

1

Stories

Vocabulary

Student's Book pp12–13

Lesson goals Students learn and practice vocabulary related to TV, movies and games, as well as likes and dislikes. They watch a video about a visit to a film (movie) studio.

Warm-up

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 movie or TV versions? If there is a movie 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, movies, series, games).

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

TV, movies and games

- 1 • Before students begin, check understanding of *screen* and *typical*. Check understanding and pronunciation of *platform* /'plæt,fɔ:m/ and *series* /'sɪrɪz/. 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. transportation information boards showing arrival/departure times, fitness trackers/watches, large public screens showing sports games in cafés or close-ups of performers at concerts and music festivals). Check pronunciation and encourage further discussion.

- 2 • 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, movies, 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.

- 3  Draw students' attention to the box about remembering new vocabulary.
 - Read through the phrases in the box as a class and check pronunciation.
 - Ask: *What's the difference between a musical and a music show?* (A musical is a movie or play with songs; a music show is a TV show about music.)
 - ▶ **Challenge** Ask students to think of sentences to define the phrases in the box, e.g. *a comedy show makes you laugh; you build things on a computer in a construction game.*
- 4 • Students do the task.
 - Remind students to use the phrase *I don't know* if they don't know what type an item is.
- 5  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 show, 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 cooking show |
| 3 romantic movie | 4 role-playing games |
| 5 horror movie | 6 science-fiction movie |
| 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 them 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 favorite ... ; 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 on 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 video script 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 *film* (British English) = *movie* (American English), *special effects* (= unusual sound or images in a movie), *motion capture* (= filming movement patterns for a movie or video game) and *sensors* (= technology that captures movement, heat or light).

- Afterward, 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

- 1 A journalist named Marcus and his production team/A video production company for a TV show.
- 2 **Suggested answer:** People who are interested in movies, 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 Center

Homework

Students ask another family member for their top five movies, TV shows or games and reasons. Students then write five sentences about them. Remind students to include what kind of movie, show or game they are.

Get online

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

Reading and critical thinking

Student's Book pp14–15

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

Warm-up

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

Use the categories *movies, TV shows 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 audio script 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 vacation? (Slovenia)
Which ocean is mentioned in the documentary? (the Pacific)

Exercise 1

- | | |
|----------------|-------------------------|
| 1 sports show | 2 romantic movie |
| 3 travel show | 4 science-fiction movie |
| 5 cooking 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 recognize 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 write 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) | 3 music video |
| 2 documentary | |

- 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/neighborhood*) or different forms of a base word (*organize/organizer*).

Exercise 5

- | | | | |
|-----|-----|-----|-----|
| 1 d | 2 b | 3 e | 4 f |
| 5 g | 6 c | 7 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 neighborhood | 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 neighborhood | 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

SUPER SKILLS



- 1 • **Remember** (LOT) Books closed. Give students 2–3 minutes to write 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 summarize 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 aloud 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

- 1 **Suggested answers:** 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, 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 Center
- Accessible reading worksheet → Teacher's Resource Center

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 goals Students learn the forms and spellings of the simple present and the position of adverbs of frequency.

Warm-up

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 blanks. (think, always, spend, a, upload, a) Ask which form the verbs are. (simple present)

Simple present

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

Exercise 1

- s (uses), -es (pushes), -ies (tries)
- don't/doesn't
- do/does
- do/does, don't/doesn't

Common errors in simple present

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 base forms 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 game console?
- We play construction games.
- Does their teacher show videos in class?

Adverbs and expressions of frequency

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

Exercise 3

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

- Nominate a student to read aloud 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

Point out 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 aloud 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 practice pronunciation /saɪn/.
 - Students do the task. Ask: *What does 'We all sign a Screen-Free promise card' mean?*
 - Follow-up questions:
How often do you use screens?
How often do you go to the movies?

Exercise 8

- 1 I **sometimes** use screens for five hours a day.
- 2 We use computers in school **three times a week** and I **usually** play video games with my friends after school.
- 3 I go to the movies **about four times a year** and I **hardly ever** read books.
- 4 My school celebrates Screen-Free Week **once a year**.
- 5 We all sign a Screen-Free promise card and they **usually** organize special activities like sports and competitions.

- 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 bootcamp → Student's Book p117–118
- Grammar bootcamp answer key → Teacher's Resource Center
- Grammar → Workbook p5
- Grammar reference and practice → Teacher's Resource Center
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Center
- Pronunciation → Student's Book p128

Pronunciation p128 Exercise 1

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

Pronunciation p128 Exercise 2

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

Pronunciation p128 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 goals Students learn to talk about their likes and dislikes; they learn to use phrases with prepositions.

Warm-up

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 flyer quickly to find the four activities available at the library. (creating a comic book, 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 book*, *podcast* and *workshop*.
 - Now students do the task.
- 2 • Ask for examples of prepositions to check understanding of the task first.

Exercise 2

- | | | |
|---------|--------|------|
| 1 of | 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 interested in ... ?, 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 audio script 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 flyer.

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, crazy about, horror 4 Noah and Josh, using, technology 5 They, using, photos, maps 6 activities, they do, help, future jobs 7 They, aren't interested in, 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 movies? (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.

CELEBRITY CORNER

Other famous people who started a book club include actors Lena Dunham and Emma Watson, singer Florence Welch and model Kaia Gerber.

Further practice

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

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 goals Students compare the uses of the simple present and the present progressive.

Warm-up

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: *playing, swimming, taking, making*. 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.)

Simple present and present progressive

- 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

Simple present: come, do ... come, doesn't like

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

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

Exercise 2

- | | |
|----------------------------|----------------------------|
| 1 PP – present progressive | 2 SP – simple present |
| 3 SP – simple present | 4 PP – present progressive |

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

Exercise 3

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

- 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

- When do you play video games? (2)
- How often do you write stories? (3)
- Does your school use digital books? (5)
- What TV series is everyone watching now? (4)
- Are you reading anything right now? (1)
- 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 progressive *Wh-* questions, and *do/does*, used for simple present *Wh-* questions. Highlight *Yes/No* questions, e.g. *Are you eating pizza right now?* *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.

- Tell students to take turns asking and answering.
 - 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 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 dinner?*

- Review 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?*
- Before students do the task, ask them what they can see in the picture. Teach *donkey* /'dʌŋki/ 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 Colombia. In Turkey, for example, **Mustafa Guzelgoz** set up a traveling library in the 1940s and carried his books around local towns 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 bootcamp → Student's Book p118
- Grammar bootcamp answer key → Teacher's Resource Center
- Grammar → Workbook p7
- Grammar reference and practice → Teacher's Resource Center
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Center

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 simple present.

Real-world speaking

Student's Book p19

Lesson goals Students learn Key phrases for expressing preferences.

Warm-up

Divide the class into two teams and draw a smiley face and a frowning face on the board. Say a type of movie, TV show 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 movies + smiley face: I'm a fan of horror movies.

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 favorite.

- Students read the question so that they know what to listen carefully 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/movie.)*
 - 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.)
 - 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?	I'd prefer to watch ...
Would you rather watch ...?	It sounds better than ...
I'd rather watch ...	

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 base form is used after *rather* and the infinitive after *like* and *prefer*.
- Students do the task.
 - Reinforcement** If necessary, play the video again, pausing where needed.
 - Ask students to read the UK → US vocabulary section at the bottom of the Key phrases box to draw attention to the UK vocabulary used in the dialogue and note the US equivalency.

Exercise 4

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

Extra activity

In pairs, students practice 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 movie 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 movie/series will be clear to listeners
 - whether they have a proper discussion
 - whether they have used several of the Key phrases
 - PRACTICE** 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

Homework

Students show the screen in exercise 1 (or another movie/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 goals Students learn how to write a review.

Warm-up

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

Have you read or seen them?

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

A review

- Check understanding of the words in the box. Practice pronunciation of *character* /'kærəktər/ and *author* /'ɔθər/.
- Students do the task in pairs.
- Read aloud the words and nominate students to say how the words can be used. Ask if everyone agrees and discuss as a class.

Exercise 1

movie: acting, director, music, special effects

book: author, chapter, page

both: character, story, writing

- 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

- Students do the task. If they have read the book (or seen the movie 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 sentences with blanks 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 movies – I'm not very (...).*
 - 4 *Mira is very (...). She always gets high scores on tests.*
- (1 kind 2 honest 3 brave 4 smart)

Get online

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

- Before students start, check that they understand the meaning of *paragraph* and *opinion* (both covered in Level 1).
- 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 simple present)

- ▶ **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 in college 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 movie 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 named 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 movies and I'm **also** into musicals.
- 2 The acting is great, and I love the music **too**.
- 3 The story is good and there's action **as well**.
- 4 Tom Hanks is in the movie, 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 movie **as well**.

Extra activity

Students write three true personalized sentences about their movie 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/movie. 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. 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 question. Nominate students to tell the class about the book/movie review they read and to share their answers to the question. Ask: *What things in the review made you (or didn't make you) want to read the book or see the movie?*

Further practice

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

Homework

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

Project

Student's Book pp22–23

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

Warm-up

Ask students to look at the Graphic organizer for this unit on p130. Allow five minutes to discuss with a partner what they learned 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, movie or game? What things make books, movies and games enjoyable?*

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 movie director or author to plan out the sequence of key scenes in a story. Elicit the meaning of *generate* (= create/produce).

1 See the video script 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 or girl do these things:
describes each picture *talks about the characters' clothes* *says 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.
 - Organize 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. Use the Model project notes on the next page 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 center of the pictures. His name is in the text as well as the title. 3 Short 4 Simple present 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 movie 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 take turns writing.

STEP 3: CREATE

- You could read through the Super skills box with the class and play the video again so that students listen carefully 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 use 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.

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 color, 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 will simplify their scenes.

STEP 4: PRESENT ●●●●

- 9 • Students present their storyboard to another group. They can read aloud 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 recognize 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 colorful 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 simple present 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 movies in reviews.

Tone: The goal 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 color. 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 northern 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 completing 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 Center
- Communication games → Teacher's Resource Center
- CLIL and Culture worksheets → Teacher's Resource Center
- Evaluation rubrics → Teacher's Resource Center
- Wordlists → Teacher's Resource Center
- Student's Book audio and audio scripts → Teacher's Resource Center
- Workbook audio and audio scripts → Teacher's Resource Center
- Workbook answer key → Teacher's Resource Center