

1

Stories and more

- 1 **Get ready** • When did you last watch a film? Which film was it? Did you like it?
- 2 **Read** • Look at the blog. What do the numbers 5, 4 and 3 refer to? Who writes it?

Unit goals

Talk about films, TV programmes and games. Talk about habits, preferences, temporary actions and actions in progress. Describe interests and likes/dislikes. Compare the way we do things. Express preferences. Write a review.

Collaborative project Make a storyboard.

Skills for life Discuss the benefits of listening to music.

Global goals Reflect on the value of reading.

My top 5-4-3!

by Tillie Zhang

Hello, there! These are my top 5-4-3! Share your comments below.

My top 5 films

- 1 *Guardians of the Galaxy*: It's my favourite **superhero film**.



- 2 *Inside Out 2*: This is the best **animated film** ever! Watching the adventures of Riley and her emotions is so much fun!
- 3 *The Maze Runner*: Are you into suspense? This **thriller** is the perfect choice.
- 4 *Freakier Friday*: Do you want to de-stress? Then this **comedy** is the right one for you!
- 5 *Scary Stories to Tell in the Dark*: This is a great option for a **horror film** fan.

My top 4 TV programmes

- 1 *The Voice*: I enjoy singing, so I always watch this **talent show**.
- 2 *Stranger Things*: This **science-fiction series** about Eleven and her friends is amazing!
- 3 *Lego Masters*: I love building things and this **reality show** is my favourite programme. The constructions are amazing!
- 4 *The Summer I Turned Pretty*: Are you a **romantic film** or **series** fan? Then this series is perfect for you!



My top 3 video 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 **action game**.
- 3 *Pokémon Scarlet and Violet*: For me, this is simply the best **role-playing game** of all time!



What do you think?

Discuss in pairs. Then as a class.

Choose from the lists in Exercise 2: a) 1 film, TV programme or video game that you like or that you would like to watch/play, and b) 1 film, TV programme or video game that you don't like or wouldn't like to watch/play. Explain your choices.

Entertainment for everyone!

1 Read again • Answer.

- 1 Which film is good to reflect on emotions?
- 2 Which film can help you de-stress?
- 3 What do people do in *The Voice*?
- 4 Who is the main character in *Stranger Things*?
- 5 Which programme is ideal for creative people?
- 6 Which game is about the past?

2 Films, TV programmes and games • 03 Write the words in colour on page 8 before definitions 1–12. Listen and check. Then repeat.

- 1 ... : a film that uses cartoons or 3D animation
- 2 ... : a film or series about love
- 3 ... : a game in which players pretend to be imaginary characters
- 4 ... : a film with a lot of suspense that makes you feel nervous and excited
- 5 ... : a film about ghosts, monsters or other scary creatures
- 6 ... : a film in a future world
- 7 ... : a fast moving and exciting game
- 8 ... : a TV programme where people show their special skills, for example, singing or dancing, and compete
- 9 ... : a film about one or more people with special powers
- 10 ... : a game in which you think carefully and make decisions
- 11 ... : a film that makes you laugh
- 12 ... : a TV programme that shows real people doing real-life things

3 More films, TV programmes and games • 04

As a class, think of an example of each of the items in the box. Then listen and repeat.

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

4 Write • Make your own Top 5–4–3! Use words in colour from the blog on page 8 or words from Exercise 3. Be ready to explain your choices.

5 Speak • Work in pairs. Compare your lists. Do you like the same things? Then take turns to ask and answer questions, and find out more.

What's your favourite film?

I've got many! I saw *Inside Out* last week for the second time. I love it!

Why do you like it?

6 Write • Answer. Then work in pairs and compare your answers. Share them with the class.

- 1 What kind of programmes do you watch on TV? What's your favourite programme?
- 2 How often do you go to the cinema? Where do you usually go? Who do you go with?
- 3 How often do you watch films at home? Who do you watch them with? What kind of films do you like watching?
- 4 Do you play computer games? If you do, who do you play with? How often do you play?

7 Speak • Play a game in groups of 3 or 4. Give clues about a film, TV programme or game until your classmates guess its name. Then change roles.

In this TV programme, people are never hungry, but they're always in a hurry.

Yes, it is!

Is it *MasterChef*?



Screen time

1 **Read** • Answer: Which screen does each teen look at the most? Why? Then study the Grammar box.

Which screen do you look at the most on a typical day?



Ariana

I enjoy reading, so the screen I look at the most is my e-reader. I like printed books, but I don't buy them very often. I use my e-reader a lot because it's very easy to choose and download a book! It's so much faster and convenient than going to the local library or a bookshop. And e-books are usually cheaper than paper books. Right now, I'm reading a novel by Agatha Christie. I love riddles and mysteries!



Mincho

The TV, of course! Nothing is more relaxing than sitting on a sofa and watching a good film or my favourite series. I watch TV every day before going to bed, and at the weekend, I watch it at any time of the day. These days, I'm watching *Stranger Things*. It's great!



Lorni

That's an easy question! My mobile phone! I always use it to chat with my friends. I also use Instagram a lot! I chat with my friends daily – I'm chatting with them right now! At the moment, I'm not at home, I'm visiting Seoul. I'm not seeing my friends these days, but I'm having fun with them anyway!

Grammar

Present simple and present continuous

Look at the sentences and questions based on the text, and complete them with the missing words. Then discover the rules.

Present simple

- ✓ I ... printed books.
- ✗ I ... them very often.
- ? Which screen ... you ... at the most?

Present continuous

- ✓ At the moment, I ... *Stranger Things*.
- ✗ I ... my friends.
- ? Which screen **are** you **looking** at now?



Checkpoint

Write **PS** (present simple) or **PC** (present continuous).

Which tense do we use to...?

- talk about likes and dislikes ☐
- talk about what we're doing right now ☐
- talk about habits and routines ☐
- talk about temporary actions and things we're doing these days ☐

2 **Correct the information about Ariana. Write a negative sentence and an affirmative sentence.**

1 Ariana likes watching TV.

Ariana **doesn't like watching TV**.

She **likes reading**.

2 Ariana buys a lot of paper books.

3 She uses her mobile phone a lot.

4 She's reading a science-fiction novel right now.

3 **Complete the sentences about Mincho with the present simple or present continuous form of the verbs in brackets.**

1 Mincho ... (watch) TV every day.

2 He ... (like) films and series.

3 At the weekend, he ... (not watch) TV at a specific time.

4 Right now, he ... (not watch) a series; he ... (watch) a film.

4 **Complete the questions about Lorni using the present simple or present continuous. Then answer.**

1 Which screen / look at / the most?

2 What things / she / do / on her mobile phone?

3 she / use / social media?

4 What place / she / visit / at the moment?

5 she / see / her friends / these days?

5 **Write** • Which screen do you usually look at the most? Why? Write a short paragraph explaining what you usually do and what you're doing these days. Use the models in Exercise 1 to guide you.

6 **Speak** • Work in pairs. Compare your answers to the questions in Exercise 5. Then share them with the class.

What are you into?

1 Get ready • Look at the blog. What's it about?

This or that?

A fun blog to share what you love. Tell us about your choices in the comments and see what others think too!

Doing or watching sport?




Burgers or pizza?




Pop or classical music?




Cats or dogs?




Horror films or comedies?




Messaging or talking in person?




COMMENTS

Fred posted 14th April 11:42 am
I'm not really into doing sport, but I'm a big fan of football. I'm mad about my favourite team, Manchester City. I've got a season ticket, so I often go to the home matches.

Shelly posted 14th April 11:55 am
I'm not very keen on cats. I prefer dogs. They're much friendlier. And more reliable!

Kimo posted 15th April 3:33 am
I'm interested in all types of sports, but I prefer playing to watching. It's more exciting! I'm quite good at playing rugby. We train once a week and have matches every Sunday.

Tara posted 15th April 6:15 pm
Cats, definitely! I'm not a fan of dogs. Cats are more independent. They do their own thing!

2 Read • Answer.

- Who is more active, Fred or Kimo?
- Which animal does Shelly prefer? Why?
- Why does Tara like cats?

3 Likes and dislikes • Read the text in Exercise 1 again and complete the sentences with the correct preposition. Listen and check. Then repeat.

- I'm (not) very keen ... football.
- I'm (not) really ... doing yoga.
- I'm (not) a big fan ... fantasy novels.
- I'm (not) mad ... technology.
- I'm (not) good ... telling stories.
- I'm (not) really interested ... trying new things.

Language note

We use **nouns** or **-ing** forms after **prepositions**.
I'm keen **on** sports.
I'm keen **on** playing sports.

4 Look at the phrases in colour in Exercise 3 and answer.

- Which 5 phrases mean I like/don't like something?
- Which phrase means I can/can't do something very well?

5 Speak • Work in pairs. Take turns to ask and answer about your preferences. Use topics from the blog and the box below. Remember to use expressions from Exercise 3.

comic books / novels cooking / painting
football / rugby TikTok / Instagram
games / escape rooms

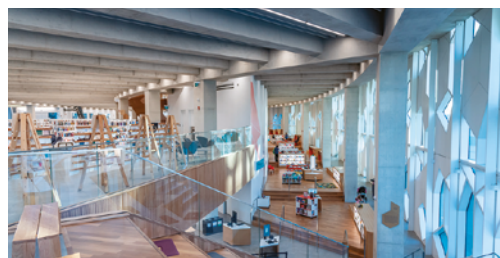
Do you prefer pop or classical music?

I prefer pop music. I'm a big fan of Lady Gaga.

A live report

- 1 **Get ready** • Look at the photos and describe the places.
- 2 **Read** • What type of place is it and where is it? Say 3 things that make this place special.

Calgary Public Library in Canada is a modern space for learning and collaboration. It's definitely more than just a place to read books! It's a place to start a conversation with someone, exchange ideas, learn new skills, plan a project and much more! The building has got 4 floors and there are spaces specially designed for children, teens and adults. There are workshops on painting, sewing, robotics and photography. The Teen Centre is on the third floor.



Do you like this library? Leave your comments or ask questions!



I'm not very keen on studying, but I really like the study space because you can reward your hard work with a gaming session at one of the free-to-play game consoles.



Hi everyone. Are you a fan of table games? Did you know that the library has a space for tabletop gaming? It's a café, and you can meet new people and learn fun games there!



I'm interested in the library's studios for making videos and recording music. I'm into reading and I like sharing book reviews. Can I come and make videos about books?



I'm really into writing! Is there a writing workshop too? Can we use the computers in the library to write and surf the Net for ideas for our stories?

- 3 **Listen once** • A reporter is talking with students at a library in England. Write the activities these teens are doing right now.

1 Annabelle: ... 2 Noah and Josh: ...

- 4 **Listen again** • Write *T* (True) or *F* (False). Give reasons for your answers.

Listening skills

Identifying true information

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

- 1 Annabelle talks about books in her videos. ☐
- 2 Her videos help people to buy books at good prices. ☐

- 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 are going to help them with their future jobs. ☐
- 7 They aren't keen on science fiction. ☐



What do you think?

Discuss in pairs. Then as a class.

- Would you like to go to Calgary Public Library?
- Which activity would you like to do?
- Do you go to a library in your city/town?

Let's do it with music!

1 **Read** • Mention 3 benefits of music. Then study the Grammar box.

The secret benefits of music

Music is fun and relaxing. Through music,
we express our emotions and, by listening to it,
we experience lots of feelings too.

But did you know that music has many other benefits
because it increases electrical activity in the brain?

- 1 Background music without lyrics is good for studying and working. Fast rhythms help you to stay alert, work faster and concentrate better than when you aren't listening to music. Does this mean you work more slowly or worse when you listen to slower rhythms? No, it doesn't! Slow rhythms reduce your stress and help you to work less anxiously.
- 2 Listening to motivating rhythms – pop, for example – helps you to exercise more efficiently because the beats improve coordination and help you to move more quickly.
- 3 Studying music has advantages too. Research shows that people who study music do better at maths. They also have better reading skills.
- 4 Music improves our mood and helps us to live more happily. When we listen to music, our brain releases dopamine, the 'feel-good' chemical!



Grammar Comparative adverbs

Look at the sentences based on the text and complete them with the missing words. Then discover the rules.

Fast rhythms help you to work **faster**.

Slow rhythms help you to work

Listening to motivating rhythms helps you to exercise

The beats help you to move **more quickly**.

Music helps us to live



✓ Checkpoint

a Complete the tables.

For 1-syllable adverbs, add *-er*:

Adverbs	Comparative adverbs
hard fast	harder

Note: *hard* and *fast* are also adjectives.

For adverbs with 2 or more syllables, use *more/less + adverb*:

Adverbs	Comparative adverbs
efficiently slowly quickly carefully anxiously	more/less efficiently

b Look at the text again and complete the rules.

The comparative form of *badly* is

The comparative form of *well* is

2 Complete the questions with the comparative form of the adverbs in the box. Then answer about you.

happily quickly well anxiously

- 1 Do you concentrate ... when you study and listen to music at the same time?
- 2 When you listen to slow rhythms, do you do your tasks ... ?
- 3 Does listening to hip hop or pop music help you to move ... when you exercise?
- 4 Does music help you to live ... ?

3 **Write** • Use the verbs in the box below and the comparative adverbs in the Grammar box to write sentences about you and your family.

work sing dance ride do on tests play run

I work better when I'm alone at home.



Skills for life

Discuss in pairs. Then as a class.

- What type of music do you listen to? And how does it make you feel?
- What tasks do you perform better when you listen to music?

An online article

- 1 **Get ready** • Read the title of the article and look at the photo. Predict what the article is about.

Amazing teachers

Biblioburro, 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 Bohórquez. He's taking books on his donkeys, Alfa and Beto, to villages that don't have a library. His donkeys are called that way because when you put their names together, you get *alfabeto*, the Spanish word for 'alphabet'.

Luis is a teacher from La Gloria and he goes to the villages twice a week. He sometimes travels for hours, but he doesn't mind. The children are always happy to see him. When Luis gets to a village, he finds a place under the shade of trees and unpacks his books. He reads out stories to the children of the village, and also helps them with their homework. The children can pick up books and read by themselves as well.

Luis started his mobile library more than 20 years ago. At that time, he was teaching in a primary school and noticed that many children weren't doing well. Some of them lived far away and walked about 40 minutes each day to get to school in the morning. They didn't have any books and they didn't do their homework. At that moment, Luis had about 40 books at home (most of them were dictionaries, geography books and history books), so he had an idea: he decided to take these books to his students to help them do their homework. The books were heavy, so he put them on the back of 2 donkeys, and that was when Biblioburro was born.

But his project went through some hard times. In 2010, Luis had an accident. He fell off one of his donkeys, hurt his right leg and caught an infection. Sadly, doctors had to amputate his leg. Luis thought this was the end of Biblioburro. But it wasn't. People came to visit him and insisted that they wanted him to continue taking his love for books to children. Luis got a prosthetic leg, learnt how to use it and started again!

Luis has a great motivation, he believes in the power of reading. He thinks that it increases people's imagination and also transports them to other places. Today he's still working hard and he has recently decided to incorporate a new member to his team: a third donkey, Yoyo.



- 2 **Read once** • Was your prediction correct?
Choose a new title for the article and tick (✓).

Reading skills

Choosing a title

Choose a more relevant title. Give reasons for your choice and explain why you didn't select the remaining 3.

- 1 A story about the children of La Gloria ☐
- 2 A story about love for books and love for others ☐
- 3 A story about a teacher and his donkeys ☐
- 4 A story about 40 books and 3 donkeys ☐

- 3 What does he do when he gets to the villages?
- 4 How long ago did he start his project?
- 5 How did he get the idea of his library?
- 6 What kind of accident did he have?
- 7 Why didn't he stop Biblioburro after the accident?
- 8 What's his main motivation?



Global goals

Luis thinks reading is important to increase imagination.

Why do you think it is important?

What are some ways to encourage people your age to read more?

Discuss as a class.

- 3 **Read again** • Answer.

- 1 Where is Luis Soriano Bohórquez from?
- 2 What does he take to the villages and why?

Expressing preferences

- Get ready** • Look at the posters. What are the films about? If you don't know, guess! Which one would you like to watch?
- Watch the video** • What do Hannah and Ross decide to watch?



- Complete the dialogue between Hannah and Ross. Then watch again and check.

Do you fancy watching something?

Sure. What do you want to watch?

How about a (1) ... ?

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

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

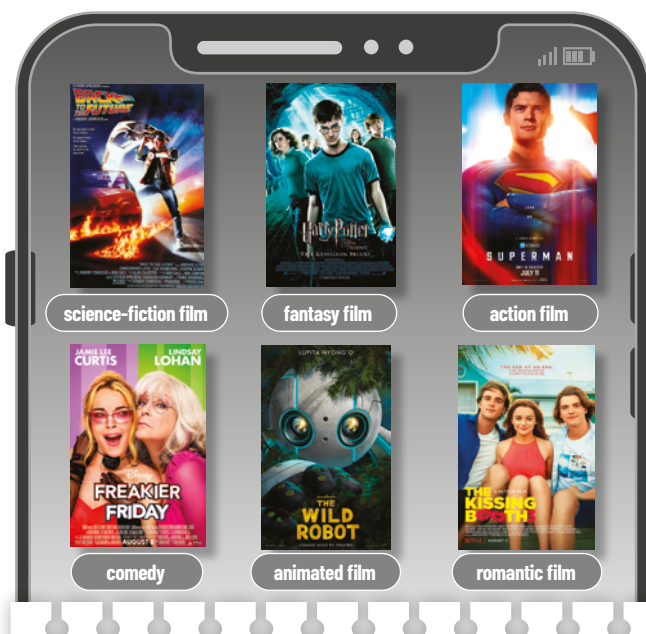
I'm not really in the mood for a (3) ... film.
I'd rather watch an (4) ... film.

OK. What about *Avengers: Endgame*?
It's about a group of friends who try
to save the (5) ...

Yes, but that's a (6) ... movie and
I'm not really into (7) ...

OK, would you rather watch *Men in Black International*? It's an action film and it's (8) ...

Yes, it sounds (9) ... than *Avengers: Endgame*.
Let's watch that.



Speaking Planner

Now create your own dialogue. Follow these steps.

THINK

Work in pairs. Look at the posters in Exercise 1 and:

- choose a film that you both want to watch. Think of reasons why.
- choose 3 films that you don't want to watch. Think of reasons why you don't want to watch them.

PREPARE

Prepare your dialogue using key phrases from the tables.

Asking about preferences

(What) do you want (to watch)...?
Would you like (to watch)...?
Would you prefer (to watch)...?
Would you rather (watch)...?
Do you fancy (noun / verb + -ing)?
How/What about (noun / verb + -ing)?

Expressing preferences

I'd prefer (to watch)...
I'd rather (watch)...
I'm not really in the mood for a...
Maybe... is the better idea.
It sounds better/more interesting than...

PRACTISE

Practise your dialogue.

PERFORM

Act out the dialogue for the class.

or

Record your dialogue and share your video on an online collaborative board.



A review

Tip 1

Divide your review into 3 paragraphs:

- 1 Title, author, type of book, characters and the central idea of the story.
- 2 More details about the story.
- 3 Your opinion of the book.

Tip 2

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

Remember to use *too* or *also* to add ideas or information. Find and underline examples. You can also use *as well*.

DIVERGENT

Veronica Roth



Divergent is the first novel in a trilogy by American author Veronica Roth. It's science fiction and it's also an adventure story. It tells the story of Beatrice (Tris) and her quest for her true identity.

The story takes place in Chicago, sometime in the future. The city has 5 parts, each with a different personality (honest, selfless, kind, brave and clever). Beatrice grows up in the 'selfless' part, but she doesn't feel comfortable. When she's 16, she chooses to go to live with 'the brave'. Beatrice is brave and she is independent too, but she must prove it. She does tests, has adventures and also meets a boy, Four, and together they discover a secret.

I love this book because it has interesting characters, and because it's exciting. There is action, humour and there is romance as well. I really recommend it!

Naomi (15)

- 1 Read the review and Tip 1 • Answer. Then write the number of the paragraph that contains the information.**

- 1 Why does Naomi like this book? ☐
- 2 What type of book is it? ☐
- 3 What's the main character's problem? ☐

- 2 Read Tip 2 • Look at the examples in the review and complete the rules with *too*, *also* and *as well*.**

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

- 3 Rewrite the sentences with the words in brackets in the correct position.**

- 1 It's exciting. It's very funny. (also)
- 2 My favourite character is Tris, but I like Four. (as well)
- 3 It's a book and it's a film. (too)
- 4 The story is interesting and there is a lot of action. (also)
- 5 It's sad, but at times it's funny. (as well)
- 6 I like the book and I like the film. (also)

Writing Planner

Follow these steps.

PREPARE

Think about a book or film you like.

Make notes about:

- the type of book/film
- the author
- the characters/actors
- the story's central idea
- your opinion

WRITE

- Write your review.
- Use the model and the tips to guide you. Remember to divide the information into 3 paragraphs.
- Use the present simple to tell the story.
- Remember to justify your opinion.

SHARE

Exchange your review with a classmate. Is it clear and complete? Would you like to read the book or see the film? Give reasons for your answers.

Final checkpoint

To reflect on your progress, add your own examples. Then circle the stars.



Unit goals

I can talk about films, TV programmes and games.

I love animated films. They help me de-stress and they're fun.



I can talk about routines, preferences, temporary actions and actions in progress.

I sometimes read books. These days, I'm reading *The Hobbit*.



I can describe interests and likes/dislikes.

I'm very keen on reading. I like adventure stories. I'm not into thrillers.



I can compare the way we do things.

I do better on tests when I study with a friend.



I can express preferences.

I'd rather watch an action film.



I can write a review.



Final reflection

Complete these tasks. Then discuss as a class.



Skills for life

In this unit, you discussed the benefits of music.

Answer: Would you like to start listening to music to perform a specific action – to exercise, for example?



Global goals

In this unit you talked about the value of reading.

Answer: Are you reading a book at the moment? If yes, which one? If no, can you think of a book or type of book that you would like to read?



What do you think?

This unit offers chances to give your personal opinion.

Look back at the unit and complete the sentence.

I liked giving my opinion about...



A. Time to discover

Look at the storyboard and answer.

- 1 Where does the story take place?
- 2 Who are the main characters?
- 3 What's the story about?

In this project, you are going to:

- Choose a story from a book or film.
- Use a diagram to write notes on the main characters and events.
- Create a storyboard.
- Tell the story to the class.
- Choose one of your classmates' stories and give your opinion.



The Story of Robin Hood

By Alex and Chiara



Richard, the King of England, is a good and honest ruler. One day, he leaves his country to go and fight in the Crusades. He asks his brother, Prince John, to look after his people.



Prince John and his friend, the Sheriff of Nottingham, quickly take control of the country. But they aren't good rulers. They're corrupt and they start collecting very high taxes.



Tax collectors knock on the doors of people's homes. But poor people can't pay these high taxes. They need the money for food! The Prince and his friends become richer and richer, and the poor suffer terribly.



Robin is a smart and generous young man. He lives happily in the forest with his Merry Men (his friends). Robin has an idea: to rob Prince John's evil friends to give the money to the poor.



Prince John and the Sheriff are angry with Robin. They organise an archery competition to catch him.



Robin comes to the competition and, of course, he wins! Soon after the competition, Prince John and the Sheriff arrest him!



Robin is in prison, but not for a long time. His loyal friends soon come and free him, and Robin goes back to the forest.



King Richard comes back. He hears Robin Hood's story, and discovers that his brother and the Sheriff are corrupt and evil.

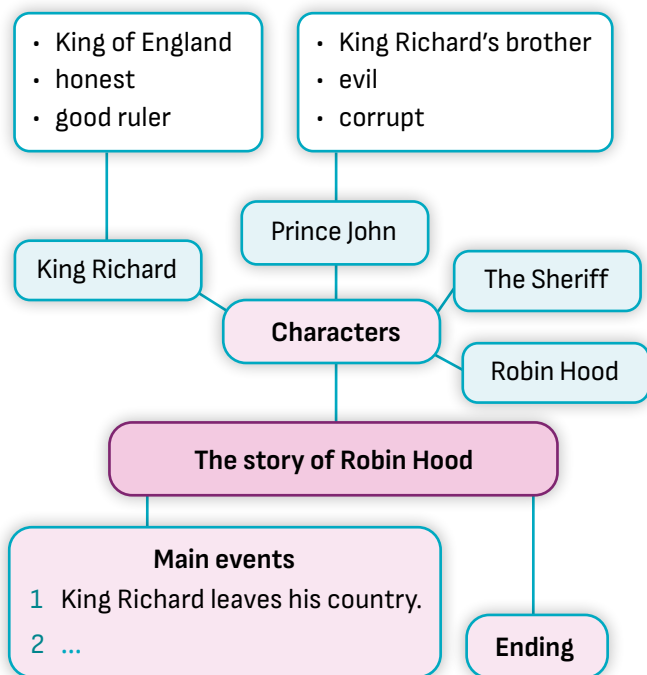


The King sends Prince John and the Sheriff to prison.

B. Time to work

1 Work in pairs. Follow Steps a–c to plan your work.

- Choose a story from a book or film.
- Look at this (incomplete) diagram of Robin Hood's story and complete a similar diagram with notes on the characters, main events and ending of the story you choose.



- Write a first draft of the captions for 8–10 scenes:
 - Write a maximum of 4 sentences per scene. Cover all the main events.
 - Write short sentences. Use the present simple.
 - Include adjectives to describe the characters and adverbs to describe the actions.
 Then check the draft for mistakes to prepare a final version.

2 Read the tips below. Then create your storyboard.

How to make a storyboard

- Use an online tool or draw a grid on paper using a ruler. Take into account the number of scenes in Step c.
- Make drawings or create pictures with a digital tool (print and cut them out if you work on paper).
- Copy the final version of the captions into slips of paper (if you're going to make your storyboard on paper) or onto the digital tool you choose.
- Include a title for your story.

C. Time to share

3 Tell your story to the class.

Communication skills

Taking turns

- It's a good idea to take turns smoothly when you speak. The change of speaker keeps the audience alert. It also shows good teamwork.
- One of you reads the captions aloud. The other gives additional information about each picture, for example:

A: This is King Richard.

B: He's riding his horse.

4 After listening to your classmates' stories, give your opinion. If you know the story, does the storyboard give a good summary? If you don't, would you like to read the book or see the film?

In my opinion, the story of Robin Hood was very interesting. I didn't know it! I think seeing the film is better than reading the book.



Reflect on your project

Circle the stars.

We used language from the unit.



We took turns to tell the story.



Our storyboard is complete, well-organised and attractive.



I enjoyed listening to my classmates' stories and sharing my opinion.



1 Stories and more

1 Complete the types of films, TV programmes and games with the missing vowels.

- | | |
|----------------------------|----------------------|
| 1 d o c u m e n t a r y | 6 m _ s _ c _ l |
| 2 str _ t _ g y g _ m _ | 7 thr _ ll _ r |
| 3 m _ s _ c pr _ gr _ mm _ | 8 tr _ v _ l sh _ w |
| 4 r _ _ l _ ty sh _ w | 9 c _ m _ dy |
| 5 sp _ rts pr _ gr _ mm _ | 10 _ ct _ _ n f _ lm |

2 Label the photos with the words in the box.

animated film romantic film horror film
science-fiction film role-playing game
sports game talent show construction game



romantic film



3 Complete the texts with words from Exercises 1 and 2. Use the plural when necessary.



Jenna

I'm watching a 1 thriller. I like this type of films because they're exciting and you never know what's going to happen until the end. 😬



Paddy

I'm watching *Dune* this weekend. It's a saga of 2 epic films. They're set on desert planet Arrakis, and tell the story of Paul Atreides and his battles to protect the planet.



Jules

Nice one, Paddy! We all know *Dune*! 😄 I love scary films, so every time I sit on the sofa to watch something, I choose a 3 horror film.



Chris

My friends and I prefer playing games. Now we're playing a 4 video game. I like it because I must think my moves very carefully! 💡



Zoë

I agree, Chris! Games are exciting, but watching my favourite football team is the best thing to do! ⚽ I love 5 sports games.



Ellie

Do any of you guys watch 6 talent shows? The final of *America's Got Talent* is on tonight and I'm sure that dance group is going to win.

4 Complete the sentences about you.

- My favourite TV programme is _____. It's a(n) _____.
- I like watching _____ films, but I don't like _____.
- I think playing video games is _____ because _____.

Get ready!

1 Complete the table with the correct form of the verbs.

Verbs (base form)	Present simple (3rd person singular)	Present continuous (-ing form)
play	(1) plays	(2) playing
make	(3)	(4)
try	(5)	(6)
study	(7)	(8)
win	(9)	(10)
go	(11)	(12)
write	(13)	(14)
listen	(15)	(16)

2 Match 1–2 with a–d to make the present simple and present continuous rules.

1 We use the present simple to talk about:

☒ b and ☐.

2 We use the present continuous to talk about:

☐ and ☐.

- a what someone is doing at the moment
 b likes and dislikes
 c habits and routines
 d what someone is doing these days

3 Circle the correct option.

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



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



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



I 7 **never watch** / **'m never watching** TV – YouTube is much better. Right now, I 8 **watch** / **'m watching** some of Jules LeBlanc's videos. She 9 **uploads** / **is uploading** new ones frequently. Look at this one! She 10 **visits** / **is visiting** London with some friends.

4 Look at the icons and write sentences in the present simple or present continuous.

usually

these days

Thomas

1 **Thomas usually sees his friends, but these days he is chatting with them on the phone.**

every Saturday

this Saturday

My friends and I

2 _____

often / in the afternoon

right now

I

3 _____

twice a week

this week

My brother and sister

4 _____

always

today

Poppy

5 _____

Try it yourself!

Write 2 or 3 sentences about you and your best friend or someone in your family.

- a Say what you usually do after school. Are you doing anything different these days? What?
 b Say what the other person usually does after school/work. Are they doing anything different these days? What?

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

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

😊 I like: I'm a big fan of _____,

😞 I don't like: I'm _____,

👍 I can: I'm _____.

👎 I can't: I'm _____.

2 Complete the sentences with the prepositions in the box.

at in about into of on

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



3 Complete the text with 1 word.

How much do you know about your favourite stars?



- Emma Watson is really 1 keen on banana bread but hates uncomfortable clothes.
- Taylor Swift is really 2 _____ her cats. She posts photos of them on Instagram.
- Natalie Portman is very 3 _____ at languages. She can speak English, French, German, Spanish, Japanese and Hebrew.
- Millie Bobby Brown (Eleven from Stranger Things) is a big 4 _____ of Drake, the rapper.
- Sabrina Carpenter can't eat apples or peaches, but she's 5 _____ about Mexican food.
- Novak Djokovic is 6 _____ in helping children. He even has his own charity.



4 Write sentences.

- I / not really / shop / for clothes
I'm not really into shopping for clothes.
- My brother / quite good / sing

- We / interested / start a book club at school

- My parents / mad / old cars and motorbikes

- You / not keen / travel / to other countries

- I / not really / fan / any football team

5 Rewrite 3 of the sentences in Exercise 4 so they are true for you.

Get ready!

- 1 Complete the table with the comparative form of the adverbs.

Adverbs	Comparative form
hard	(1) harder than
slowly	(2)
anxiously	(3)
quietly	(4)
happily	(5)
fast	(6)
quickly	(7)
badly	(8)
carefully	(9)
well	(10)

- 2 Complete the sentences with the correct comparative form of the adverbs in brackets. Use *than* when necessary.



- Soft music can help people to work more happily. (+ happily)
- Mike is going to study _____ this semester. (+ hard)
- You should eat _____ and _____. (+ slowly / - anxiously)
- Today, Celia is feeling _____ yesterday. (+ badly)
- I can play the guitar _____ when I was little. (+ well)
- They can upload videos on Instagram _____ on YouTube. (+ easily)

- 3 Circle the correct options.

ooo

Live Better, Thu 26th March

Less screen time for a better life

Nowadays, people of all ages spend time looking at screens such as TVs, computers, tablets and smartphones.

Research shows that spending less time in front of screens can help us sleep 1 ... , relax 2 ... , think 3 ... and enjoy life 4 However, this depends on the type of activity we do. Different activities affect our mental, physical and social health 5 For example, watching a film alone is not the same as playing an online strategy game 6

No matter how many hours we spend in front of a screen or what activities we do, we all know it's important to reduce our screen time. Doing this can help us concentrate 7 ... , move 8 ... , rest 9 ... and connect 10 ... with others.

- a more well b **better** c more better
- a more easily b easier c more difficult
- a clearer b more clear c more clearly
- a full b more full c more fully
- a different b differently c more differently
- a collaboratively b more collaboratively c collaborative
- a more difficult b more easily c more easy
- a more frequently b frequent c more frequent
- a well b more deeply c deep
- a strong b stronger c more strongly

Try it yourself!

Answer about you.

What do/can you do to...?

- sleep more deeply at night
- think more clearly in the morning
- relax more easily
- connect better with others
- enjoy life more fully

Amazing teachers

If you can't go to school, the school comes to you!

In India, some children work to help their families. These children often work at railway stations selling things to the people who travel on the trains. It's difficult for them to go to school as they work during the day. But, thanks to train platform schools, these children can get an education.

At train platform schools, a teacher comes to the train station where the children work. The children arrive at the train station very early in the morning and work for a couple of hours. Then, at 8.00 am, they start school. They sit with their classmates and the teacher on the platform, and learn traditional subjects, such as reading, writing and maths, and practical subjects, such as nutrition, hygiene and healthcare – they learn how to help ill people. Students have lunch at around 11.15 am, then the school day ends at midday. Students play games together before they go back to work later in the afternoon.

At train platform schools, there aren't any computers. When students don't know something, they ask their teacher or look for information in a book – teachers at these schools bring all the books with them. These teachers are volunteers and they work really hard.

The first train platform school opened in 1985. Now there are many platform schools all over India with thousands of students. Teachers at these schools believe that if a child can't go to school, then the school must come to them.



1 Read the text and tick (✓) the correct answer.

Train platform schools are:

- a traditional schools for children who work at railway stations. ☐
- b mobile schools for children who are into trains. ☐
- c mobile schools for children who need to work. ☐

2 Read the text again and write T (True) or F (False). Then correct the false sentences.

- 1 Children who attend train platform schools don't want to go to traditional schools. ☐
- 2 Train platform schools are a new initiative. ☐
- 3 Students only work after taking classes. ☐
- 4 They learn practical skills as well. ☐
- 5 They can research new topics online. ☐
- 6 They bring their own books to class. ☐
- 7 Teachers at these schools don't receive a salary. ☐



Mediation

Work in groups of 3 or 4, and look for information about other non-traditional schools around the world. Choose 1 and make a presentation summarising its main characteristics. Give the presentation to the class.



Podcast circle

EPISODE 1
Films or TV series?



Before you listen, give your opinion.

I think that ... are better because For example, ... (think of an example that supports your argument).

After you listen, complete the sentences.

- 1 Olivia thinks that ... are better because
- 2 Martin thinks that ... are better because