



On screen

Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to types of films and television programmes **CLC**
- Identify general and specific information in a forum discussion on a movie blog **CLC**
- Understand and correctly use the present simple, question words and adverbs of frequency **CLC**
- Identify specific information and general information in a news report about teenage habits through a listening **CLC**
- Talk about likes and dislikes related to films **CLC, SCC**
- Identify specific information in someone's description of their favourite TV programme **CLC**
- Write a description of your favourite TV programme **CLC, SIE**
- Identify specific information in a text about film awards **CLC**
- Read a text about film-watching habits **CAE**
- Find out about teenage free-time habits **CAE**
- Learn about film awards **CAE**
- Assimilate the All Clear Tips and Rules and study the Language Reference from the unit **CLC, L2L**
- Identify areas of language which need improvement **CLC, L2L**

More information on Key Competences, page v

Linguistic content

Grammar

- Present simple
- Question words
- Adverbs of frequency
- Expressions of frequency: *every day, once a week, etc*
- *there is / there are* with countable and uncountable nouns

Main vocabulary

- Types of films: *action, adventure, etc*
- Types of TV programmes: *cartoon, chat show, etc*

Functional language

- Talking about likes and dislikes / Talking about films

Pronunciation

- /e/, /u:/ and /aɪ/

Skills: learning outcomes

- **Reading** Understand specific information in a clearly structured web forum discussion about film-watching habits. The student can re-read the more difficult parts, page 9
- **Listening** Identify main information from news report about TV habits, delivered slowly and with clarity, page 12
- **Speaking** Participate effectively in a face-to-face informal dialogue, talking about likes and dislikes, page 13
- **Writing** Write a TV programme review with simple and relevant descriptions. Express opinions in a simple, clear way, page 14
- **Reading** Understand specific information in a clearly structured text about famous film awards. The student can re-read the more difficult parts, page 15

Lifelong learning skills and content-based learning

Life skills

- **Communication** Talk about likes and dislikes and film type preferences, page 13
- **Learning how to learn** Make notes to write a TV programme review, page 14
- **Socio-cultural awareness** Read about film awards in different countries, page 15

Learning strategies

- Reading a text to get the general idea, page 9
- Finding examples of capital letters and punctuation in a text, page 14

Cross-curricular content

- Popular culture: learning TV and film types, pages 8 and 12

Further materials and evaluation

Digital material

- Student's and Teacher's Digital Packs
- Teacher's Presentation Kit
- Student's Digital Material: interactive vocabulary and grammar activities
- Video *Media* (Revision Units 1–3, page 40)

Workbook

- Vocabulary, pages 8–9
- Vocabulary Reference, page 84
- Grammar, pages 10–11
- Grammar Reference and Practice, pages 66–7
- Revision, page 12
- Culture: Reading and Listening, page 93
- Writing Guide, pages 102–3
- Speaking, page 120

Teacher's Resource File

Multi-level Materials Bank

- All Clear Basics, pages 1–5
- Vocabulary and Grammar Consolidation and Extension, pages 1–4
- Translation and Dictation, pages 1 and 10

Lifelong Learning

- Digital Competence, pages 1–2
- Culture Video Material, pages 1–2
- Study Skills, pages 1–12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 1–2 and 19–20

Content-based learning

- CLIL, pages 1–10
- Macmillan Readers, pages 1–2

Evaluation material

- Unit 1 end-of-unit test: Basic, Standard and Extra



Web info

Tips to find extra information on: teenage movie-going habits, teenage life in Britain, *The Big Bang Theory*, the Academy Awards

Extra help for weaker students

Teacher's Resource File: All Clear Basics, pages 1–5

Material for fast finishers

Workbook: Grammar Extension, page 13

Teacher's Resource File: Vocabulary Extension, page 3

Teacher's Resource File: Grammar Extension, page 4

1

On screen

Objectives

Vocabulary	Film types; TV programmes
Grammar	Present simple; question words; <i>there is / there are</i> ; adverbs of frequency
Speaking	Talking about likes and dislikes
Writing	A review; capital letters and punctuation

Vocabulary

Film types

Exercise 1

- 1 musical
 - 2 horror, war, thriller
 - 3 action
 - 4 fantasy, adventure
 - 5 western, science-fiction
 - 6 animated
- You can't see romantic comedy.

- 1 Listen and repeat the words. Match them with pictures 1–6. What film type can't you see?

action • adventure • animated • comedy • fantasy • horror • musical • romantic comedy • science-fiction • thriller • war • western



Exercise 2

Students' own answers

- 2 Write one example of a film for each film type in exercise 1.

- 3 Listen to Jake and Isabel. What are their favourite film types?

- 4 In pairs, ask and answer questions about your favourite film types.

What are your favourite film types?

I love horror films and adventure films.

Exercise 3

Jake: action and horror films
Isabel: science-fiction and fantasy films



Lesson Aims:

Students learn and practise some words describing different film genres.

Vocabulary

Film types

Warmer

Brainstorm with the class all the different types of film they can think of (*western, horror, etc.*).

1 1.06

- Students listen to the words and repeat them.
- Focus on the correct stress in words such as: *adventure, animated, comedy, musical, romantic comedy, science-fiction.*
- Students match the types of film to the posters.
- Make it clear that each poster may represent more than one type of film.
- Check the answers with the class.

Extra activity

Ask students if they have seen any of the films in the posters and find out: when they saw it; where they saw it; who they saw it with; what the film is about; what they think of it.

- 2** • Students write an example for each film type in exercise 1.
- Ask different students for their answers.

3 1.07

- Students listen to the conversation and write down the two people's favourite film type.
- Check the answers with the class.

4

- Read the question and answer in the speech bubbles with the class.
- Practise the pronunciation. Focus on sentence stress and intonation.
- Ask one or two of the better students the question.
- Students ask and answer the question in pairs.

Mixed-ability solutions

Students who need extra help: Write the following on the board to help guide students to the correct answers: *Isabel – science-fiction / romantic comedy / fantasy, Jake – horror / thriller / action*

Fast finishers: Exercise 4. Students ask follow-up questions: *Why do you like them? What's your favourite one? Who stars in it?* etc.

Self-study and extra practice

Workbook

- Vocabulary, page 8

Teacher's Resource File

- All Clear Basics, page 3
- Vocabulary Consolidation, page 1
- Vocabulary Extension, page 3

Digital Activities

- Student's Digital Pack

Lesson Aims:

Students read a forum discussion about movies on a blog and identify general and specific information.

Reading

Forum discussion

Warmer

Books closed. In pairs, students have one minute to write down all the different types of film they can remember. Check to see which pair has written down the most.

Word Check

Check students understand the new words: *movie*, *choose* and *screens*. Explain any that they don't know.

- 1 • Students read the text quickly and choose the correct title. Give students a maximum of 30 seconds to read the text to make sure that they don't read it in detail at this stage.
 - Check the answer and ask the class to justify it.

2 1.08

- Give students time to read the questions.
- Students listen and read the text carefully to match the habits to the people.
- Check the answers with the class.

Extra activity

Students discuss in pairs if the statements in exercise 2 are true for them.

- 3 • Students read the text again and answer the questions.
 - Check the answers with the class.

All Clear Facts

Read the facts with the class. Ask the class from what age you have to pay the price for an adult at the cinema in Ukraine.



Cultural note

Over half of young teens in the UK say that they have unrestricted access to the internet at home and that they can view any type of website.



Web info

Type these words in your search engine for more information about teenage movie-going habits: 'teens how often do you go to the movies'

Mixed-ability solutions

Students who need extra help: Exercise 3. On the board, write the following options for each question:

- 1 films / how different people watch films
- 2 He doesn't live near a cinema. / It's expensive
- 3 her family / her friends
- 4 on his tablet / in his bedroom
- 5 animated films and comedies / comedies and sport

Fast finishers: Exercise 3. Students write three or four lines about their film-watching habits in a similar way to the different people in the text.

Self-study and extra practice

Teacher's Resource File

- Key Competences: Reading, page 1

Reading

Forum discussion

Word Check

movie choose screens

Mehmet's Movie Blog

Movie questionnaire

Hi everyone! Today's post is all about film-watching habits. How often do you watch films? Where do you watch them? What types of film do you like? Why do you decide to watch a film? I want to know!

Mehmet

50 minutes ago



4 responses to 'Mehmet's Movie Blog'

I usually watch films on my computer and on my smartphone. I hardly ever go to the cinema because it's expensive. I like science-fiction and fantasy films with good special effects, but I hate 3D.

Rudy

44 minutes ago

I sometimes go to the cinema with my friends. We like thrillers, horror films and romantic comedies, but we often **choose** a film because we like the actors. We go to a cinema that has eight **screens** at my local shopping centre.

Katy

42 minutes ago



I always watch films on my dad's tablet. I love action and adventure films but I like all film types except musicals. Oh, and I don't like westerns much.

Mike

36 minutes ago

I never watch films. I prefer television, especially comedies and sports programmes. My brother watches films all the time. His favourite is *The Hobbit*. He watches it once a week!

Eliza

29 minutes ago



i All Clear Facts

British teenagers go to the cinema more often when they are 13 and 14. This is because when they are 15, they have to pay the adult price.

Exercise 1

- c Film-watching habits

- 1 Read the text quickly and choose the best title.

- a) New films at the cinema
- b) Teenagers and their favourite films
- c) Film-watching habits

Exercise 2

- 1 Mike
- 2 Eliza
- 3 Katy
- 4 Eliza
- 5 Rudy

- 2  1.08 Read and listen. Who says these things? Write the names in your notebook.

My favourite film types are science-fiction and fantasy.

Rudy

- 1 I don't like musicals but I like all other film types.
- 2 I don't watch films, I only watch TV.
- 3 My friends and I like watching our favourite actors.
- 4 He watches *The Hobbit* all the time!
- 5 I really don't like 3D films.

- 3 Read the text again. Answer the questions.

- 1 What is Mehmet's blog post about today?
- 2 Why does Rudy hardly ever go to the cinema?
- 3 Who does Katy go to the cinema with?
- 4 Where does Mike watch films?
- 5 What types of TV programmes does Eliza watch?

Exercise 3

- 1 It's about film-watching habits.
- 2 Because it's expensive.
- 3 Her friends.
- 4 On his dad's tablet.
- 5 Comedies and sports programmes.

Grammar

Present simple

Affirmative	Negative	Interrogative	Short answers
I like	I don't like	Do I like ... ?	Yes, I do.
He / She / It likes	He / She / It doesn't like	Does he / she / it like ... ?	No, he / she / it doesn't.
We / You / They like	We / You / They don't like	Do we / you / they like ... ?	Yes, we do.

Exercise 1

- 1 chooses
- 2 put
- 3 like
- 4 use

Exercise 2

- 1 My sister doesn't choose a film because she likes the actors.
- 2 You don't put films on your tablet.
- 3 We don't like romantic comedies.
- 4 My friends don't use their phones to watch films.

Exercise 3

- 1 She doesn't like fantasy films very much.
- 2 Jake and I don't like musicals.
- 3 Her brother buys film magazines and Isabel reads the film reviews.
- 4 They love westerns, but I hate them.

1 Write the correct words in your notebook.

- 1 My sister **choose / chooses** a film because she likes the actors.
- 2 You **put / puts** films on your tablet.
- 3 We **like / likes** romantic comedies.
- 4 My friends **use / uses** their phones to watch films.

2 Write the sentences in exercise 1 in the negative form.

3 Write complete sentences. Use the present simple.

Isabel / enjoy / science-fiction films.

Isabel enjoys science-fiction films.

- 1 She / not like / fantasy films very much.
- 2 Jake and I / not like / musicals.
- 3 Her brother / buy / film magazines and Isabel / read / the film reviews.
- 4 They / love / westerns, but I / hate / them.

4 Order the words to make questions. Then write answers so they are true for you.

like / Do / 3D films / you / ?

Do you like 3D films?

- 1 your best friend / watch / Does / films / on a computer / ?
- 2 film magazines / Do / read / you / ?
- 3 your classmates / old films / enjoy / Do / ?
- 4 prefer / you / films or TV series / Do / ?



Exercise 4

- 1 Does your best friend watch films on a computer?
- 2 Do you read film magazines?
- 3 Do your classmates enjoy old films?
- 4 Do you prefer films or TV series?

Question words

Question words

What is your favourite film type?

Where do you watch TV?

When do you go to the cinema?

Who is your favourite film director?

Why do you like science-fiction films?

How often do you watch films?

5 Write the correct words in your notebook.

- 1 **Who / What** is your favourite film?
- 2 **Where / Who** do you watch films?
- 3 **Who / When** is your favourite actress?
- 4 **Why / What** do you like going to the cinema with your friends?
- 5 **How often / Who** does your friend go to the cinema?

6 Match questions 1–5 in exercise 5 with answers a–e in your notebook.

- a) I usually watch films at home.
- b) Jennifer Lawrence.
- c) Because it's fun.
- d) She never goes to the cinema.
- e) The first film in *The Hunger Games* trilogy.

7 Ask and answer the questions in exercise 5.

What is your favourite film?

My favourite film is Avatar.

Exercise 5

- 1 What
- 2 Where
- 3 Who
- 4 Why
- 5 How often

Exercise 6

- 1 e
- 2 a
- 3 b
- 4 c
- 5 d

Exercise 7

Students' own answers to the questions in exercise 5

Lesson Aims:

Students review and practise the present simple and question words.

Grammar

Present simple

Warmer

Tell students to look at what Rudy says in the text on page 9. Ask them what tense all the verbs are in. Ask them to talk about Rudy using *he* (*He usually watches ...*). Write the third person form of the verbs on the board.

Tell students to cover up the last three columns in the grammar table in the Student's Book. In pairs, students try to write the negative, interrogative and short answers. They then look at the grammar table to check.

Students choose the correct form of the verb to complete each sentence.


Check the answers with the class.

Extra activity

To revise the spelling of the third person singular affirmative, write the following verbs on the board: *go, study, catch, say, wash, carry, kiss, do* and *enjoy*. Ask students to write down the form after *he / she / it*. Check the answers and clarify any problems students may have.

- 1 • Students read the sentences and choose the correct present simple form of the verb.
 - Check the answers with the class.
- 2 • Students write the sentences in exercise 1 in the negative.
 - Check the answers with the class.
- 3 • Read the example with the class.
 - Students use the prompts to write complete sentences. Tell them to be careful, as some of the sentences are affirmative while others are negative.
 - Check the answers with the class.
- 4 • Read the example with the class.
 - Students put the words in the correct order to make questions.
 - Check the answers with the class.

Question words

- 5 • Read the table with the class and ask them to translate the question words.
 - Students choose the correct question word.
 - Check the answers with the class.
- 6 • Students match the questions in exercise 5 to the answers.
 - Check the answers with the class.
- 7  • Practise the pronunciation of the questions in exercise 5. Pay attention to sentence stress and intonation.
 - Read the question and answer in the speech bubbles.
 - Students ask each other the questions in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 7. Students write down their answers before they ask and answer questions in pairs.

Fast finishers: Exercise 3. Write the following prompts on the board: *fantasy films, musicals, film magazines, films / my computer*. Students write true sentences about themselves. Tell them to use a different verb in each sentence.

Lesson Aims:

Students revise and practise *there is* and *there are* with countable and uncountable nouns and adverbs of frequency.

Grammar

there is / there are

Warmer

Ask students to describe what they can see in class. Encourage them to use *there is* and *there are*. Give as prompts some things that aren't in the classroom so that students also form negative sentences.

All Clear Rules

Read the first rule with the class. Ask students to translate the example sentences.

- 8 • Students complete the sentences with *there is* and *there are*.
 - Check the answers with the class.

Adverbs of frequency

- Ask different students to read out the sentences in the grammar box.
- Ask the class to translate the words in bold.

All Clear Rules

Read this rule with the class. Refer students to the sentences in the grammar box to see examples of the first part of the rule. For the verb *be*, write on the board *You are always late!* and point out the different position of *always*.

- 9 • Do sentence 1 (*Students never use films to help with their homework*) with the whole class.
 - Students write the rest of the sentences and put the adverbs and verbs in the correct place.
 - Check the answers with the class.

Extra activity

Write the following prompts on the board: *I / copy / DVDs of films*; *I / watch / action films*; *I / go / to the cinema*; *I / use the internet / to do my homework*. Tell students to write true sentences about themselves by using the prompts and adding the appropriate adverb of frequency to each one. Students then compare their sentences in pairs.

All Clear Grammar

- 10 • Tell students that this dialogue practises the present simple, *be* and *have got*.
 - Students complete the dialogue with the correct form of the verbs in brackets.

11 1.09

- Students listen and check their answers.

Mixed-ability solutions

Students who need extra help: Exercise 10. Write on the board two options for each gap. For example:

- 1 do ... watch / are watch ...
- 2 Have ... like / Do ... like
- 3 prefer / preferring, etc.

Fast-finishers: Exercise 10. Students write the dialogue in pairs but with information that is true for them (i.e. how often they watch films, whether they watch documentaries, etc).

Self-study and extra practice

Workbook

- Grammar, pages 10–11
- Grammar Reference and Practice, pages 66–7

Teacher's Resource File

- All Clear Basics, pages 3–4
- Grammar Consolidation, page 2
- Grammar Extension, page 4

Digital Activities

- Student's Digital Pack

there is / there are

Exercise 8

- 1 there is
- 2 There are
- 3 there are
- 4 there is
- 5 there are

8 Complete the sentences with *there is* or *there are*.

- 1 In London ... a cinema called the Electric. It opened in 1911!
- 2 ... three *The Lord of the Rings* films.
- 3 I like cinemas because ... drinks, sweets and popcorn.
- 4 I don't like cinemas because ... a lot of noise.
- 5 I like science-fiction films because ... some great special effects.

Adverbs of frequency

Adverbs of frequency

0%	She never watches films.
	I hardly ever go to the cinema.
	She sometimes goes to the cinema.
	They often choose a film because of the actors.
	You usually watch films on your tablet.
100%	He is always on his computer.

i All Clear Rules

Use *there is* for uncountable nouns and singular countable nouns:

There's good ice cream at my local cinema.

There's an IMAX cinema in my city.

Use *there are* for plural countable nouns:

There are seven screens at the cinema.

i All Clear Rules

Adverbs of frequency go before the main verb and after the verb *be* and auxiliary verbs.

9 Write the sentences with the verbs and adverbs of frequency in brackets.

Our class survey says that:

- 1 Students ... (never / use) films to help with their homework.
- 2 They ... (always / choose) a variety of films online.
- 3 Their favourite types ... (usually / be) action films and comedy.
- 4 Boys ... (often / go) to the cinema on Thursdays.
- 5 Students ... (hardly ever / copy) DVDs because it's illegal.

Exercise 9

- 1 Students never use films to help with their homework.
- 2 They always choose a variety of films online.
- 3 Their favourite types are usually action films and comedy.
- 4 Boys often go to the cinema on Thursdays.
- 5 Students hardly ever copy DVDs because it's illegal.

All Clear Grammar

1 2 3 4 5 6 7 8 9

Exercise 10

- 1 do ... watch
- 2 Do ... like
- 3 prefer
- 4 Do ... like
- 5 Have ... got
- 6 is
- 7 is
- 8 is
- 9 don't like

10 Complete the dialogue with the correct form of the verbs in brackets.

- Josh How often ⁽¹⁾ ... you ... (watch) films?
- Liz Oh, two or three times a week. ⁽²⁾ ... you ... (like) documentaries?
- Josh No, I don't. I ⁽³⁾ ... (prefer) science-fiction. ⁽⁴⁾ ... you ... (like) science-fiction films?
- Liz They're OK. ⁽⁵⁾ ... you ... (have got) a favourite film?
- Josh I'm not sure. *Avatar* ⁽⁶⁾ ... (be) good.
- Liz Who ⁽⁷⁾ ... (be) the director?
- Josh James Cameron. He's also the director of *Titanic*.
How about you? What ⁽⁸⁾ ... (be) your favourite film?
- Liz *The Ring*.
- Josh Oh no! I ⁽⁹⁾ ... (not like) horror films.



11 Listen and check your answers.



Grammar Reference

Unit 1


11

Vocabulary

TV programmes

Exercise 1

Students' own answers

- 1  Listen and repeat the words. How do you say them in your language?

cartoon • chat show • comedy • documentary • drama • game show • reality show • soap opera • sports programme • the news

Exercise 2

- 1 chat show
2 documentary
3 the news
4 sports programme
5 game show
6 cartoon
Not in the pictures: reality show, comedy, drama and soap opera.

- 2 Match pictures 1–6 with the programmes in exercise 1. Which programmes are not in the pictures?



Exercise 3

Students' own answers

- 3 Write sentences about your favourite TV programmes using the words in exercise 1.

My favourite cartoon is ...

- 4  In pairs, ask and answer questions about your favourite TV programmes.

What's your favourite cartoon?

It's What about you?


Exercise 4

Students' own answers

Listening

Exercise 5

No, parents watch more TV than teenagers.

- 5  Listen to the news report. Do teenagers watch more hours of TV than their parents?

- 6 Listen again. Write true or false in your notebook.

- 1 Parents usually watch TV for about three hours a day.
- 2 Teenagers prefer computers and phones to television.
- 3 Young people usually watch TV on their computers.
- 4 More than half of young teenagers have a computer in their bedroom.
- 5 Teenagers often sleep for only four hours.



Lesson Aims:

Students learn and practise words related to types of TV programmes.

Students listen to a news report about teenager free-time habits and identify general and specific information.

Vocabulary

TV programmes

Warmer

Books closed. See how many TV programmes students can name (preferably British / US ones) and what type of programme they are (eg *The Big Bang Theory* – a comedy programme, *Bones* – a detective series, *Game of Thrones* – a fantasy drama).

1 1.10

- Students listen and repeat the words. Pay attention to the word stress, especially in: *cartoon*, *comedy*, *documentary*, *reality show* and *soap opera*.
- Elicit / explain the more difficult words: *cartoon*, *game show* and *soap opera*.

- 2 • Students match the pictures to six of the words in exercise 1.
- Check the answers with the class.

Extra activity


Write on the board:

I often watch

I sometimes watch

I hardly ever watch

Students copy the three headings and under each one write the programmes which are true for their own viewing habits. They then compare their answers in pairs.

- 3 • Students write sentences about their favourite TV programmes using the words from exercise 1.
- 4 
- Read the question and answer in the speech bubbles with the class.
 - Students ask and answer the questions in pairs.

Listening

Warmer

Students look at the statements in exercise 6. Ask them if they think they are true for people in Ukraine.

5 1.11

- Tell students that they are going to listen to a news report about what teenagers do in their free time.
- Students listen to the report and answer the question.
- Check the answer with the class. Replay the audio if necessary and stop it at the appropriate point.

- 6 • Students listen again and say if the statements are true or false.
- Check the answers, once again replaying the audio if necessary and stopping it at the appropriate points.



Cultural note

The term *soap opera* comes from the fact that the earliest programmes of this type were radio programmes sponsored by detergent companies who advertised their products during the programme. A soap opera is popularly referred to as a *soap*.



Web info

Type these words in your search engine for more information: 'teenagers life in Britain'

Mixed-ability solutions

Students who need extra help: Exercise 2. Write the following options on the board for each question: 1 chat show / soap opera; 2 comedy / documentary; 3 cartoon / the news; 4 drama / sports programme; 5 game show / reality show; 6 cartoon / comedy

Fast finishers: Exercise 2. Books closed. Students try to remember which type of programme was in which position in the photos in the Student's Book.

Self-study and extra practice

Workbook

- Vocabulary, page 9
- Vocabulary Reference, page 84

Teacher's Resource File

- All Clear Basics, page 2
- Vocabulary Consolidation, page 1
- Vocabulary Extension, page 3
- Key Competences: Listening, page 2

Digital Activities

- Student's Digital Pack

Lesson Aims:

Students learn and practise how to talk about likes and dislikes related to films.

Speaking

Talking about likes and dislikes / Talking about films

Warmer

Ask the class what new film they want to see at the moment.

Model Dialogue



1 1.12

- Students read and listen to the dialogue and determine which film Tim and Suzie decide to see.
- Check the answer with the class.
- Highlight the following useful expressions: *What film do you want to see?, I can't stand them, What / How about ...?, I don't mind ..., What do you think of ...?*

- 2 • Students listen again and repeat the dialogue. Monitor the stress and intonation.

- 3 • Look at the faces in the key with the class and then look at the example.
- Students use the prompts to write complete sentences.
 - Check the answers with the class.
 - Highlight the use of the gerund after the expressions in questions 3 and 4.

Extra activity

Write on the board: *reality shows, sports programmes, horror films, cartoons* and *going to the cinema*. Students use the expressions in exercise 3 to write their opinions of each item. Then they compare their opinions in pairs.

Speaking Task



1 Talk about films

Students read the information and choose the film they want to see.

2 Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

3 Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task.

For step 3, tell students to write out their dialogue before they begin.

Fast finishers: Speaking Task. Students invent a dialogue about seeing a different film. They can try to do this without looking at the Model Dialogue if they feel confident enough.

Self-study and extra practice

Workbook

- Speaking, page 120

Teacher's Resource File

- Key Competences: Speaking, pages 19–20

Digital Activities

- Student's Digital Pack

Speaking

Talking about likes and dislikes / Talking about films

Model Dialogue



Tim

What film do you want to see?

I can't stand them. What about *Dark Summer*? It's a *horror* film.

I don't mind science-fiction. What do you think of animated films?

Let's see *The Lego Movie*!

Suzie



I want to see *About Last Night*. I like *romantic comedies*.

I don't like horror films. They're awful. How about *Tomorrowland*? Do you like *science-fiction*?

I really like them. They're great.

Good idea.

Exercise 1

The Lego Movie

1



Listen to the dialogue. Which film do Tim and Suzie decide to see?

2

Listen again and repeat the dialogue.

3

Write complete sentences. Use *really like* 😊😊, *like* 😊, *don't mind* 😊, *don't like* 😞 or *can't stand* 😞😞.

I / 😊 / romantic comedies. *I don't mind romantic comedies.*

1 My friends / 😊😊 / horror films.

3 We / 😊 / going to the cinema.

2 My dad / 😞😞 / animated films.

4 My teacher / 😞 / watching films on TV.

Speaking Task

1 Talk about films

Look at the film posters and choose a film.

2 Prepare a dialogue

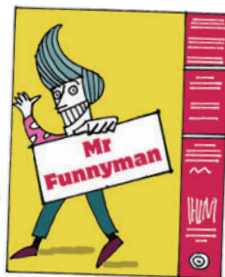
Look at the Model Dialogue and change the words in *blue*.

3 Speak

In pairs, practise your dialogue.

What film do you want to see?

I want to see *Mr Funnyman*. I like comedies.



Useful Language Talking about likes and dislikes

I like romantic comedies.

I can't stand them.

I don't like horror films. They're awful.

I don't mind science-fiction.

I really like them.

They're great.

Exercise 3

- 1 My friends really like horror films.
- 2 My dad can't stand animated films.
- 3 We like going to the cinema.
- 4 My teacher doesn't like watching films on TV.

Writing

A review

Exercise 1

- 1 *The Big Bang Theory*.
- 2 A comedy programme.
- 3 It's about two scientists and a waitress.
- 4 Because the characters always do funny things.

1



1.13

Read the Model Text and listen. Then answer the questions in your notebook.

- 1 What is Sophie's favourite TV programme?
- 2 What type of programme is it?
- 3 What is it about?
- 4 Why does she like it?

Model Text



My favourite TV programme is *The Big Bang Theory*, an American comedy programme. It's on television on Sundays, but I often watch the repeats online.

The Big Bang Theory is about two scientists called Sheldon and Leonard and a waitress called Penny. I really like this programme because the characters always do funny things. I recommend this programme because it has a lot of intelligent comedy.

Sophie, 14



Exercise 2

- 1 All the sentence beginnings
- 2 I (really like ...)
- 3 Leonard
- 4 American
- 5 Sundays

2

Look at the All Clear Tips. Find examples of 1–5 in the Model Text.



All Clear Tips

Capital letters and punctuation

Use capital letters:

- 1) at the beginning of all sentences
- 2) for the subject pronoun 'I'
- 3) for names and places
- 4) for countries, languages and nationalities
- 5) for days and months.

Punctuation includes full stops (.) and question marks (?).

3

Rewrite the sentences with capital letters and punctuation.

- 1 *eastenders* is a british soap opera
- 2 do you like sports programmes
- 3 my dad and i often watch a game show on saturdays
- 4 my favourite actor in the programme is jim parsons
- 5 what is your favourite TV programme

Exercise 3

- 1 *Eastenders* is a British soap opera.
- 2 Do you like sports programmes?
- 3 My dad and I often watch a game show on Saturdays.
- 4 My favourite actor in the programme is Jim Parsons.
- 5 What is your favourite TV programme?

Writing Task



1 Plan

Make notes to write a review about your favourite TV programme and include:

Type of programme ... *is a Spanish drama ...*

When you watch it *I (often) watch it on ...*

What it's about *It's about ...*

Why you like it ... *because ...*

Why you recommend it ... *because ...*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 The programme, when you watch it

Paragraph 2 Characters, why you like it, give a recommendation

3 Check

- ☒ present simple
- ☒ adverbs of frequency
- ☒ vocabulary for TV programmes
- ☒ capital letters and punctuation

Lesson Aims:

Students write a review of their favourite TV programme and revise the use of capital letters, full stops and question marks.

Writing

A review

Warmer

Ask students if they can think of any TV / online series which are popular at the moment. Ask what they are about and if students like them and why / why not.

Model Text

1 1.13

- Ask students to look at the picture and say what TV programme they can see, what they know about it and whether they like it.
- Read the questions with the class.
- Students read and listen to the text. They then answer the questions.
- Check the answers with the class.

All Clear Tips

- 2 • Read the All Clear Tips with the class.
 - Students find examples of points 1–5 in the text.
 - Check the answers with the class.
- 3 • Students rewrite the sentences with capital letters and the correct punctuation.
 - Check the answers with the class.

Extra activity

Prepare some sentences with words which require capital letters (eg *the new james bond film comes out on thursday. is brad pitt english? does the tv programme modern family take place in london?*). Dictate the sentences to the students and then check the answers.

Writing Task

1 Plan

Tell students that they are going to write about their favourite TV programme. Read the notes with the class. Students complete the notes about their favourite TV programme

2 Write

Students use their notes to write about their favourite TV programme. Emphasize that they should use the paragraph structure indicated and that they can refer to the Model Text to help them.

3 Check

Encourage students to check their work, paying particular attention to the points mentioned.



Web info

Type these words in your search engine for more information on *The Big Bang Theory*: 'the big bang theory com about'

Mixed-ability solutions

Students who need extra help: Writing Task. Students just complete the notes in step 1.

Fast finishers: Writing Task. Students read their review to their partner but they say 'X' instead of the name of the programme. Their partner has to guess which programme it is.

Self-study and extra practice

Workbook

- Writing Guide, pages 102–3

Teacher's Resource File

- Key Competences: Writing, page 2

Lesson Aims:

Students learn about film awards.

Students practise the pronunciation of /e/, /u:/ and /aɪ/.

Culture Reading

Film awards

Warmer

Ask students what the Oscars are. Ask them if they know which film won the award for best picture this year / last year.

- Students look at the photos. Ask them what / who they can see.
- Pre-teach *awards*.



1.14

- Students read the questions.
- Students read and listen to the text and answer the questions.
- Check the answers with the class.

Pronunciation

/e/, /u:/ and /aɪ/



1.15

- a**
- Students read and listen to the words.
- b**
- Students listen again and repeat the words.
 - Focus on the correct pronunciation of the target vowels and the stress in *director*, *ceremony* and *every*.



Web info

Type these words in your search engine for more information on the Academy Awards: 'oscar go com'

Mixed-ability solutions

Students who need extra help: Stop the audio just after the answers to the questions to give students extra time to write their answers in their notebooks.

Fast finishers: Students invent their own award ceremony and write a similar text. It can be for films, TV shows or books. They create the award categories, nominations and winners.

Self-study and extra practice

Workbook

- Culture: Reading and Listening, page 93

Culture Reading



FILM AWARDS

The Academy Awards are the most famous film industry awards in the English-speaking world. They are for actors, directors, writers and other people in the film industry. The winners receive a gold statue called an Oscar.

The Academy Awards ceremony occurs once a year in late February or early March at a theatre in Hollywood, in the USA. The ceremony is always on television. Every year, thousands of people wait outside the theatre because they want to see their favourite actors. The actors often pose for photos and talk with the public.

The British equivalent of the Oscars is the British Academy of Film and Television Arts Awards, or BAFTAs. Winners of the British award win a gold mask.



Oscar



BAFTA



1.14

Read and listen. Then answer the questions in your notebook.

- 1 What do the winners of the Academy Awards receive?
- 2 When is the Oscar ceremony?
- 3 What is the British equivalent of the Oscars?
- 4 What do the winners of the BAFTAs receive?

Is there a film awards ceremony in your country? What is it called?

Pronunciation

/e/, /u:/ and /a/



a

1.15

Read and listen to the words.

/e/	director	ceremony	every
/u:/	statue	who	blue
/a/	writer	why	like

b Listen again and repeat.

Reading text exercise

- 1 A gold statue.
- 2 In late February or early March.
- 3 The BAFTAs (British Academy of Film and Television Arts Awards).
- 4 A gold mask.

Unit 1 Language Reference

Vocabulary Film types



action / horror / war



action / western



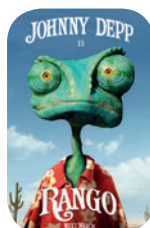
adventure /
science-fiction / thriller



romantic comedy



adventure / fantasy



animated / comedy



musical

TV programmes cartoon chat show comedy documentary drama game show
reality show soap opera sports programme the news

Grammar Present simple

Affirmative	Negative	Interrogative	Short answers
I / You love films.	I / You do not like war films.	Do I / you like films?	Yes, I do .
He / She / It loves films.	He / She / It does not like films.	Does he / she / it like films?	No, she doesn't .
We / You / They love films.	We / You / They do not like films.	Do we / you / they like films?	Yes, we do .

Question words

Question words	
What's your name?	My name's David.
Where are you from?	I'm from Seville.
When's your birthday?	It's in March.
Who's Lucy?	She's my cousin.
Why are you happy?	It's my birthday.
How often do you buy DVDs?	I never buy them.

Adverbs of frequency

0%	never
	hardly ever
	sometimes
	often
	usually
100%	always

Speaking Likes and dislikes

I **like** romantic comedies.

I **don't like** horror films. They're awful.

I **really like** them.

I **can't stand** them.

I **don't mind** science-fiction.

They're great.

Unit 1 Progress Check

Vocabulary Film types

Exercise 1

- 1 animated
- 2 western
- 3 fantasy
- 4 action
- 5 thriller

- 1 Order the letters then write the film types in your notebook.

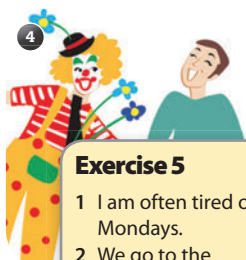
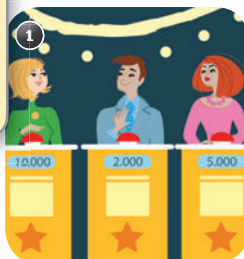
- 1 tedmiana
- 2 eenrstw
- 3 aafnsty
- 4 niotac
- 5 ehillrrt

TV programmes

Exercise 2

- 1 game show
- 2 chat show
- 3 the news
- 4 comedy
- 5 documentary

- 2 Write the types of TV programme.



Exercise 5

- 1 I am often tired on Mondays.
- 2 We go to the cinema twice a month.
- 3 My dad hardly ever uses the internet.
- 4 My uncle always goes for a walk at night.
- 5 I watch sports programmes every day.

Grammar Present simple

- 3 Complete the sentences with the correct form of the verbs in brackets.

- 1 I ... (love) film awards ceremonies.
- 2 He ... (get) DVDs at the weekend.
- 3 My parents ... (not go) to the cinema.
- 4 He ... (not download) films.
- 5 ... you ... (watch) much TV during the week?

Exercise 3

- 1 love
- 2 gets
- 3 don't go
- 4 doesn't download
- 5 Do ... watch

Question words

- 4 Complete the questions with the words in the box.

how when where who why

- 1 ... do you watch TV, in the morning or in the evening?
- 2 ...'s your favourite actor?
- 3 ... do you like him / her?
- 4 ... often do you watch cartoons?
- 5 ... do you do your homework?

Exercise 4

- 1 When
- 2 Who
- 3 Why
- 4 How
- 5 Where

Adverbs of frequency

- 5 Order the words to make sentences.

- 1 often / am / tired / on Mondays / I / .
- 2 the cinema / We / twice a month / go to / .
- 3 the internet / hardly ever / My dad / uses / .
- 4 goes / My uncle / always / at night / for a walk / .
- 5 watch / every day / I / sports programmes / .

All Clear
Self-Check

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- film types?
- TV programmes?
- present simple?
- question words?
- adverbs of frequency?

Extra Practice

If you need extra practice, go to:

- Unit 1 Grammar Reference
- Unit 1 Vocabulary Reference
- Unit 1 Grammar Exercises
- Unit 1 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 1 Revision, page 12
- Grammar Reference and Practice, pages 66–7
- Vocabulary Reference, page 84



Extra Practice

Unit 1: On screen

Vocabulary

1

- 1 comedy
- 2 horror
- 3 musical
- 4 war
- 5 science-fiction

2

- 1 fantasy
- 2 western
- 3 romantic comedy
- 4 animated
- 5 thriller

3

- 1 *science-fiction*
- 2 war
- 3 musical
- 4 comedy
- 5 horror
- 6 animated

4

Students' own answers

5

I	C	A	R	T	O	O	N	C	A	S	S
A	S	E	B	A	R	A	B	H	I	M	E
D	O	C	U	M	E	N	T	A	R	Y	B
S	A	M	D	R	A	M	A	T	O	J	R
R	P	A	T	E	L	O	L	S	U	C	E
L	O	I	M	Y	I	U	T	H	M	O	S
T	P	S	M	A	T	W	Y	O	E	M	S
O	E	S	E	T	Y	T	O	W	F	E	C
U	R	T	D	N	S	N	E	R	O	D	R
G	A	M	E	S	H	O	W	N	S	Y	L
A	F	N	E	P	O	P	A	O	H	C	Y
T	H	E	N	E	W	S	A	A	O	A	U

6

- 1 documentary
- 2 sports programme
- 3 The news
- 4 cartoon
- 5 chat show
- 6 game show

7

- 1 *sports programmes*
- 2 reality shows
- 3 soap operas
- 4 the news
- 5 game shows
- 6 comedy

8

Students' own answers

Grammar

1

- I like / don't like*
 You like / don't like
 He likes / doesn't like
 She likes / doesn't like
 It likes / doesn't like
 We like / don't like
 You like / don't like
 They like / don't like

2

- 1 don't
- 2 likes
- 3 go
- 4 doesn't
- 5 watches

3

- 1 *don't like*
- 2 love
- 3 is
- 4 don't go
- 5 watch
- 6 puts
- 7 loves
- 8 don't enjoy

4

- 1 *Do*
- 2 Does
- 3 Do
- 4 Does
- 5 Does

5

- a 5
- b 4
- c 1
- d 3
- e 2

6

- 1 Does your dad watch films on a tablet?
- 2 Does your best friend like popcorn?
- 3 Does your mum watch sports programmes on TV?

7

- 1 Where
- 2 When
- 3 Who
- 4 Why
- 5 How often

8

- 1 Who
- 2 What
- 3 Why

Students' own answers

9

- 1 There are
- 2 There is
- 3 There are
- 4 There is
- 5 There are

10

- 1 usually watch
- 2 always turns off
- 3 are never
- 4 often uses
- 5 are sometimes

11

- 1 My mum sometimes watches the news at ten o'clock.
- 2 My favourite soap opera is always on Mondays.
- 3 Our teacher often goes to the cinema.
- 4 My friends never buy films on DVD.

Revision

1

- 1 I go to the cinema with my friends.
- 2 He watches films at home.

2

- 1 Jack doesn't like soap operas.
- 2 That TV programme is always on Mondays.
- 3 Why do you like cartoons?

4

Students' own answers

5 and 6

- 1 B *What*
- 2 A *do*
- 3 C *watch*
- 4 B *starts*
- 5 B *usually finishes*
- 6 C *Is there*
- 7 A *there are*
- 8 A *Why*

Extension

1

- | | |
|---------------|----------------|
| 1 Have | 6 Do you watch |
| 2 don't | 7 makes |
| 3 What | 8 Do |
| 4 often watch | 9 do |
| 5 There are | 10 It's |

Grammar Practice

Unit 1

1

- 1 likes
- 2 don't
- 2 like
- 4 doesn't
- 5 watches

2

- 1 *live*
- 2 go
- 3 likes
- 4 has/'s got
- 5 don't like
- 6 prefer
- 7 costs

3

- 1 Does your friend eat ice cream?
Yes, he/she does.
- 2 Do your friends like comedies?
Yes, they do.
- 3 Does your uncle go to school?
No, he doesn't.
- 4 Do you buy DVDs? Yes, I/we do.
- 5 Do your classmates watch films?
No, they don't.

4

- 1 How often
- 2 Why
- 3 When
- 4 Who

5

- 1 There are
- 2 There is
- 3 There is
- 4 There are
- 5 There is

6

- 1 My brother plays tennis every day.
- 2 I eat pasta twice a week.
- 3 My parents go to the cinema once a month.
- 4 My teacher hardly ever reads books.

Unit 2

1

- 1 is swimming
- 2 is/'s making
- 3 are/'re having
- 4 are/'re trying

2

- 1 They aren't building a shelter.
They're cooking.
- 2 I'm not feeling sad. I'm making
new friends.
- 3 She isn't sleeping in a tent.
She's sleeping in a hotel.

3

- 1 Are you looking for wild fruit?
Yes, I am. / Yes, we are.
- 2 Is she feeling well? Yes, she is.
- 3 Are your classmates having a party?
No, they aren't.
- 4 Am I sleeping in a tent? No, I'm not. /
No, you're not.

4

- | | |
|---------------|---------------|
| 1 often camp | 4 has |
| 2 're feeling | 5 're winning |
| 3 'm visiting | 6 goes |

5

- 1 Paul is having a party on Saturday
evening.
- 2 We're studying for the history exam
this afternoon.
- 3 I'm not playing rugby next week.
- 4 Are you working at the weekend?
- 5 My mum isn't making dinner
tonight.
- 6 They are camping tonight.

Unit 3

1

- 1 rode
- 2 had
- 3 found
- 4 arrived
- 5 liked

2

- 1 My classmates didn't climb Everest
last week.
- 2 My teacher didn't invent a new
computer.
- 3 We didn't eat pizza for breakfast.
- 4 I didn't sell cakes outside the cinema.
- 5 They didn't go out last night.

3

- 1 When did your sister arrive home?
- 2 Who did you see at the concert?
- 3 What did you eat for dinner
yesterday?
- 4 How often did they play football
last year?
- 5 Where did he go on holiday?

4

- 1 was
- 2 weren't
- 3 was
- 4 wasn't
- 5 were

5

- 1 Was it hot yesterday?
- 2 Where was Cervantes from?
- 3 Was she at school last week?
- 4 Were you happy last night?
- 5 Why were your friends tired?

6

- 1 could speak
- 2 couldn't swim
- 3 could ride
- 4 couldn't make
- 5 couldn't land

Vocabulary Reference

Unit 1

1

- 1 action
- 2 fantasy
- 3 horror
- 4 thriller
- 5 animated
- 6 musical

Mystery word: Romantic comedy

2

chat show, comedy, soap opera, the news, game show, cartoon, documentary, reality show

3

- 1 drama
- 2 reality show
- 3 game show
- 4 soap opera
- 5 chat show
- 6 the news

Unit 2

1

Fish, look for, climb, cook, find, camp, chop, hike

2

- 1 Phoebe is planning to build a shelter and camp in the mountains.
- 2 Marvin wants to fish in the river and cook dinner for his family.
- 3 Lucy is planning to climb a mountain and sleep in a tent.
- 4 Daniel wants to hike 10km and look for wild fruit.

Unit 3

1

Ride, sail, fly, arrive, explore, drive, take off, leave, discover, travel, land

2

- | | |
|------------|-------------|
| 1 arrive | 5 takes off |
| 2 discover | 6 ride |
| 3 drive | 7 land |
| 4 explore | 8 travel |

3

red: volcanic eruption
yellow: tsunami
orange: tornado
green: floods
blue: famine

Unit 4

1

Cheerful, stubborn, selfish, loyal, wise

2

A	L	E	A	D	W	U	C	M	G
C	J	R	I	R	B	I	R	S	O
A	U	F	F	O	L	L	O	W	S
R	M	M	L	P	P	U	S	H	T
R	P	O	F	A	L	L	S	P	A
Y	B	V	V	J	G	Y	I	R	N
V	R	E	S	L	I	F	T	O	D
C	P	U	L	L	N	B	N	A	F

3

- 1 lift
 - 2 pull
 - 3 drop
 - 4 move
 - 5 sit
 - 6 stand
- Mystery word: We like playing **sports**.

Unit 5

1

- 1 Hamish wants to **sell** his football shirt, or **swap** it for a new one.
- 2 Clare needs to **borrow** some money to **pay for** her lunch.
- 3 Louis wants to **earn** some money to **buy** a new bike.
- 4 Freya wants to **save** some money to **spend** on holiday.

2

- 1 mouse
- 2 scanner
- 3 printer
- 4 screen
- 5 webcam
- 6 desktop
- 7 keyboard

Unit 6

1

- 1 sportsperson
 - 2 police officer
 - 3 mechanic
 - 4 nurse
 - 5 surgeon
 - 6 electrician
 - 7 actor
 - 8 engineer
 - 9 architect
 - 10 lifeguard
- Mystery word: Professional

2

M	E	A	R	A	C	H	E	G	F	T
A	O	G	E	L	O	E	H	O	S	E
I	M	B	R	O	K	E	N	A	R	M
N	R	O	T	E	I	N	J	O	M	P
S	T	O	M	A	C	H	A	C	H	E
E	I	T	N	C	U	T	I	U	E	R
C	A	C	N	J	W	A	T	C	Y	A
T	S	O	R	E	T	H	R	O	A	T
B	E	U	W	R	O	F	S	L	V	U
I	E	G	U	L	R	I	N	D	T	R
T	N	H	E	A	D	A	C	H	E	E
E	S	E	P	T	A	C	D	H	S	T

Unit 7

1

- 1 leave school
- 2 get a job
- 3 buy a house
- 4 learn to drive
- 5 go to university

2

drums – Mark or Stan
electric guitar – Josiah
keyboards – Adam
saxophone – Stan

Unit 8

1

- 1 cardboard and paper
- 2 carton and can
- 3 glass and bottles

2

- | | |
|--------------|------------|
| 1 polar bear | 5 dolphin |
| 2 turtle | 6 panda |
| 3 rhinoceros | 7 elephant |
| 4 snake | 8 tiger |

Unit 9

1

give up, lose, roll the dice, cheat, move a counter, count, land, beat, miss a turn, guess

2

- | | |
|-----------------------|---------|
| 1 rolls the dice | 4 guess |
| 2 move their counters | 5 cheat |
| 3 miss a turn | 6 land |

3

market, statue, water park, town square, monument, castle, fishing port

Culture: Reading & Listening

Unit 1

Reading

1

- 1 Hollywood is in the USA.
- 2 Bollywood is in India.

2

- 1 top
- 2 studio
- 3 film star

3

- 1 About 500 films are made in Hollywood each year.
- 2 Because movie stars usually live in Beverly Hills.
- 3 About 1,000 films are made in Bollywood each year.
- 4 They usually make musicals.

Listening

- 1 T
- 2 F
- 3 F
- 4 F

Unit 2

Reading

1

- 1 It's a charity which gives awards to young people.
- 2 Students' own answers

2

- 1 c
- 2 b
- 3 d
- 4 a

3

- 1 F
- 2 T
- 3 F
- 4 F
- 5 F

Listening

- 1 Bronze
- 2 American football
- 3 cooking
- 4 Wales

Unit 3

Reading

1

- a 2
- b 1
- c 3

2

- 1 a
- 2 d
- 3 c
- 4 b

3

- 1 couldn't
- 2 5th
- 3 was
- 4 a different
- 5 exists

Listening

- 1 F
- 2 T
- 3 F
- 4 F

Unit 4

Reading

1

- 1 Macbeth
- 2 Banquo
- 3 Lady Macbeth
- 4 Duncan

2

- 1 army general
- 2 villain
- 3 witch
- 4 Nightmares

3

- 1 He's famous for his plays and poems.
- 2 He met three cruel witches.
- 3 Lady Macbeth decided that they needed to kill the King of Scotland.
- 4 In the end, Macbeth and Lady Macbeth died.

Listening

- 1 F
- 2 T
- 3 F
- 4 F

Unit 5

Reading

1

- stamps, coins, postcards, stickers, banana labels, shoes (trainers), football cards

2

- 1 c
- 2 d
- 3 a
- 4 b

3

- 1 T
- 2 F
- 3 F
- 4 F
- 5 T

Listening

- 1 teddy bears
- 2 arctophiles
- 3 500
- 4 American

Unit 6

Reading

1

- a 5
- b 3
- c 4
- d 1
- e 2

2

- 1 b
- 2 d
- 3 a
- 4 e
- 5 c

3

- 1 The police
- 2 Germany
- 3 for anyone
- 4 don't get paid
- 5 help pay for

Listening

- 1 F
- 2 F
- 3 T
- 4 F

Writing Guide

Unit 1

Step 1

1

The important characters are Katniss Everdeen and Peeta Mellark.

2

- 1 American
- 2 winner

3

- 1 The film is the third film in *The Hunger Games* series and follows Katniss Everdeen.
- 2 The actors are Jennifer Lawrence and Josh Hutcherson.
- 3 He likes the film because the special effects are fantastic.

Step 2

Student's own answers.

Unit 2

Step 1

1

Katie is with four people (her cousins, her aunt and uncle).

2

2, 3, 5

3

- 1 T
- 2 F
- 3 F
- 4 T
- 5 F

Step 2

- 1 *camping*
- 2 *hiking*
- 3 *my mum and dad*
- 4 *love*
- 5 *but*
- 6 *hiking*
- 7 *and*
- 8 *eating lunch*
- 9 *visiting York*
- 10 *because*

Unit 3

Step 1

1

Florence Nightingale was a nurse.

2

- 1 19th
- 2 Crimean War

3

- 1 The hospital was dirty and there were rats.
- 2 The nurses cleaned the hospital and helped the soldiers.
- 3 Florence Nightingale died at 12 pm on 13th August 1910.
- 4 Nina likes Florence Nightingale because she wanted better hospitals and training for nurses.

Step 2

- 1 1756
- 2 composer and musician
- 3 the piano and violin
- 4 was five
- 5 600 operas,
- 6 visited
- 7 at 1 am on 5th December 1791
- 8 he was a brilliant composer

Unit 4

Step 1

1

At the beginning of the story she felt scared, and at the end she wasn't very pleased.

2

a *horror film*, a blue dress, Karyn's mother and father

3

- 1 T
- 2 F
- 3 T
- 4 F
- 5 F

Step 2

1

- 1 one night
- 2 suddenly
- 3 later
- 4 in the end

2

- 1 One night
- 2 camping
- 3 Suddenly
- 4 heard a noise
- 5 an animal
- 6 Later
- 7 had disappeared
- 8 In the end
- 9 Liam's brother

Unit 5

Step 1

1

Sara's favourite possession is a jacket.

2

- 1 It's got flowers and a dragon on it.
- 2 It's from Hong Kong.
- 3 Sara likes it because she likes her uncle and because the jacket is different from her other clothes / interesting.

3

opinion: *beautiful*, fantastic, strange, wonderful,
size: small, little
age: old, *second-hand*
colour: red, yellow, green

Step 2

- 1 c) beautiful small brown box
- 2 a) *colourful old market*
- 3 b) wonderful little objects
- 4 d) special little things

Speaking

Unit 1

1

- 1 The film is Star Trek.
- 2 It is a science-fiction film.
- 3 Students' own answers.

2

Students' own answers

Unit 2

1

- 1 The people are camping on a mountain.
- 2 The girls are cooking food. They are relaxing near the tent.
- 3 I think they're feeling tired and hungry. They look happy.

2

Students' own answers

Unit 3

1

- 1 The people are on holiday. They are in Venice.
- 2 They are on a boat trip.
- 3 They probably travelled by train.

2

Students' own answers

Unit 4

1

- 1 The person in the picture is Robin Hood.
- 2 He has got a bow and arrow. He is wearing a hat.
- 3 Robin Hood was a hero who helped poor people in society.

2

Students' own answers

Unit 5

1

- 1 The items come from the 1980s, 1970s and 1960s.
- 2 The items are – a walkman (a personal music device popular in the 1980s), a gramophone, a desktop computer, an early laptop computer and an old television set.
- 3 Possible answers: The equipment in photo 1 is older than equipment today. Machines and devices are faster today. The first computers were very big. Now, computers can be very small and light.

2

Students' own answers

Unit 6

1

- 1 In the photo there is a man who is in an office. He is carrying four coffee cups.
- 2 It seems that he is going to drop the cups.
- 3 He should ask for help.

2

Students' own answers

Unit 7

1

- 1 The girl in photo 1 is looking at flowers in the grass.
- 2 She is probably feeling curious.
- 3 Possible answers: She'll probably go to university. She'll be a scientist / She'll be an artist.

2

Students' own answers

Unit 8

1

- 1 The people are volunteers and they are at the beach.
- 2 They are picking up litter from the beach.
- 3 Possible answers: People have dropped litter on the beach. Litter has appeared on the beach carried by the sea.

2

Students' own answers

Unit 9

1

- 1 The photo shows Sydney, in Australia.
- 2 The photo shows Sydney Opera House.
- 3 Possible answers: It is a famous landmark in Sydney which lots of people visit when they are in Sydney.

2

Students' own answers

Student's Book Audioscripts

Starter unit, Listening, Looking at family photos, page 6, exercises 4 and 5, track 1.04

This is a picture of my family. Here are my parents. Laura is my mum and my dad's name is Michael. I have got one sister. Her name is Nicole. I haven't got any brothers. That's Harriet. She's my cousin. And those are my grandparents. Tom is my grandad and Margaret is my grandmother.

Unit 1, Vocabulary, Film types, page 8, exercise 3, track 1.07

- Jake** What are your favourite types of film, Isabel?
Isabel I like science-fiction and fantasy films.
Jake What's your favourite film?
Isabel My favourite film is *The Hunger Games: Catching Fire*. What are your favourite types of film, Jake?
Jake I love action and horror films.

Unit 1, Listening, TV viewing habits, page 12, exercises 5 and 6, track 1.11

- Presenter** Do your parents say you watch too much TV? A new report says that teenagers often watch 1.5 hours of television a day but their parents usually watch 3 hours a day. This report also says that teens prefer using computers and smartphones to watching television. So, do young people watch television online? No, they don't. Young people usually watch TV on traditional televisions and they hardly ever watch TV on their computers. Today's teenagers are always connected – on social networks or playing computer games. But the time they spend online is in addition to watching the television. More than 50 per cent of 12–14 year-olds have got a computer in their bedroom and they don't sleep very much because of it. Teenagers sometimes sleep for only four hours a night so they are very tired the next day at school. Do you agree? Do you usually stay up late during the week? We want to hear from our listeners.

Unit 2, Vocabulary, Outdoor activities, page 18, exercise 3, track 1.17

- Erik** Do you do any outdoor activities, John?
John Yes, I do. I always camp during the school holidays and I fish in the lake and cook food on a fire.

Unit 2, Grammar, page 20, exercise 4, track 1.19

- Zaida** Hi Mum. It's Zaida.
Mum Zaida! How are you?
Zaida I'm fine.
Mum Are you eating well?
Zaida Yes, I am. The food is fantastic.
Mum Are you sleeping in a bed?
Zaida Yes, I am.
Mum And is the sun shining?
Zaida Yes, it is. It's warm and sunny.
Mum Is Mario making new friends?
Zaida Yes, he is.
Mum And are Shannon and Kiera having a good time?
Zaida Yes, they are. And I am, too. It's great, Mum – especially the swimming.
Mum Oh, are you swimming in the sea?
Zaida Yes, we are but it's fine, Mum! Don't worry!

Workbook Audioscripts

Unit 1, Culture: Reading & Listening, page 93, exercise 4, track 30

Nigeria, in Africa, is Africa's film capital. The Nigerian film industry, or 'Nollywood', makes about 800 films a year. In fact, Nollywood makes more films than Hollywood! But there aren't many cinemas in Nigeria, so most people watch the films on DVD or video. Nollywood films are popular in many African countries. But Nigerian people who live in Europe, the USA and the Caribbean also watch the films. Nollywood films are usually dramas or romances about the problems of modern Nigerians.

Unit 2, Culture: Reading & Listening, page 94, exercise 4, track 32

Hi! My name is Ben. I'm 15 years old and I'm from Plymouth. I'm doing my Duke of Edinburgh's Bronze Award this year. For the Volunteering section, I'm working as a DJ in a hospital radio station. I really like helping people. For the Physical section, I'm learning American football. I like sports a lot, and play football at school, but American football is new. I go to classes once a week. For the Skills section, I'm learning cooking. It's difficult, but I'm learning how to make lots of delicious things. Well, some of them taste good, but not always! And for my expedition, I'm planning a camping trip to Wales. The Duke of Edinburgh's Award is hard work, but it's a lot of fun.

Unit 3, Culture: Reading & Listening, page 95, exercise 4, track 34

Some time during the night of the 18th of July in AD64, a fire started in the city of Rome. Tacitus was a Roman historian. He was in Rome and saw the fire. He wrote about it, and that is the reason we know about it today. Nobody knows how the fire started, but it was probably in a shop. The buildings in Rome were made of wood and it was windy and hot. The fire quickly spread from house to house. After six days, the fire stopped.

The people of Rome lost 70% of their city, including parts of the emperor's palace, temples and land. There were 14 districts in Rome at that time, and the fire destroyed four of them and damaged others. After the fire, the Roman emperor, Nero, rebuilt the city with wide streets and stone buildings.

Unit 4, Culture: Reading & Listening, page 96, exercise 4, track 36

Shakespeare wrote his play *Romeo and Juliet* in about 1595. It's a very famous play and there are many films, operas, novels and comic books based on it. This is the story. The Capulet and Montague families lived in the city of Verona but the two families weren't friends, and were always fighting. One day, Romeo Montague and his cousins went to a party at the house of the Capulets. They were wearing masks on their faces, so nobody recognized them. At the party, Romeo met Juliet, the daughter of the Capulets, and he really liked her. Juliet liked Romeo too. They decided to get married and live together. But that night, Romeo killed Juliet's cousin in combat and he left Verona. Juliet's parents wanted her to be with another man. She agreed, but planned to escape and find Romeo. Juliet drank some medicine and everybody thought she was dead. Her parents put her in a church. But Romeo didn't know about Juliet's plan. When he returned to Verona, he found Juliet and thought she was dead. He killed himself, and when Juliet woke up, she died too.

Unit 5, Culture: Reading & Listening, page 97, exercise 4, track 38

Hi! I'm Izzy and I'm 14 years old. Some people collect postcards, and other people collect sugar packets, but I collect teddy bears. People who collect bears like me are called arctophiles. There are lots of clubs and magazines in Britain for arctophiles.

I started collecting teddy bears when I was eight, and my collection is quite big now. I've got more than 500 of them! But Jackie Miley's collection is bigger than mine. Jackie lives in the USA and she's got over 7,000 teddy bears. In fact, she's got the biggest collection of teddy bears in the world! I really like teddy bears because they are all different. The problem is that they aren't all small, so it's a problem to keep them at home.

Unit 6, Culture: Reading & Listening, page 98, exercise 4, track 40

Animals give us a lot. They give us meat to eat, and also leather and wool for shoes and clothes. But we shouldn't forget that they can help us in other ways too. Animals we keep as pets can be our friends, and some animals like dogs and horses do very important jobs. But many other animals can do jobs that are too dirty, dangerous or difficult for humans.

In China, the police aren't using dogs to guard police stations, they're using geese! Geese have very good eyes and ears, and are loud. They are also very territorial birds, and chase other geese – or people – away from their land. But it's not only geese that are helping humans. In the USA, goats are working as gardeners! Goats are very hungry animals, and they eat anything, so they are helping to keep the grass outside San Francisco airport short. You can even rent goats for your garden. It costs \$800 per acre!