radio programme he's talking about writing competitions/his favourite stories/his friends' stories.
- 3 He describes less than three/three/more than three different types of writing competitions.

- 3 ☆☆  Listen to the radio programme and check your answers in exercise 2.

- 4 ☆☆☆ Listen again. Decide if the sentences are T (true) or F (false).

- 1 Scott Marsham's into writing horror stories. F  
*He says he isn't really keen on horror.*
- 2 Scott enters writing competitions once a month. \_\_\_\_\_
- 3 You have to write less than 30 words for the Scottish Book Trust competition. \_\_\_\_\_
- 4 Scott's local radio station often has really good prizes for their competitions. \_\_\_\_\_
- 5 A short story is often around 1,000 words. \_\_\_\_\_
- 6 There's a story competition where you have to send a text message. \_\_\_\_\_
- 7 YouWriteOn.com is a website where you can buy short stories. \_\_\_\_\_

- 5 ☆☆☆ Listen again. Give reasons for your answers in exercise 4.

## Expressing preferences

- 1 ☆ Order the words to make useful expressions.

- 1 do / want / What / you / do / to ?  
*What do you want to do?* \_\_\_\_\_
- 2 rather / I'd / a / watch / film / science-fiction  
\_\_\_\_\_
- 3 game / better / than / Playing / documentary / a / a / watching / sounds  
\_\_\_\_\_
- 4 going / the / a / idea / Maybe / to / better / cinema / is  
\_\_\_\_\_
- 5 you / like / What / to / would / do ?  
\_\_\_\_\_
- 6 rather / you / read / book / Would / a ?  
\_\_\_\_\_

- 2 ☆☆ Complete the conversation with the words in the box.

better fancy more prefer rather would

Do you 1 fancy doing something this afternoon?

Sure. What 2 \_\_\_\_\_ you like to do?

How about going to the skate park?

We always go there. I'd 3 \_\_\_\_\_ do something different.

What about going cycling?

I'm not really in the mood for going out. It's cold. I'd 4 \_\_\_\_\_ to stay in.

You're right. Maybe watching a film on TV is a 5 \_\_\_\_\_ idea.

I'm not sure. Playing a game sounds 6 \_\_\_\_\_ fun than watching another film.

A review

1 ☆ Choose the correct words to complete the review.

**Stranger Things** ☆☆☆

I'm a huge fan of an American TV series called *Stranger Things*. It's science fiction with some horror **1 too/also**.

It takes place in the fictional town of Hawkins, Indiana in the 1980s. In the first season, Will Byers disappears and everyone tries to find him, including a girl with special abilities. My favourite character is Will's mum because she's strong and she **2 also/as well** never stops looking for her son.

I'm keen on this series because it's exciting and it's easy to watch **3 as well/also**. There's action and of course the music's cool **4 also/too**.

2 ☆☆ Read the review in exercise 1 again. Match information a–e to paragraphs 1–3.

- a the name of the programme 1
- b what the programme is about \_\_\_
- c what type of programme it is \_\_\_
- d why the writer likes the programme \_\_\_
- e the writer's favourite characters \_\_\_

3 ☆☆☆ Write a review of your favourite TV programme, film or game. Use the review in exercise 1 to help you.

Super skills

CREATIVITY



It can help to work together when we want to think of new ideas.

Match 1–5 to a–e to make some useful expressions.

- 1 Let's each think of **a** putting the girl there?
- 2 OK, don't write yet, **b** one thing to include.
- 3 How can I **c** thing to include?
- 4 What's the most important **d** draw that?
- 5 Wait a minute. What about **e** let's think first.

Vocabulary review

TV, films and games

1 Complete the table with the words in the box.

action (x2) construction documentary  
drama series horror music sports  
sports strategy thriller

Programme	Film	Game
	action	action

2 Read the description and write the word or phrase.

- 1 This TV programme is a competition. People dance, sing or act. talent show
- 2 In these films, the actors sing and often dance. \_\_\_\_\_
- 3 These films are about people like Superman and Wonder Woman. \_\_\_\_\_
- 4 People who like going on holiday watch this programme. \_\_\_\_\_
- 5 In this video game, each player needs to become a different character. \_\_\_\_\_
- 6 This film is about stories which happen in the future. \_\_\_\_\_
- 7 Children usually enjoy watching this programme because the pictures are funny. \_\_\_\_\_
- 8 This programme is good for people who like cooking. \_\_\_\_\_
- 9 This programme is funny. \_\_\_\_\_
- 10 People usually fall in love in this film. \_\_\_\_\_

Phrases with prepositions

3 Complete the sentences with the correct preposition.

- 1 I'm not interested in social media.
- 2 My friends are really \_\_\_\_\_ photography.
- 3 My dad's mad \_\_\_\_\_ old cars.
- 4 My friends aren't very keen \_\_\_\_\_ playing basketball, but they watch it on TV.
- 5 You're good \_\_\_\_\_ maths.
- 6 We aren't big fans \_\_\_\_\_ going to the cinema because they never show good films.

Grammar review

Present simple

1 Complete the conversations with the present simple form of the verbs.

- Do you spend* (you / spend) a lot of time on your phone?  
No, *I don't* . I *spend* (I / not / spend) about two hours a day on it.
- \_\_\_\_\_ (you and your friends / upload) a lot of photos onto social media sites?  
Yes, \_\_\_\_\_ .  
\_\_\_\_\_ (we / upload) photos every day.
- What type of music \_\_\_\_\_ (your friends / be) into?  
\_\_\_\_\_ (they / be) mad about rock music.

Adverbs and expressions of frequency

2 Rewrite the sentences with the words in the box.

always    hardly ever    often  
once a day    once a week

- My mum reads the news on her phone at breakfast every morning.  
*My mum always reads the news on her phone at breakfast.*
- My sister goes to her dance class on Mondays.  
\_\_\_\_\_
- I'm late for school about once a year.  
\_\_\_\_\_
- You go to the cinema five times a month.  
\_\_\_\_\_
- My friends play strategy games every afternoon.  
\_\_\_\_\_

Present simple and present continuous

3 Correct one mistake in each of the sentences.

- Shh! Be quiet! Your grandma *sleeps*. *is sleeping*
- Jack can't go out. He *studies* at the moment.
- We're *writting* stories in our English class now.
- I'm bored now. I'm *wanting* to play a video game.

Round-up

1 2 3 4 5 6 7 8

Complete the text with the verbs in the correct present simple or present continuous form.



Photos that tell stories

500 million people 1 use (use) Instagram every day. American teenagers 2 \_\_\_\_\_ (prefer) it to Facebook or Snapchat. Why 3 \_\_\_\_\_ (be) so many people now into uploading photos? Maybe because each photo 4 \_\_\_\_\_ (often/tell) its own story.

Look at the photo of these young people. What 5 \_\_\_\_\_ they \_\_\_\_\_ (do)? They 6 \_\_\_\_\_ (not be) at school. Why not? Why 7 \_\_\_\_\_ they \_\_\_\_\_ (wait) there? What 8 \_\_\_\_\_ they \_\_\_\_\_ (eat)? One of the boys 9 \_\_\_\_\_ (not / wear) a coat. Some of them 10 \_\_\_\_\_ (talk) to each other. What 11 \_\_\_\_\_ they \_\_\_\_\_ (say)? 12 \_\_\_\_\_ the girl in white jacket \_\_\_\_\_ (want) to say something?

Self-evaluation

Read the objectives for the unit.

How well can you now do each one? Put a tick (✓).



- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can describe TV programmes, films and video games.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can talk about the things I like and dislike.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can talk about the things I usually, sometimes or never do and the things I'm doing right now. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can ask my friends about their preferences and answer questions about mine.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can write a review.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose ☹️, ask your teacher for extra help.

## Meet two students

Student's Book pp6–7

## Warmer

Ask students to work in pairs (Student A and Student B) and find out the following about their partner:

- 1 their favourite school subject (*What's your favourite school subject?*)
- 2 something they like doing in their free time (*What do you like doing in your free time?*)
- 3 the languages they speak (*What languages can you speak?*)

Write example questions on the board if you think your students will need them. Allow three minutes for Student A to ask Student B, then another three minutes for them to swap roles.

At the end, nominate students to tell the class about their partner.

## Vocabulary: introducing yourself, your likes and dislikes

- 1 • Ask students to look at the questions before they read so that they know what information to look for.

## Exercise 1

- |                   |                      |
|-------------------|----------------------|
| 1 Guatemala       | 2 Finn Wolfhard      |
| 3 Lucía's brother | 4 No, he watches it. |
| 5 pasta           |                      |

- 2 • Students do the task.

## Fast finishers

Ask students to write another 'who' question about one of the profiles. If time allows, they can ask the class their question when everyone has finished.

- **Challenge** Ask students to try and answer the questions without looking back at the two profiles.

## Exercise 2

- |                    |         |
|--------------------|---------|
| 1 Lucía and Harley | 2 Lucía |
| 3 Harley           | 4 Lucía |
| 5 Lucía            |         |

- 3 • Nominate two people to read out the examples in speech bubbles.
  - Check understanding of *I'd like to* (see *would like* box below) and drill pronunciation.

- After the pairwork, nominate individuals to tell the class who they would like to meet and why.

## would like

ABCD

- Tell students that *I'd like* is a contracted form of *I would like* and is a polite way to say *I want*. Explain that it can be followed by a verb (a *to*-infinitive) or a noun:

*I'd like to meet* Lucía.

*I'd like an ice cream.*

Write the question forms on the board as well:

- *Would you like ... ?*  
*What/Why/When/Where would you like ... ?*

## Further practice

- Vocabulary → On-the-Go Practice
  - Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- 4 • Before students do the task, explain that *other free-time activities* are things that are not sports.

## Exercise 4

**School subjects:** maths, Spanish, history, PE

**Sports:** football, swimming, going to the gym

**Other free-time activities:** watching films and TV series, watching football, meeting friends

**Places in a town:** park, gym, sports centre, restaurant, shop

- 5 • Allow students to work in pairs if necessary.

## Exercise 5

**Suggested answers:**

**School subjects:** biology, chemistry, citizenship, design and technology, drama, English language, English literature, French, geography, German, ICT, music, physics

**Sports:** (play) badminton, basketball, hockey, table tennis, volleyball; (go) cycling, horse-riding, skateboarding, skiing, surfing; (do) aerobics, athletics, dance, gymnastics, martial arts/karate, yoga

**Other free-time activities:** play video games, collect things, draw, go to a dance class, make videos, play chess, play in a band, play in a team, practise (a musical instrument), use social media

**Places in a town:** bus stop, cinema, department store, library, music venue, bus/train/petrol/police/underground station, city/medical/shopping/sports/town centre

- 6 • Students do the task. You could set a time limit of 20 seconds for students to read and find the answer to the question.
  - Follow-up questions:  
*What time does Harley have a shower?* (at about 7:00)

What does he often do after his homework? (sport)  
 What time does he go to bed? (ten o'clock)

**Exercise 6**

Harley

- 7 • Give students time to read through the phrases and make sure they understand them.
- Tell students to write the phrases in order in their notebooks, then compare their list with a partner's. Check pronunciation.
- Nominate students to tell the class about their routine.

**Exercise 7**

**Suggested answers:**

wake up, get up, have a shower, get dressed, brush my hair, make my bed, have breakfast, clean my teeth, pack my bag, go to school, start school, have lunch, finish school, go home, do homework, do sports/free-time activities, have dinner, go to bed, go to sleep

## Grammar: possessive adjectives and *have got*

- 8 • Students do the task.
- Ask students to look at the profiles of Lucía and Harley to find more examples of possessive adjectives. (Lucía: our, my x6, his; Harley: my x2)

**Exercise 8**

1 my 2 your 3 his 4 her 5 its 6 our 7 their

- 9 • Explain that the table shows the present simple forms of *have got*.
- Ask students to look at the profiles again to find more examples of *have got*. (one in each, right at the beginning)
- Elicit the question forms and write them on the board:  
*Have you/we/they got ... ? Has he/she/it got ... ?*  
*What have you/we/they got? What has he/she/it got?*

**Exercise 9**

1 've (have) 2 he 3 she 4 it 5 hasn't (has not)

**have and have got**

ABCD

- Explain that *have got* is used to talk about possession:  
*I have got a cat. / I've got a cat.*
- It means the same as *have* on its own:  
*I have a cat.*
- Point out that *have* without *got* is also often used to talk about activities in expressions like *have a shower, have dinner, have fun*.

- 10 • Students do the task.

- ▶ **Reinforcement** Tell students to think carefully about who or what is being referred to by each pronoun, especially for gap 9.

**Exercise 10**

1 my 2 her 3 've got 4 haven't got 5 our  
 6 His 7 has got 8 their 9 its 10 's got/has got

## Grammar: likes and dislikes

- 11 • Remind students to be careful about the spelling of *-ing* forms.
- ▶ **Reinforcement** Remind students that they will need to change any verbs to the *-ing* form.
- When you check answers, draw attention to the spelling of *getting* and elicit the rule (if the verb ends in a vowel followed by a consonant [except -y], the last consonant is doubled). Elicit more examples: *sitting, stopping, planning*.
- Draw attention to the spelling of *living* and elicit the rule: if the verb ends in *-e*, the *-e* is omitted. Ask for more examples: *having, making, dancing*.

**Exercise 11**

1 I hate getting up early. 2 She loves watching videos on YouTube.  
 3 We like our maths teacher. 4 They like living in the centre of the city.  
 5 He doesn't like pizza.

- 12 • Make sure students understand they must not write *I like, love, etc.* – just the activities, i.e. nouns or *-ing* forms.
- Have students read the instructions for exercise 13 so that they understand why they are making their list.
- 13 • Nominate two pairs to read out the example dialogue before students do the task.
- At the end, nominate students to guess about each other's likes and dislikes. Student A names a thing or activity and Student B guesses how they feel.

**Further practice**

- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

**Homework** 

Ask students to write one or two true sentences about themselves for each of the headings in the profiles (family, languages, school subjects, etc.). (Optional: Students can draw their own icons next to each item as well.)

# Let's get personal!

## Student's Book p8

### Warmer

Draw four faces (like on p7) on the board alongside a list of activities, e.g. *watch films, live in the city, eat pizza, play the piano, play football, get up early, do homework, make my bed, study maths, go shopping, have a shower*. You could elicit activities from the students also.

Divide the class into two teams. Point to a team and point to a face on the board. A student from the team has to choose a verb phrase and produce a sentence to match the face, e.g. *I like/don't like/love/hate getting up early*.

Teams get a point for each correct sentence and an extra point if they spell the *-ing* form correctly.

## Vocabulary: personal information

- Students scan the profile to find the right places for the headings.
- Once they have checked answers, ask students to read the profile again more slowly.

### Exercise 1

- |                    |           |          |
|--------------------|-----------|----------|
| 1 The facts        | 2 Family  | 3 School |
| 4 Favourite things | 5 Hobbies |          |

- ▶▶ 1 See the audioscript on p130.

- Play the audio. Tell students to listen out for mistakes only this time; they will add any missing information they hear in the next exercise.

### Exercise 2

**Family:** We spell Deniz with a z.  
**Favourite food:** He doesn't like vegetables.  
**Favourite colour:** His favourite colour is blue.

- Tell students to make notes in their notebook of any information that is not included in the spidergram in their Student's Book.
- If possible, project the spidergram on the board and allow students to add in the information they heard.

### Exercise 3

**Languages:** Turkish  
**Hobbies:** He likes playing computer games.

## Grammar: Wh- questions

- Tell students to form the questions with *you*.

### Exercise 4

- |              |                |           |
|--------------|----------------|-----------|
| 1 are you    | 2 are you      | 3 is your |
| 4 can/do you | 5 Have you got | 6 do you  |

- Elicit the full forms of *What's* and *Who's* (in this context) before students do the task.

### Exercise 5

- What's your favourite subject?
- What's your favourite food?
- Who's your favourite actor or singer?
- What's your favourite colour?
- What kind of music do you like?
- What do you do in your free time?

### Extra activity

Ask students to write three more questions they could ask a friend, e.g. *What's your address? Where do you live? What's your favourite film/song/book/place? Have you got any pets?*

- Tell students that here they are to work individually and think about what they already know about their partner; point out that in exercise 7 they will ask questions to learn the things they don't know yet.
- Tell students to use the headings in exercise 1 to help them organise their notes, e.g. *Languages, Brother, Sister, Favourite subject*.
- Remind students to use *How do you spell that?* to check the spellings of names.
- Students use the speech bubble examples to ask and answer. Then ask the other questions from exercises 4 and 5.
- When students have completed the profiles, display them in the classroom or bind them together to make a class profile book.

### Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

### Homework

Students draw a simple profile for a member of their family, e.g. brother/sister/cousin, including facts they already know under the headings *The facts, Family, Favourite things* and *Hobbies*. They then choose six to eight of the facts and write full sentences.

**Get online**



Ask students to create a profile (like the one for Taner) for their favourite musician, sportsperson or actor. They can look up facts about them online and find examples of interviews, which often ask celebrities about their favourite food, colour, etc. They can then create a poster from the information and display it in class.

## A world of languages

Student's Book pp9–10

**Warmer**

Play **Chain sentences**. (See Activities bank, p6, for full instructions).

Start: *I can speak Spanish, but I can't speak Turkish.*

If necessary, write some languages on the board, or translate languages as you play the game.

Point out to students that they should all use one *can* and one *can't* in their sentence – sometimes *can't* will come first, and sometimes *can* will be first.

### Vocabulary: countries and languages

- Students do the task.
  - Reinforcement** If appropriate for your class, tell students to try to spell the languages correctly, then check in a dictionary.

**Exercise 1**

- |              |           |           |            |           |
|--------------|-----------|-----------|------------|-----------|
| 1 Chinese    | 2 French  | 3 Italian | 4 Japanese | 5 Spanish |
| 6 Portuguese | 7 Turkish |           |            |           |

- Students work in pairs before you play the audio.

- See the audioscript on p130.
  - Students listen to check their answers.
  - Follow-up questions:
    - What does karate mean?* (empty hand)
    - What was in Chinese ketchup?* (fish and spices)
    - What did people use umbrellas for originally?* (to protect them from the sun)

**Exercise 3**

- |           |                           |           |            |
|-----------|---------------------------|-----------|------------|
| 1 Spanish | 2 Portuguese (or Spanish) | 3 French  | 4 Japanese |
| 5 Chinese | 6 Turkish                 | 7 Italian |            |

### Grammar: question words

- Check students understand phrases 1–7 before they match them.

**Exercise 4**

- |         |            |        |
|---------|------------|--------|
| 2 Who   | 3 How many | 4 What |
| 5 Where | 6 Which    | 7 How  |

- Check understanding of *invented, smoke, pigeon* and *whistling*.
  - Explain that *most common* in question 2 means *spoken by the most people*.
  - Tell students to read the answer options as well as the questions, because these will give them clues to the correct question word.

**Exercise 5**

- |        |         |         |
|--------|---------|---------|
| 2 What | 3 Who   | 4 Which |
| 5 How  | 6 Where | 7 When  |

- Tell students they don't have to agree. If students disagree on an answer, tell them to discuss why they think their answer is the correct one.
  - Tell both students to make a full note of their answers, a, b or c, with the accompanying information, as the letter references are not given on the audio track for the next exercise.
- See the audioscript on p130.
  - Students listen to check their answers.
  - Challenge** Ask students to also listen out for the answers Cole gets wrong.

**Exercise 7**

- |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 1 a | 2 c | 3 b | 4 a | 5 c | 6 a | 7 b |
|-----|-----|-----|-----|-----|-----|-----|

**Further practice**

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

**Homework**

Students read the fun facts and then find out more about Klingon and other invented languages (e.g. the Na'vi language in *Avatar*). They then note down some facts about one or two of these languages and write a list of some of the invented words and their English equivalents.

**Get online**



Students find out more about the whistling language of La Gomera. Give groups different questions to answer: *Where is La Gomera?* (in the Canary Islands off the coast of Morocco) *Who learns the whistling language today?* (primary school children, tourists) *What is the whistling language called?* (Silbo Gomero) *Which normal language are the whistled messages in?* (Spanish)



## Grammar: *there is/are*

- When you check answers, make sure that students understand the contraction in *There's* for gap 1.
  - Play track 3 from exercise 7 on p9 (or put the audioscript on the board). Ask students to listen and write down more examples of *there is/are*, e.g. *There are a lot of Chinese people. There's a lot of rain in India.*
  - Ask students if they hear another example of *there* with a different meaning (adverb meaning *in or to that place*), e.g. *I went there on holiday.*

### Exercise 1

1 There's (There is)   2 There aren't   3 Is there   4 there isn't   5 are there

- Ask students to read through the fun facts before they complete them.
  - Explain that *character* here means a written symbol containing more information than just a letter sound; in the Cambodian language, a character can stand for a syllable.

### Exercise 2

1 Is there, there isn't   2 are there, There aren't   3 Are there, There is  
4 are there, There are   5 are there, There are

## Grammar: object pronouns

- When students have read the examples, check their understanding of a subject pronoun and an object pronoun. Show that object pronouns usually come after a verb or a preposition in English.
  - Students do the task.

### Exercise 3

1 d   2 f   3 a   4 g   5 e   6 b   7 c

- Check that students know that Ellen is a girl's name before they complete the sentences.

### Exercise 4

1 her/me   2 them   3 us  
4 me   5 him

- Ensure students understand which parts of the sentence they are reusing and which parts they can change.
  - Students do the task.
  - If your class is confident, give them a target number of each. Point out that they can also ask about things or people that are not in the box.

- Afterwards, have students share some of what they learnt about their partner.
- Ask students to read the whole text before they choose options.

### Exercise 6

1 learning	2 speak	3 reads
4 speaks	5 has got	6 there are
7 them	8 her	9 can't
10 him	11 it	

### Further practice

- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

### Homework

Students write five more quiz questions about real or invented languages using the question words in the box on p9. Tell them to model the style of their questions on the quiz questions on p9 and p10. Tell them they must include at least two questions with *there is/are*. If they have time, they can research the answers to their questions.

### Get online

Students can find out answers to questions about Melissa May and her invented language, e.g. which other languages Melissa knows, what she wants to do as a job as well as some phrases or her favourite words from her invented language. They can then share this information with other students in the following class.

## What's in this book?

### Student's Book p11

#### Warmer

Write different types of question on the board as follows:

Asking a question about:

- a reason
- a person
- a number
- an age
- a place
- different options
- an object

Divide the class into teams, nominate a team and give them a number. The team must create an accurate question using the correct question word, e.g. 2 a person: *Who is the best cook in our class?* Teams win one point for a correct question word and one point for a correct complete question.

(1 Why? 2 Who? 3 How many? 4 How old? 5 Where? 6 Which? 7 What?)

- Explain that this task will help students to become more familiar with their Student's Book and therefore to use it more efficiently.
  - Tell students that they can use the Contents pages to help them find some of the answers to these questions.

**Exercise 1**

- After Writing and before Project.
- You can write translations of the Key phrases on the Speaking pages.
- Irregular verb list page 134
- Pronunciation

- Encourage students to make a note of the page number for each item they find as this will help them with exercise 3.

**Exercise 2**

- How can teenagers learn about money?
- Why is this type of video popular?
- Answering questions in your own words
- opportunities
- Why do people like buying famous brands? Are brands (of clothes, shoes, phones, etc.) important to you?
- Answering true/false questions
- Communication – taking turns

- Read out the example answer and highlight the link between *Reading subskills* and *more effective reader* in the description.
  - Encourage students to underline the key words in the other descriptions and notice any links between these key words and the words and phrases in exercise 2.
  - Tell students also to look carefully at the features they found in the book for exercise 2 to help them with the answers here.

**Exercise 3**

- |                |                      |
|----------------|----------------------|
| 2 Video skills | 3 Critical thinking  |
| 4 Super skill  | 5 Word work          |
| 6 WDYT         | 7 Listening subskill |

- Encourage students to do this task in small groups and suggest that they divide up the book to make it quicker.
  - Encourage them to use English to organise themselves within their group and to allocate pages to look through, e.g. *You look at Units x to x; I'll look at Units x to x.*
  - After five minutes and/or if students need some help, you could tell students the unit number to look in for each item (see Answer key).

- Allow students to make guesses about what the photos show if this information isn't given on the page where they find each picture.

**Exercise 4**

- |                                 |  |
|---------------------------------|--|
| 1 Afghan robotics team (Unit 3) | 2 Roman key (Unit 2)                     |
| 3 Brandon Connelly (Unit 8)     | 4 Felix Finkbeiner (Unit 5)              |
| 5 Stone money (Unit 4)          | 6 Jenk Oz (Unit 6)                       |
| 7 Lisa and Lena (Unit 1)        | 8 Spencer O'Brien – snowboarder (Unit 2) |
| 9 Ellie Robinson (Unit 3)       | 10 Lily Connors (Unit 7)                 |

- Before they start, elicit and write on the board some of the language students can use when they talk about this activity with their partner.
  - If they don't come up with these, add them to the board:  
*Where is ... ?*  
*Do you remember seeing ... ?*  
*I remember – it's in Unit ...*  
*Let's look through the book for ... now.*
  - Run this activity as a groupwork race if you wish – each group has to work together to be the fastest to answer all of the questions.
  - Remind students to use the Contents page if necessary.

**Exercise 5**

- |          |          |          |                  |           |
|----------|----------|----------|------------------|-----------|
| 1 Unit 8 | 2 Unit 1 | 3 Unit 7 | 4 In the project | 5 Unit 2  |
| 6 Unit 6 | 7 Unit 8 | 8 Unit 4 | 9 Unit 1         | 10 Unit 3 |

**Homework** 

Students look through the Student's Book again and write five new Classroom challenge questions and answers in the same style as the ones in exercise 5, but this time about different topics.

**End-of-unit further practice**



- Diagnostic test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre

## 1

## Stories

## Vocabulary

## Student's Book pp12–13

**Lesson aims** Students learn and practise vocabulary related to TV, film and games, as well as likes and dislikes. They watch a video about a visit to a film studio.

## Warmer

Books closed. Write the unit title on the board and elicit the names of any well-known stories (e.g. folk tales or famous novels/poems) from your students' country. Ask: *Do you like these stories? Why/Why not?*

*Do you study them at school?*

*Are they just in books or are there film or TV versions? If there is a film or TV version, what do you think of it?*

## WDYT? What makes a good story?

Ask students which kinds of stories they prefer and why. Hold an open class discussion. Put some words up on the board to help them:

*romantic, funny, interesting characters, dramatic, scary, realistic, happy*

Ask students for examples of different media that have stories (e.g. books, films, series, games).

Tell students they will return to the question at the end of the unit.

## TV, films and games

- Before students begin, check understanding of *screen* and *typical*. Check understanding and pronunciation of *platform* /'plætˌfɔː(r)m/ and *series* /'sɪəriːz/. Tell students to make notes of their answers in their notebooks.

## Extra activity

Elicit examples of other types of screens students may also look at (e.g. transport information boards showing bus/train/plane arrival/departure times, fitness trackers/watches, large public screens showing sports matches in cafés or close-ups of performers at concerts and music festivals). Check pronunciation and encourage further discussion.

- Students do the task. See Fast finishers option in the next column.
  - Nominate students to share their answers with the class. Ask students to also tell the class about their partner and say who looks at screens more.

## • Follow-up questions:

*Are there big differences between your close family members in terms of screen time? How about between you and your grandparents?*

*How do people in your family feel about screen time?*

## Fast finishers

Fast finishers can add to question 3 by asking questions about specific YouTubers, Netflix series, films, games, etc. that they and their family watch and then tell the class.

## Get online

Students look online to find stories about teens who have tried to reduce the number of hours they spend looking at screens. In class, discuss the different strategies.

- Draw students' attention to the box about remembering new vocabulary.

- Read through the phrases in the box as a class and check pronunciation. Tell students that *programme* here means *TV programme* or *TV show* (although this may be watched on a computer/tablet/phone).
- Ask: *What's the difference between a musical and a music programme?* (A musical is a film or play with songs; a music programme is a TV show about music.)
- ▶ **Challenge** Ask students to think of sentences to define the phrases in the box, e.g. *a comedy programme makes you laugh; you build things on a computer in a construction game.*

## program vs programme

ABCD

British English talks about a *computer program* but a *television programme*; *program* is used for both meanings in American English. However, in American English, *TV show* is much more commonly used than *TV program*.

- Students do the task.
  - Remind students to use the phrase *I don't know* if they don't know what type an item is.
- Before students read the website information, ask them to look first at the headings and the pictures and predict what the website is about. Ask: *Have you seen Star Wars: The Last Jedi, the TV programme, or played Legend of Zelda? Where do you think these lists are from?*
  - Before students do the matching task, ask them to use the headings on the website to find the correct words more quickly.

### Exercise 5

- |                 |                        |
|-----------------|------------------------|
| 1 cartoon       | 2 cookery show         |
| 3 romantic film | 4 role-playing games   |
| 5 horror film   | 6 science-fiction film |
| 7 thriller      | 8 action game          |
| 9 talent show   | 10 strategy game       |
| 11 drama series | 12 superhero movie     |

- 6 • Students do the task. If time is short, ask students to write shorter lists, e.g. a top three for each category.

### Extra activity

Ask students to find key words and phrases in the extract that explain why the writer likes each item and write these on the board, e.g. *I love ... ; I'm into ... ; ... is my favourite ... ; for me ... is the best; I'm (not) a big fan of ... ; ... is/are (really) great/cool/fantastic/perfect for me.*

Check pronunciation and encourage students to give a few example sentences for their own preferences.

- Ask students to think of reasons why *they* like each item in their lists using the phrases from the extract.
  - ▶ **Reinforcement** Allow students time to make notes of their reasons. To give further support, you could ask each student to give one example sentence, assigning them a particular phrase to avoid too much repetition.
- 7 • Nominate a confident pair to model. Encourage them to show their opinion through their intonation by sounding motivated.
- Nominate students to give their choices and reasons to the class.

### VIDEO SKILLS

- 8 ■ See the videoscript on p139.

- Look at the still with the class. Elicit how many people are in it and what they are doing. (There are three people. One person is operating the camera and the other two are walking around.) Then ask the question. Tell students to think about what the people are going to do.
- Before watching the video, check students understand *special effects* (= unusual sound or images in a film), *motion capture* (= filming movement patterns for a film or video game) and *sensors* (= technology that captures movement, heat or light).
- Afterwards, ask students what they would do if they were wearing the sensors.

- Follow-up questions:  
(You will probably need to write these on the board and allow students to watch the video a second time.)

*What is the name of the studios and where are they? (The Imaginarium Studios, London)*

*What does the character on the computer do?*

*(the same thing as Marcus)*

*Does Marcus go to the lake? (no)*

- 9 • Students do the task.

### Exercise 9

#### Suggested answers:

- 1 A journalist called Marcus and his production team or a video production company for a TV show.
- 2 People who are interested in cinema, computer generated animation, media production and technology.
- 3 a

### Further practice

- Vocabulary → Workbook p4
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

### Homework

Students ask another family member for their top five films, TV programmes or games and reasons. Students then write five sentences about them. Remind students to include what kind of film, programme or game they are.

### Get online

Ask students to look at other people's lists of top ten films, games, etc.

# Reading and critical thinking

Student's Book pp14–15

**Lesson aims** *Students predict the content of a text, then read about and discuss the creative use of technology.*

## Warmer

Books closed. Play **First to five**. (See Activities bank, p6, for full instructions.)

Use the categories *films, TV programmes* and *games*. Students race to write down five types for each category. Tell students that they can name any at all (not just those from the previous lesson), but they must use their English names.

## A blog post

1 4 See the audioscript on p131.

- Students do the task.
- ▶ **Reinforcement** Students can look back at their notes from the Vocabulary lesson for help.
- Follow-up questions (write on the board and allow students to listen for the answers):  
*Which sport is mentioned? (hockey)*  
*Which country is suggested for a holiday? (Slovenia)*  
*Which ocean is mentioned in the documentary? (the Pacific)*

### Exercise 1

- |                    |                        |
|--------------------|------------------------|
| 1 sports programme | 2 romantic film        |
| 3 travel show      | 4 science-fiction film |
| 5 cookery show     | 6 documentary          |

- 2 • Students look at the photos and discuss in pairs. They can use the words in the box to help.
- Nominate students to tell the class their ideas, but don't confirm the correct answers yet.
  - Encourage students to give reasons for their ideas. Provide prompts on the board:  
*I think he's/they are ... because ...*  
*I recognise them – they're ...*  
*I can/can't see ...*

### ▶ Subskill: Making and checking predictions

Explain to students how making predictions before reading will do the following:

- 1 activate existing knowledge for new information in the text to 'stick onto'
- 2 help them learn and remember key vocabulary for understanding a topic
- 3 stimulate critical thinking about the content of a text

- 3 5 Before the task, ask students to note down some words connected with their ideas for the three photos.
- When they have done the task, ask which words they found in the text and where.

### Exercise 3

- 1 video game (though David himself is involved in production rather than programming)
- 2 documentary
- 3 music video

- 4 • Before they start, ask: *How many times is 'once a week'?* and check understanding of *creative* (= involving a lot of imagination and new ideas).
- Follow-up questions:  
*Which famous people does Zachary Maxwell meet? (politicians)*  
*How old was he when he started being creative? (eight)*  
*What is the name of David's first game? (Mirka)*
  - ▶ **Challenge** Students try to fill in some of the names from memory.

### Exercise 4

- |                   |                   |
|-------------------|-------------------|
| 1 Zachary Maxwell | 2 Candy K         |
| 3 Zoey            | 4 Zachary Maxwell |
| 5 Lisa and Lena   | 6 David Eisman    |

### Extra activity

Ask students to write three questions they would like to ask the people featured in the blog.

- 5 • Before doing the task, check understanding of *recommend* (= to advise someone that they should do something) and *area* (= a part of a city, town, country, etc.).
- Remind students to look for different words meaning the same thing in the sentence halves and the text (*area/neighbourhood*) or different forms of a base word (*organise/organiser*).

### Exercise 5

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 f | 2 d | 3 b | 4 e |
| 5 g | 6 h | 7 c | 8 a |

- 6 • **Word work** Before doing the task, read through the definitions as a class and decide what part of speech students need to look for and whether or not any nouns or verbs will be singular or plural.

### Exercise 6

- |                 |           |
|-----------------|-----------|
| 1 followers     | 2 console |
| 3 upload        | 4 shy     |
| 5 neighbourhood | 6 twins   |

- 7 • Students complete the task. Point out to students that they can find the correct words in the other sentences (and that they are the words from exercise 6).

### Exercise 7

- |                 |             |
|-----------------|-------------|
| 1 twins         | 2 shy       |
| 3 console       | 4 followers |
| 5 neighbourhood | 6 upload    |

### Get online

Ask students to research more facts about Zachary Maxwell, Lisa and Lena and David Eisman, with each student being given one person to research. In class, get them into groups of three, each with information about one person, and have them share their information. They could talk about similarities and differences between the people.

## CRITICAL THINKING



- Remember** (LOT) Books closed. Give students 2–3 minutes to note down the types of technology they remember from the text, then quickly scan it again to check anything they missed. Note that *types of technology* here can mean gadgets, as well as programs and apps and the things you can make with them.

  - Nominate students to give their answers and write them up on the board.
- Evaluate** (HOT) Say the names of the people featured in the text and nominate individual students to summarise briefly how each person uses technology. If the students did the Get online task earlier in the lesson, they can also include any information they found out.

  - Books open. Read out the question and discuss the meanings of *best use* and *most creative use* as a class.
  - Give students time to work in pairs to discuss their views.
  - After eliciting a few answers from the class, ask for a show of hands from the whole class for each person to find a majority view.
- Create** (HOT) Help students with this task by allowing them to work in groups or with a partner. Students could also look online for ideas. Recommend that they think about their own personal experiences and those of their family and friends as well.

  - Nominate different students to share their ideas and write them on the board. Ask the class to vote on the best one.

### Critical thinking

#### Suggested answers:

- Film, app, gaming program
- Students' own answers
- Students' own answers



### Culture note

**Zachary Maxwell** is an award-winning teenage documentary director and producer, known for *Yuck! A 4<sup>th</sup> Grader's Short Documentary about School Lunch* (2012) and *Anatomy of a Snow Day*. He began showing his work at film festivals at the age of eight. He has his own media production company, Maxwell Project.

**Lisa and Lena Mantler** are identical twins from Stuttgart in Germany who post videos of themselves lip-synching to music tracks on YouTube.

**David Eisman** built his own business, Pixelman Productions, by advertising jobs for programmers, artists and writers and promising to pay them when the business started earning money. The company's first game, *Mirka*, has a female protagonist. Players of the game explore a character's world and feel emotions that are not usually associated with video game play. David wants eventually to help spread gaming within the educational system.

### Further practice

- Reading → Workbook p8
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

### Homework

Students write at least five sentences about their own use of technology currently. They describe the apps they use, what they like doing with their phone/laptop/tablet and whether they take photos, record music/sounds, make videos or cartoons, etc.

# Grammar

Student's Book p16

**Lesson aims** Students learn the forms and spellings of the present simple and the position of adverbs of frequency.

## Warmer

Write the following sentences on the board:

*Some adults ... teens are ... in front of a computer.*

*Lisa and Lena ... 20 minutes ... day making videos.*

*I normally ... a video on TikTok once ... week.*

Elicit the words for the gaps. (think, always, spend, a, upload, a)

Ask which form the verbs are. (present simple)

## Present simple

- Students copy and complete the rules, referring to the *Spelling rules for he/she/it* on p21.
- Elicit another example for each spelling rule.

### Exercise 1

- |   |                          |
|---|--------------------------|
| 1 -s (uses), -es (pushes), -ies (tries) | 2 don't/doesn't          |
| 3 do/does                               | 4 do/does, don't/doesn't |

### Common errors in present simple

ABCD

- omitting *do* or *does* before the noun in questions:  
*What you want?* *What do you want?*
- using sentence structure with question intonation:  
*You speak English?* *Do you speak English?*
- answering *Yes/No* questions by repeating the main verb form:  
*Do you like pizza?* *Yes, I like. Yes, I do.*

### Extra activity

Hold up word cards of verb infinitives one at a time (or write them on the board) and ask students to hold up a piece of paper showing either *-s*, *-es* or *-ies*.

(**Suggested verbs:** watch, study, smile, play, make, work, have, teach, go, wash, try and enjoy)

- Students do the task.

### Exercise 2

- My grandmother doesn't like watching talent shows.
- Does her brother use a games console?
- We play construction games.
- Does their teacher show videos in class?

## Adverbs and expressions of frequency

- Nominate a student to read out the examples. Clarify the meanings of *specific frequency* and *frequency in general/general frequency*.
- Drill pronunciation of *once* /wʌns/ and *twice* /twaɪs/ in the *Frequency expressions* box.

### Exercise 3

**specific:** once a week      **general:** always, often

- Nominate a student to read out the expressions in the box before they sort them.

### Exercise 4

**specific:** five times a week, four times a day, once a month, once a week, three times a month, twice a day, twice a year  
**general:** always, hardly ever, never, often, sometimes, usually

### Once and twice

ABCD

Note to students that the adverbs *once* and *twice* can be used alone without a specific period:

*I watched Star Wars: The Last Jedi twice.*

*We visited the Taj Mahal once.*

- Students work independently to do the task, then compare their answers with a partner.

### Exercise 5

**specific:** four times a day, twice a day, five times a week, once a week, three times a month, once a month, twice a year  
**general:** always, usually, often, sometimes, hardly ever, never

- Read out the rules including the two options and check understanding before they choose.

### Exercise 6

1 after      2 before      3 end

- Students do the task.
- After checking, nominate students to decide if each complete sentence is true or false for them.

### Exercise 7

- My father never plays video games.
- We have our art class once a week.
- We sometimes upload videos on social media.
- I get a new video game twice a year.
- I hardly ever film things with my phone.

- 8 • Ask students to predict what the text is about.
- Elicit the meaning of *sign* (v) and drill pronunciation /saɪn/.
  - Students do the task. Ask: *What does 'We all sign a Screen-Free promise card' mean?*
  - Ask follow-up questions:  
*How often do you use screens?*  
*How often do you go to the cinema?*

### Exercise 8

I **sometimes** use screens for five hours a day. We use computers at school **three times a week** and I **usually** play video games with my friends after school. I go to the cinema **about four times a year** and I **hardly ever** read books. My school celebrates Screen-Free Week **once a year**. We all sign a Screen-Free promise card and they **usually** organise special activities like sports and competitions. It's good fun but I'm happy it's only one week a year!

- 9 • Read through the Brain teaser and explain what a *riddle* is (= a question that has a clever or funny answer).
- Give students hints if necessary: **1 Think about spelling!** **2 Think literally!** and **3 Think about numbers!**
  - Students discuss the questions in pairs for a minute before discussing as a class.
  - Ask them for examples of riddles in their language; can they be translated into English?

### Exercise 9

1 The letter *r*      2 badly      3 Your age

### Further practice

- Grammar → Workbook p5
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

### Pronunciation p116 Exercise 1

/s/ or /z/: cartoons, games, letters, sisters  
/ɪz/: houses, languages, oranges, places

### Pronunciation p116 Exercise 2

/s/ or /z/: drives, shows  
/ɪz/: passes, teaches

### Pronunciation p116 Exercise 3

boxes, changes, dances, finishes, offices

### Homework

Ask students to write five sentences about a family member's activities using expressions of frequency.

## Vocabulary and Listening

### Student's Book p17

**Lesson aims** Students learn to talk about their likes and dislikes; they learn to use phrases with prepositions.

### Warmer

Ask students some questions about their library:

*How much do you use the school or local library?*

*Do you just borrow books or are there other activities available?*

*What do you think of the library you use?*

*How could you make it better?*

## Phrases with prepositions: likes and dislikes

- 1 • Have students scan the first part of the leaflet quickly to find the four activities available at the library. (creating a comic, making a video, recording a review, joining a writing workshop)
- ▶ **Reinforcement** Tell students that this information is in the four bullet points.
  - Check understanding of *comic*, *podcast* and *workshop*.
  - Now students do the task.
- 2 • Ask for examples of prepositions to check understanding of the task first.

### Exercise 2

1 on                      2 into                      3 of  
4 about                      5 at                      6 in

- 3 • Students answer questions 1 and 2.
- Discuss question 3 as a class. Some students may know the term *gerund*, but the *-ing* form is enough here.

### Exercise 3

1 1, 2, 3, 4, 6      2 5      3 verb *-ing* (gerund)


### Extra activity

Ask students to rewrite the sentences in exercise 2 so that they are true for them. Then ask and answer with a partner: *Are you keen on ... ?*, etc.



- 4 • Check understanding of *snowboarding*.
- Students do the task.
  - Nominate students to tell the class about their partner's likes and dislikes.

## A live report

- 5  See the audioscript on p131.

- Before doing the exercise, ask students to look at the photo. Ask: *Where are the people?* (in a library) *What are they looking at?* (a laptop) Point out that this is the library from the leaflet.

### Exercise 5

- 1 Anabelle is making a video about a book.
- 2 Noah and Josh are in the writing workshop.

### Subskill: Answering true/false questions

Remind students that they should listen carefully for negatives (or other important words like *except*) and not just key words to have a sense of the whole statement.

- 6 • Before students listen again, allow them time to underline the key words in the sentences.
- Ask students to think about who *her, she, they* and *their* refer to in each case.  
(Suggested options for underlining: 1 Annabelle, talks, books, videos 2 Her videos, help, choose, books 3 She, mad about, horror 4 Noah and Josh, using, technology 5 They, using, photos, maps 6 activities, they do, help, future jobs 7 They, aren't keen, science fiction)
  - ▶ **Challenge** Students could try this exercise from memory before listening to check.
  - Follow-up questions:  
*How often does Annabelle go to the library to make films?* (twice a week)  
*How often do Josh and Noah go to the library?* (once a week)  
*Would you like to write a story based on a map or some photos?*

### Exercise 6

- 1 False – She acts out scenes from the story.
- 2 True – People watch them when they're deciding what to read.
- 3 False – She reads anything *except* horror stories.
- 4 True – They're using computer programs to get ideas.
- 5 True – Noah is using photos from Flickr and Josh is using maps from Google maps.
- 6 True – They want to be journalists or writers.
- 7 False – They're big fans of science fiction.

### Extra activity

Ask students what questions the interviewer, Logan Bell, asked the teens in the audio.

- 7 • Check understanding of *encourage*. Students discuss in pairs and make a note of their ideas.

### Research

Allow time for students to report back in groups of four and briefly tell their partners either about a book they have chosen or what they thought of BookTube.



### Culture note

**BookTube** is a subgroup of YouTubers who record themselves talking about books they have read and recommend good reads to viewers.

### Further practice

- Vocabulary → Workbook p6
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p9
- Listening worksheet → Teacher's Resource Centre

### Homework

Students find out what their family members like/don't like to read. Students write a sentence about each family member using phrases from the lesson.

## Grammar

### Student's Book p18

**Lesson aims** Students compare the uses of the present simple and the present continuous.

### Warmer

Play a couple of rounds of **Snowman** with *-ing* forms, i.e. supply *-ing* already and ask students to find the first part of the word before the Snowman melts. Possible words: *play, swim, take, make*. Students can win a bonus point if they can form a sentence using the *-ing* form after they have solved it.

(See Activities bank, p7, for full instructions.)

## Present simple and present continuous

- 1 • When they have completed the task, nominate students to give their answers and ask the class if they agree. Ask how they know.

### Exercise 1

**Present simple:** come, do ... come, doesn't like

**Present continuous:** 'm visiting, are ... doing, aren't reading

- 2 • Students do the task.
- When they have finished, remind students to look again at the Spelling rules on p21.

### Exercise 2

- |                      |                      |
|----------------------|----------------------|
| 1 present continuous | 2 present simple     |
| 3 present simple     | 4 present continuous |

- 3 • Before students do the task, draw attention to the *Remember!* box about verbs that aren't normally used with the present continuous.
- If you think it will help your class, decide with students which rule in exercise 2 each sentence matches. Ask students which words helped them.

### Exercise 3

- |                      |               |
|----------------------|---------------|
| 1 'm reading         | 2 play        |
| 3 don't like, writes | 4 is watching |
| 5 doesn't use        | 6 're making  |

- 4 • Students do the task.
- ▶ **Reinforcement** For any students who are struggling, allow them to match the sentences to the correct answers in exercise 3 first. This will help them decide which verb form to use.

### Exercise 4

- 1 When do you play video games? (2)
- 2 How often do you write stories? (3)
- 3 Does your school use digital textbooks for all subjects? (5)
- 4 What TV series is everyone watching these days? (4)
- 5 Are you reading anything at the moment? (1)
- 6 What are you doing in class this week? (6)

### Questions

ABCD

Remind students about the auxiliary verb forms *am*, *are* and *is*, used for present continuous *Wh-* questions, and *do/does*, used for present simple *Wh-* questions. Highlight *Yes/No* questions, e.g. *Are you eating pizza at the moment? Do you like Star Wars?* and write them on the board. Point out that the same auxiliary verbs are the first item in *Yes/No* questions, which don't have a question word at the beginning.

- 5 • Tell students to take turns to ask and answer.
- ▶ **Challenge** Encourage students to expand the conversation beyond the basics by reacting to their partner's responses and offering their own answers, e.g. *Oh really? I play more often than that – probably twice a week.*

### Extra activity

Get students to ask more questions using the structures in exercise 4 but asking for different information, e.g. 1 *When do you visit your grandparents?*, 2 *How often do you cook the dinner?*

- 6 • Revise the short answers in the blue speech bubbles if necessary, pointing out the use of the auxiliary verb forms (*am/'m not*, *do/don't* or *is/isn't*).
- Students do the task.
  - ▶ **Reinforcement** Write on the board some extra prompts for less confident students to use:  
*Do you do it at home? Do you do it at school? Do you do it every day? Do you like doing it?*
- 7 • Before students do the task, ask them what they can see in the picture. Teach *donkey* /'dɒŋki/ if necessary.
- When checking answers, encourage students to give reasons for their choice, e.g. 1 because the action is happening right now (in the text, it's early on Saturday morning), 2 because it's a routine.

### Exercise 7

- |              |                     |
|--------------|---------------------|
| 1 is taking  | 2 twice             |
| 3 helps      | 4 sometimes travels |
| 5 doesn't    | 6 are always        |
| 7 does he do | 8 is building       |

### Culture note

The **Donkey Library** concept is not unique to Columbia. In Turkey, for example, **Mustafa Guzelgoz** set up a travelling library in the 1940s and carried his books around local villages on the back of a donkey. To attract women to his library (initially only men borrowed the books), he also carried two sewing machines with him. Soon the women who came to use the sewing machines also started reading the books.

### Further practice

- Grammar → Workbook p7
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

### Homework

Students research facts about a mobile library either in their area/country or in another country and find out what its routine is. They can write at least three sentences with the information they have found out, using adverbs of frequency and the present simple.

# Real-world speaking

Student's Book p19

**Lesson aims** Students learn Key phrases for expressing preferences.

## Warmer

Divide the class into two teams and draw a smiley face and a frowning face on the board. Say a type of film, TV programme or video game (from pp12–13), indicate a team and point to one of the faces.

The team has to give an appropriate sentence using one of the phrases for likes/dislikes from this unit:

*horror films* + smiley face: *I'm a fan of horror films.*

Award one point for every correct statement and two for every correct statement containing an expression that hasn't been used already within the game.

## Expressing preferences

- Nominate students to say what they would like to watch. Remind them to use the expressions for likes and dislikes to give their reasons.

### Extra activity

Ask students to take a vote on each option to find a class favourite.

- Students read the question so that they know what to listen out for, then watch the video.

### Exercise 2

They decide to watch *Men in Black International*.

- Read through the Key phrases as a class before watching again.
  - Follow-up questions:
    - Does Ross want to watch a TV series?* (No, he wants to watch a film.)
    - Which genres do they mention?* (romantic film, action film, superhero movie)
  - Point out to students that we don't always agree with the people around us and that it is good to be able to talk about preferences. Ask students to focus on Hannah in the video. Elicit what Hannah does when Ross disagrees with her suggestions. (She suggests an alternative activity/film.)
  - **Challenge** Books closed. Ask students if they can remember which Key phrases were used, before watching again to check.

### Exercise 3

What do you want to watch?  
 Would you rather watch ...?  
 I'd rather watch ...  
 I'd prefer to watch ... It sounds better than ...

### I'd rather, I like + -ing and I'd like to

ABCD

Draw attention to the following points:

- 'd in *I'd rather* is the contracted form of *would*.
  - Explain the difference in meaning between *I like watching ...* (in general) and *I'd like to watch ...* (once or at a specific time).
  - The infinitive without *to* is used after *rather* and the infinitive with *to* after *like* and *prefer*.
- Students do the task.
    - **Reinforcement** If necessary, play the video again, pausing where needed.
    - Draw attention to the Real-world grammar phrases at the bottom of the page. Ask students why each different tense is used here. (*We always watch* is a repeated, habitual action; *Everyone's talking about it* is a continuing action that is going on around now.)

### Exercise 4

1 want to	2 prefer	3 rather
4 would you	5 it sounds	

### Extra activity

In pairs, students practise the completed dialogue. Allow plenty of time to swap parts and read again.

- Pairs use the Skills boost to create their own dialogue.
  - **THINK** For question 1, pairs need to agree, or compromise, on a series or film and think of reasons why they settled on it; for question 2, students should think individually of other suggestions and of the reasons why they *don't* want to watch other choices.
  - **PREPARE** Students can make notes or write their dialogue down if they prefer.
  - Have them look at the **Peer review** in exercise 6 and think about the following:
    - whether their final choice of film/series will be clear to listeners
    - whether they have a proper discussion
    - whether they have used several of the Key phrases

- **PRACTISE** Remind students to swap roles.
  - **PERFORM** Help students with their pronunciation. Remind them to consider the **Peer review** questions while they listen.
- 6 • **Peer review** Remind students to be sensitive when they review other students' dialogues; encourage them to focus on the positive things first and to offer constructive suggestions for how to improve.
- Ask the class which choice is the most popular overall. Is it still the same as for exercise 1?

### Further practice

- Speaking → Workbook p9
- Phrasebook → Student's Book p122

### Homework

Students show the screen in exercise 1 (or another film/TV listing) to a member of their family and ask them what they would prefer to watch/not to watch with them. They then write a dialogue (of at least eight lines) about their discussion and final decision.

## Writing

### Student's Book pp20–21

**Lesson aims** Students learn how to write a review.

### Warmer

Books closed. Ask students for examples of books that are also films. Discuss:

*Have you read or seen them?*

*Which do you think is better – the film or the book? Why?*

## A review

- 1 • Check understanding of the words in the box. Drill pronunciation of *character* /'kærɪktə(r)/ and *author* /'ɔ:θə(r)/.
- Students do the task in pairs.
  - Read out the words and nominate students to say how the words can be used. Ask if everyone agrees and discuss as a class.

### Exercise 1

**film:** acting, director, music, special effects

**book:** author, chapter, page

**both:** character, story, writing

- 2 • Tell students to read the questions before they read the review so that they know what information they are looking for.

- **Follow-up questions:**

*How do you know, before you read the review, that the writer liked the book? (The writer gives it five stars.)*  
*Which tense is used to describe what happens in the story? (the present tense)*

### Exercise 2

1, 2, 3, 4 and 6

- 3 • Students do the task. If they have read the book (or seen the film version) themselves, students can give their own answer to question 5 or, alternatively, guess who Naomi likes the best, stating possible reasons.

### Fast finishers

Ask students to write two more questions they would like to ask about the book.

### Exercise 3

- 1 *Divergent*
- 2 It's science fiction, and it's an adventure story.
- 3 It's about Beatrice (Tris) and how she tries to find her true identity.
- 4 The writer likes the book because it has interesting characters, and because it's exciting.
- 5 –
- 6 People who like adventure stories would like this book.

### Extra activity

Write these gapped sentences on the board and ask students to find four adjectives in the text to complete them:

- 1 *Thank you for helping me do my homework – it's very (...) of you.*
- 2 *Joe always tells the truth – he's really (...).*
- 3 *I'm too scared to watch horror films – I'm not very (...).*
- 4 *Mira is very (...). She always gets high marks in tests.*

(1 kind 2 honest 3 brave 4 clever)

### Get online

Ask students to look for other teen reviews and plot summaries for both the film and the book of *Divergent* and research some new facts about the story (see *Culture note*). They can then discuss these in class.

- 4 • Before students start, check that they understand the meaning of *paragraph* and *opinion* (both covered in A2).
- **Ask:** *Is this the best order for the information in a review? Why/Why not?*  
*Which tense does Naomi use to write her review? (the present simple)*

- ▶ **Reinforcement** Ask students to point to the words that helped them to match the paragraphs with the information.
- ▶ **Challenge** Ask students to do this task from memory.

**Exercise 4**

a 3    b 1    c 2

**Culture note**

**Veronica Roth** is a young, best-selling American author who lives in Chicago. She started writing *Divergent* when she was still at university in 2009. The novel explores the themes of coming of age, finding your own identity and seeking to challenge adult authority. *Divergent* has now won numerous book awards. Other books in the *Divergent* series are *Insurgent* and *Allegiant*. A film version of each of the three books was released in 2014, 2015 and 2017, respectively.

**Subskill: also, too, and as well**

Explain that *also*, *too* and *as well* go in different positions.

*Also* is slightly more formal than *too* and *as well*.

In negative sentences, either is used in the end position:

*It isn't exciting. It isn't funny either.*

*I don't like Beatrice. I don't like Four either.*

**5 • Students do the task.****Exercise 5**

- 1 She *also* meets a boy called Four.
- 2 It's science fiction and it's an adventure story *too*.
- 3 There's action, humour and there's romance *as well*.

**6 • When students have completed the rules, ask: What is the 'other verb' in the text that **also** comes before? (meets)****Exercise 6**

- 1 too, as well
- 2 also

**7 • Students do the task.****Exercise 7**

- 1 I love romantic films and I'm **also** into musicals.
- 2 The acting is good, and I love the music **too**.
- 3 The story is interesting and there's a lot of action **as well**.
- 4 Ben Affleck stars in the film, and he's the director **too**.
- 5 It's sad, but at times it's **also** funny.
- 6 I like the book and I like the film **as well**.

**Extra activity**

Students write three true personalised sentences about their film likes and dislikes similar to sentences 1, 2 and 3 in exercise 7 using different nouns and adjectives and correctly applying *also*, *too* and *as well*.

- 8 • **THINK** If possible, allow students online access to research their chosen book/film. If not, tell them that it's acceptable to write *I don't know who the director is*, etc.
  - **PREPARE** Refer them back to their answers to exercise 4 and tell them to use this and the *Divergent* review as a model.
  - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include. Check understanding of *summary* and *plot*. Remind students to use *also*, *too* and *as well* in the correct positions.
  - **CHECK** Ask students to go through their review and answer the questions. Tell them to make any corrections if necessary.
- 9 • **Peer review** Ask students to exchange reviews and answer the questions. More confident students may be able to give suggestions for improvements. Remind them to focus on the positive aspects first and to offer constructive suggestions for improvements, rather than just highlighting errors.
  - Nominate students to tell the class about the book/film review they read and to share their answers to question 1. Ask: *What things in the review made you (or didn't make you) want to read the book or see the film?*

**Further practice**

- Writing → Workbook p10
- Writing competence → Teacher's Resource Centre

**Homework**

Ask students to write another review of a different item (i.e. a book if they reviewed a film last time or a film if they reviewed a book). If their review was about a book which is also a film or vice versa, they could compare the two.

# Project

Student's Book pp22–23

**Lesson aims** Students prepare, create and present a storyboard for a film or book. They learn about a creative process used in culture and the arts.

## Warmer

Ask students to look at the Graphic organiser for this unit on p118. Allow five minutes to discuss with a partner what they learnt about stories and what they have enjoyed most about the unit.

## WDYT? What makes a good story?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask students if they have more ideas about what makes a good story now. Ask: *What things make you want to continue with a book, film or game? What things make books, films and games enjoyable?* Promote discussion.

## TASK

Read through the task and learning outcomes as a class. Use the Model project to show students an example of a storyboard and explain that it is a way for a film director or author to plan out the sequence of key scenes in a story. Elicit the meaning of *generate* (= create/produce).

### 1 See the videoscrypt on p139.

- Before watching the video, ask students to pay attention to what each student talks about in the video.
- ▶ **Reinforcement** Write the following in jumbled order on the board and ask students to say whether the boy, girl or both do these things:
  - describes each picture*   *talks about the characters' clothes*   *what they are doing in the picture (boy)*   *says why they chose Robin Hood*   *introduces each picture*   *explains what the characters do (girl)*

### Exercise 1

**Camilla:** reads the captions aloud

**James:** gives additional information for each picture

## STEP 1: THINK ●●●●

- Before the task, find out which students are familiar with the story of Robin Hood.
- Organise the students into groups or pairs of those who know something about Robin Hood together and groups of those who don't.
- Students look at the storyboard and discuss the questions in their groups/pairs. See the Model project on p23 and the Model project notes for

further ideas. They can use a dictionary to help with any new vocabulary, but they don't need to understand every word of the Robin Hood story to get an idea of it.

- ▶ **Reinforcement** To ensure that less confident students have understood the meaning of the new words, ask the class to give examples.
  - Have a class discussion and ask: *Is the storyboard clear enough?*  
*What other information should be on it?* (The main events are covered, but students might mention characters Maid Marion and Little John are not included, or the reason why Robin Hood is taking part in the tournament (to win money for the poor).)
- Students do the task.
  - Discuss the answers as a class.

### Exercise 3

1 Nine   2 He appears in the most pictures, he is bigger and in the centre of the pictures. His name is in the text as well as the title.   3 Short

4 Present simple   5 A title and numbers to order the story

## STEP 2: PLAN ●●●●

- Point out to students that all three members of the group should know their chosen film or book well enough to write not just the beginning and the end but also the most important parts of the whole plot.
- Students compare their notes when they have finished and check that between them they have covered the beginning, middle and end of the story concisely and all the key characters adequately.
  - ▶ **Reinforcement** Tell students to look at the last three bullet points in exercise 2 and use these as headings for their notes.
- Students discuss and decide what to keep in, what to amalgamate and what to leave out. Remind them to use the present tense in short, simple sentences. Students can take turns to write.

## STEP 3: CREATE ●●●●

- You could read through the Super skills box with the class and play the video again so that students listen out for the Key phrases and watch to see if the students in the video follow the tips.
- Students generate ideas and work together to prepare the pictures for their storyboard. If you have the facilities, allow them to produce their work digitally (using a free downloadable storyboarding app), especially if they are not strong artists. The drawing is the most time-consuming part of the task, so have students share this role, if possible.



### Extra activity

Ask students to think of ways to make their main character(s) stand out from the rest, e.g. draw only him/her/them in colour, give him/her/them a distinctive feature (e.g. hat, beard, crown) that is always the same. Ask them to also think of a key feature of the background to their story and just draw that to show place, e.g. one tree for a park, the top of a castle wall to show a castle. This technique will simplify their scenes.

## STEP 4: PRESENT ●●●●

- 9 • Students present their storyboard to another group. They can read out their story, adding extra information and explaining their pictures.
- 10 • **Peer review** Students do the task. Encourage the other group to be as positive and constructive as possible when giving feedback.

## Model project

**Layout:** There are nine pictures with a short text under each. The layout is clear and functional, designed for clarity and not beauty.

**Artwork:** The pictures are big and clear. The students' pictures do not need to look as well drawn as those in the Model project, which were produced by a professional artist. Ensure students understand that the most important thing is clarity of plot and being able to recognise characters and settings.

**Language:** The text is in short sentences which describe the main actions and events. The sentences are complete (they are not notes), but they don't include more colourful words or phrases or extra descriptive details which are added to stories in books to make them more vivid and exciting. This is not a full script/story – it presents the main plot ideas in a basic way.

The present simple tense (sometimes called the historical present in this context) is often used to tell a story in novels and is always used to recount the plots of novels and films in reviews.

**Tone:** The aim of the storyboard is to convey the bones of a story rather than provide the fleshed-out kind of story you would find in a novel. The tone is therefore functional and neutral – there is no emotion, no extra colour. It simply states the facts of the story.



### Culture note

**Robin Hood** is the folk hero of many English stories and legends. The character is probably based on a real person born in the north of England around 1160, but there are few definite facts about him. He may have fought in wars with King Richard or another king. Robin is believed to have lived as an outlaw in Sherwood Forest, and he became popular because of his generosity to the poor. He opposed the Sheriff of Nottingham (a sheriff was the king's representative in a county), who tried to enforce oppressive laws. These two characteristics have become his defining traits in the legends – he takes (steals) from the rich to give to the poor, and the Sheriff of Nottingham is his enemy.



## FINAL REFLECTION

- In their groups of three, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- When evaluating part 1, ask students to think about what their classmates thought about their storyboard: if they know the story, do they agree with the choice of the main events shown? Ask students to think about how they could present the story so that it was clearer (i.e. different scenes, shorter sentences, etc.).
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve.

### Further practice

- Super skills → Workbook p10

### Homework

Ask students to research more stories about Robin Hood, either in books or online, and try to write their own short version of one of them.

## End-of-unit further practice

- Social and emotional competence → Workbook pp68–69
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre