

STARTER

What do you know?

Meet two students

Vocabulary: introducing yourself, your likes and dislikes

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

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

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

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

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

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

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



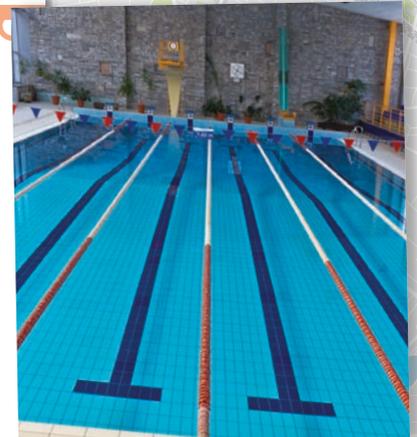
Name: **Lucía** Age: **13**
Born in: **Villa Nueva, Guatemala**

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



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

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





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

School subjects	maths
Sports	
Other free-time activities	
Places in a town	

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

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

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

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

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

Grammar: possessive adjectives and *have got*

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

her his its my our their your

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

9 Copy and complete the table.

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

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



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

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

Grammar: likes and dislikes

11 Read the examples in the box and write sentences.

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

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

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

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

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

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

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

Right! What about playing the piano?



Let's get personal!

Vocabulary: personal information

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

Family Favourite things Hobbies School The facts

TANER

1 (...)

Age: 14

Birthday: 19th November

Hometown: Berlin

Languages: German, English

2 (...)

Sister: Ada, 11 years old

Brother: Denis, 8 years old



3 (...)

Year 9

Mr Fischer

Favourite subject: art



4 (...)

Food: chicken and vegetables

Music: hip hop and rap

Singer/actor: Tom Holland

Colour: black

5 (...)

Listening to music

Hanging out with friends

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

Taner's birthday is on 17th November.

3 Listen again and add any missing information.

Grammar: Wh- questions

4 Complete the personal information questions.

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

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

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

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

Name: Sara

Age: 15

Birthday:

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

Where are you from?

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

Great. And what languages can you speak?

I can speak Spanish, French and some English.

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



A world of languages

Vocabulary: countries and languages

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

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

Language note

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

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

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

3 Listen and check your answers.

Grammar: question words

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

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

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

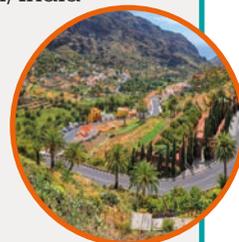
5 Complete the quiz with question words.



What do you know about languages?

Do the Language quiz.

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



6 Work in pairs. Answer the quiz questions.

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



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



Grammar: *there is/are*

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

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

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

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

FUN FACTS about languages

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

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



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

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



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

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



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

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



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

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

hello

Grammar: object pronouns

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

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

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

4 Complete the sentences with an object pronoun.

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

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

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

What do you think of horror films?

I love/like/don't like them.

6 Choose the correct option.

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

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

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





What's in this book?

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

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

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

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

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

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

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

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

5 Work in pairs. Complete the challenge.

Classroom Challenge

How quickly can you find the answers?

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

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

1

Stories

WDYT?
(What do you think?)

What makes a good story?

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

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

Reading: a blog post about teen techmasters

Listening: a live report from a public library

Speaking: expressing preferences

Writing: a review

Project: make a storyboard for a film or a book



Video skills p13



Real-world speaking p19



Project pp22-23

My top 5 films



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



My top

5-4-3...

TV, films and games

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

What about question 1?

I look at all of them except a cinema screen.

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

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

Screen time

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

My top 4 TV programmes

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



My top 3 games

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



Remembering new vocabulary

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

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

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

an action film: Mission Impossible

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

OK – *Minecraft*?

It's a construction game.

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

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

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

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

VIDEO SKILLS



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

- 9 Work in pairs. Discuss the questions.

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

A blog post

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

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

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

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



► Subskill: Making and checking predictions

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

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

4 Read the text again. Who ... ?

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

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

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

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

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

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

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

CRITICAL THINKING



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



TechMaster



Screen time? Screen-tastic!

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

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

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

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



COMMENTS



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

Reply



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



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

Reply



TechMaster: Great Ross – thanks for sharing!



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

Reply



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

Present simple

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

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

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

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

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

Adverbs and expressions of frequency

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

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

Frequency expressions

once = one time twice = two times

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

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

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

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

General: *always, ...*

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

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

- 7 Order the words to make sentences.

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

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

How often do you use screens?

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

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

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

4 My school celebrates Screen-Free Week (**once a year**).

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



- 9 Answer the question to solve the Brain teaser.

BRAIN TEASER

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

What are the answers to these riddles?

Phrases with prepositions: likes and dislikes

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

CITY LIBRARY

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

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

And much more!

Read what teens say about our activities:

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

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

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

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

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

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

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

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

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

comics cooking football painting
social media snowboarding video games

I'm not really into comics.

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

A live report

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

- 1 Annabelle
- 2 Noah and Josh



Subskill: Answering true/false questions

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

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

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

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

Research

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

Present simple and present continuous

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

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

2 Complete the rules with present simple or present continuous.

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

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

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

Remember!

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

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

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

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

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

cook eat read sit sleep swim work

Are you doing it right now?

No, I'm not.

Do you do it in your free time?

Yes, I do.

Is it swimming?

Yes, it is.

7 Choose the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8



The Donkey Library

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

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

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

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

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

Well, Luis thinks that reading is important.

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



Expressing preferences

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

Hannah

Do you fancy watching something?

Ross

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

Hannah

How about a TV series?

Ross

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

Hannah

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

Ross

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

Hannah

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

Ross

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

Hannah

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

Ross

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

SOFASTREAM



Action



Superhero



Comedy



Horror



Cartoon



Romance

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

THINK

SKILLS BOOST

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

PREPARE

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

PRACTISE

Practise your dialogue. Take turns to act each part.

PERFORM

Act out your dialogue for the class.

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

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

Key phrases

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

Would you rather (watch) ... ?

Would you prefer (to watch) ... ?

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

I'd prefer (to watch) ...

I don't mind.

Maybe ... is a better idea.

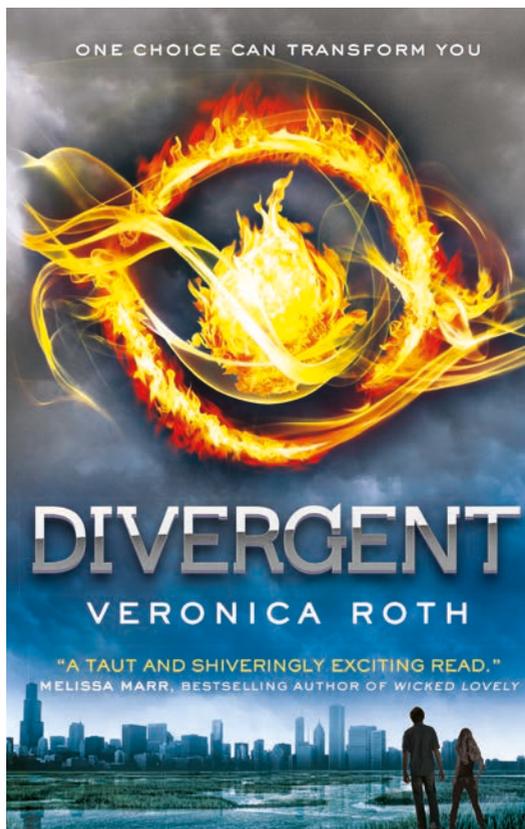
It sounds better / more interesting / more fun than ...

Real-world grammar

We **always watch** TV series.

Everyone's talking about it.

Book review 



Divergent

Veronica Roth



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

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

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

Naomi (15)

A review

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

acting author chapter character director
music page special effects story writing

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

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

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

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

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

▶ Subskill: *also, too and as well*

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

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

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

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

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

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

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

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

THINK

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

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

PREPARE

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

WRITE

Write your review.

CHECK

Read your review and answer the questions.

Content

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

Structure and language

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

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

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

SKILLS BOOST

Grammar

Present simple

Affirmative and negative

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

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

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

Spelling rules for *he/she/it*

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

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

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

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

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

Wh-, yes/no questions and short answers

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

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

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

Adverbs and expressions of frequency

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

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

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

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

Present continuous

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

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

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

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

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

Spelling rules for -ing

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

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

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

Vocabulary

7 **TV, films and games**

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

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

I'm (not) a big fan of ..., I'm (not) good at ..., I'm (not) really interested in, I'm (not) mad about ..., I'm (not) very keen on ..., I'm (not) really into ...



Project

WDYT?
(What do you think?)

What makes a good story?

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

Learning outcomes

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

Graphic organiser → Project planner p118

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



STEP 1: THINK

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

If you know the story ...

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

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

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

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

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

STEP 2: PLAN

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

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

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

STEP 3: CREATE

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

CREATIVITY



Generating ideas together

Tips

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

Key phrases

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

What's the most important thing to include?

How can I draw ... ?

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

Wait a minute.

What about ... ?

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

Model project

ROBIN HOOD



1 King Richard leaves England to go to fight.



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



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



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



5 Robin comes to the competition and wins.



6 Prince John and the Sheriff catch Robin.



7 Robin's men come and free him.



8 King Richard comes back.



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

STEP 4: PRESENT

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

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

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

1 FINAL REFLECTION

1 The task

Was the storyboard well presented and attractive?



Did you explain it clearly?



2 Super skill

Did you work together to generate ideas? Give examples.



3 Language

Did you use language from the unit? Give examples.

