

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



- 1 • **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.
- 2 • **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.
- 3 • **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:

- 1 Film, app, gaming program
- 2 Students' own answers
- 3 Students' own answers



Culture note

Zachary Maxwell is an award-winning teenage documentary director and producer, known for *Yuck! A 4th 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* /twɑ:z/ 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

- Nine
- 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.
- Short
- Present simple
- 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