

SCREEN TIME

Vocabulary in context

TV programmes and series

Words connected with TV and online video

Adjectives describing TV programmes

1 SPEAKING Look at the words in the box and answer the questions.

- What example(s) of each programme can you think of?
documentary – Blue Planet, Planet Earth
- How often do you watch each type of programme?

34 TV programmes and series

cartoon • chat show • comedy • crime series • documentary • drama • fantasy series • film • food programme • game show • reality show • science-fiction series • sports programme • talent show • the news

2a Complete the text about TV and online video with the correct form of the words in the box.

35 Words connected with TV and online video

binge-watching • channel • contestant • episode • mobile device • screen • season • spoiler • streaming service • viewer

True or false?

- Netflix was the first TV
- It's possible to watch video content made exclusively for such as smartphones.
- A television produced in 1982 had a that was just 5 cm.
- In 2016, Alejandro Fragoso watched TV continuously for 94 hours and so broke the world record for
- BBC Two was the first TV in the UK to transmit programmes in colour.
- The US sitcom *The Big Bang Theory* stopped after 7
- There have been over 1,000 of *The Simpsons*.
- In 1979, about 600 million TV around the world watched a live programme showing the first astronauts to walk on the moon.
- The first ever to win the talent show *America's Got Talent* was only 11 years old.
- They filmed different endings for the very final episode of *Game of Thrones* to stop the possibility of

2b Decide if the sentences in 2a are true or false. Listen and check your answers.

3 Look at the adjectives in the box and decide if they have a positive or negative meaning. Some can be both.

37 Adjectives describing TV programmes

annoying • awful • brilliant • dull • entertaining • funny • informative • inspiring • moving • original • scary • violent

4 SPEAKING Use the adjectives to describe the types of TV programmes in 1. Do you have the same opinions?

I think documentaries are usually informative but sometimes they're dull.

Use it ... don't lose it!

5 SPEAKING Choose two of your favourite TV programmes. Tell your partner about them using words in 1 and 2a. Then use adjectives in 3 to explain why you chose them.

I really like Doctor Who. It's a science-fiction series on the TV channel BBC One and you can also see it on the streaming service Netflix. There have been over 30 seasons so far. It's very original and viewers of different ages like it. It's really entertaining because there's lots of action.

Reach higher page 137

Reading

REALITY TV BLOG

News Sport Television Weather More

1 'Reality TV? No, I prefer more serious programmes.' That's what a lot of people say. But a survey by OnePoll showed that one in four people in the UK watch a reality show. Perhaps that's not surprising when you think that there are hundreds of different shows to choose from. Some popular examples have people singing, dancing or cooking. But recently there have been more unusual programmes – a competition between men trying to grow the longest beard (*Whisker Wars*), celebrities competing in challenges in the Australian jungle (*I'm a Celebrity ... Get Me Out of Here!*), or a group of 40 kids who lived together for 40 days without adults (*Kid Nation*).

2 But just how real are the people in reality TV shows? It depends. Some shows actually use professional actors. Others use ordinary members of the public – they're much cheaper than actors. But even when the people are real, the situations are often carefully written and planned. And even when real people are talking about true situations, it's easy to edit their words and make them say something different. In spite of this, the above survey discovered that 42% of people in the UK between the ages of 25 and 34 believe that reality shows are 100% real!

3 What about talent shows, one of the most popular types of reality show? Did you know that it is often the producers of the show, not the judges, who decide who leaves the competition? Talent is often a lot less important than other factors. The producers need contestants who attract more viewers, for example, by starting arguments. In fact, some producers create drama and tension between the competitors on purpose.

4 Does it matter that reality shows aren't real? In some documentaries, they say they are in one place when in fact they are filming in a different location. In other shows, they 'surprise' the contestants with things that they knew about already. And in most shows they give a false idea of time. An activity which really takes hours, days or weeks happens in just 50 minutes.

5 One of the saddest things is that reality shows can give us unrealistic ideas about what we can do. Things aren't as fast as they look on the screen, and they're usually slightly more complicated. Reality shows can make us confused because we can't tell the difference between what's real and what isn't. The scariest thing is that they can make us stop believing everything we see on TV, including the news. People think it's all manipulation. Perhaps the best thing is to stop watching reality TV for a while and rediscover the real world. It's just as amazing and inspiring as anything that you can see on a screen.

1 SPEAKING Look at the photos above from different reality TV shows above and answer the questions.

- What do you think the shows are about?
- Would you like to watch the shows? Why?
- Why do you think reality shows are popular?
- How real do you think reality TV is? Why?

2 Read the text. What is the writer's general opinion of reality TV? What do you think would be a good title for this text?

3 Choose the best answers.

- The fact that 25% of people in the UK watch reality TV ...
 - is unexpected because not many people admit they watch it.
 - isn't strange because the quality of the programmes is very high.
 - isn't strange because programmes with music or food are always popular.
- The people in reality shows ...
 - always receive a lot of money.
 - are not always professionals.
 - are always acting.

- The producers of some talent shows ...
 - like contestants who create uncomfortable situations.
 - often have big arguments with the contestants.
 - look for top talent to get more people watching the show.
- All the examples in paragraph 4 are of things that ...
 - never really happened.
 - didn't happen in the same way as they appeared on TV.
 - didn't happen in the place where the programme said.
- The writer believes that ...
 - they manipulate everything we see on TV.
 - it's time to stop reality TV because it can confuse us.
 - reality TV makes it very hard to separate fact and fiction.

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 Critical thinkers

In your opinion, does reality TV have a negative influence on us?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.

Reach higher page 137

Comparatives and superlatives

1a Complete the table with the correct words. If necessary, look again at the text on page 59.

Adjective	Comparative	Superlative
1 cheap	the cheapest
2 sad	sadder
3 scary	scarier
4 unusual	the most unusual
5 good	better

1b Now match the adjectives to the correct rule.

- a adjectives with two syllables or more, use *more/the most* + the adjective. 4
- b one-syllable adjectives which end in one vowel + one consonant, double the last consonant and add *-er*
- c two-syllable adjectives ending in *-y*, omit *-y* and add *-ier*
- d one-syllable adjectives, add *-er*
- e irregular adjectives have no set rule

1c Use the rules in 1b to write the comparative and superlative form of these adjectives. Which one is irregular?

- 1 funny
- 2 informative
- 3 dull
- 4 bad
- 5 thin

1d Complete the sentences with the correct words.

- 1 The new series is more original the old one.
- 2 It's the most original series the world at the moment.

Check it page 68

2a Make sentences comparing the two things, giving your own opinion. Use the adjectives given and *than*.

- 1 food programmes / talent shows (interesting)
I think talent shows are more interesting than food programmes.
- 2 playing sport / watching sports programmes on TV (good)
- 3 watching series on a mobile device / watching series on a TV (bad)
- 4 game shows / chat shows (entertaining)
- 5 comedies with real actors / cartoons (funny)
- 6 streaming services / traditional TV channels (popular)

2b SPEAKING Compare your sentences in 2a.

3a Choose an adjective from box A and a phrase from box B. Then write six superlative sentences with your opinion.

The funniest person I know is my sister.

A exciting • funny • good • happy • important • popular

B actor in my country • day • film I've ever seen • moment in my life • person I know • streaming service

3b SPEAKING Compare your sentences in 3a. Then tell the class some of your partner's interesting answers.

Marta thinks going to the US has been the most exciting moment in her life.

Modifying comparatives

4 Look at the words in bold in the sentences and answer the questions.

- 1 Ordinary members of the public are **much** cheaper than actors.
- 2 Real life is **slightly** more complicated.
- a Do we use *much* with comparatives to talk about a big or a small difference? And *slightly*?
- b Which of the words below can we use to replace *much*? Which can replace *slightly*?

a bit • a lot • far

Check it page 68

5 Add a *bit*, a *lot*, *far*, *much* or *slightly* to each of your sentences in 2a.

I think talent shows are far more interesting than food programmes.

6a SPEAKING Are these statements true? If not, make them true by changing the words in bold.

- 1 Jennifer Lawrence is **slightly** younger than Emilia Clarke.
- 2 In the US, watching American football is **much** more popular than watching football.
- 3 Superman is **a bit** older than Spider-man.
- 4 Going to the cinema is **far** more expensive than renting films online.
- 5 *Avengers: Endgame* was **far** more expensive to make than *Captain Marvel*.

6b Listen and check your answers.

less ... than, (not) as ... as

7 Look at the words in bold in the sentences and answer the questions (a-c).

- 1 The real world is **as** amazing **as** anything you see on a screen.
- 2 Things are **not as** fast **as** they look.
- 3 Talent is **less** important **than** other factors.
- a Which two structures in bold have a similar meaning?
- b Which two structures are the opposite of *more ... than*?
- c Which structure means that two things are similar?

Check it page 68

8 Read the blog about *Stranger Things*. Write sentences comparing the two seasons using the words given and *as ... as*, *not as ... as* and *less ... than*. Use *less ... than* twice.

STRANGER THINGS BLOG

LATEST NEWS MEDIA SEASON GUIDE DISCUSS

	Season 1	Season 2
Number of episodes	8	9
Cost per episode	\$6 million	\$8 million
We say	Both seasons are equally great. They're both equally exciting. Season 2 is a bit more violent and scarier, but season 1 is funnier.	
Our score	97%	94%

- 1 season 2 / good / season 1
Season 2 is as good as season 1.
- 2 season 1 / long / season 2
- 3 season 1 / exciting / season 2
- 4 season 1 / violent / season 2
- 5 season 1 / expensive to make / season 2
- 6 season 1 / scary / season 2

Use it ... don't lose it!

9 SPEAKING Compare any two modern TV series using adjectives in 2 on page 60 and *as ... as*, *not as ... as* and *less ... than*.

In my opinion, Gotham isn't as entertaining as Krypton.

Reach higher page 138

Adjectives ending in *-ing* and *-ed*

1 Choose the correct alternative to complete the example and the rule.

Example: When you watch a *moving/moved* film, you feel *moving/moved*.

Rule: To describe how somebody feels, we use the *-ing/-ed* ending.

2a Read the text and check that you understand the words in bold. Are the words in the correct form? If not, correct them.

TECHNOLOGY CENTRAL

New posts Deals Reviews Features More

Time spent online

Nowadays, when I feel (a) **boring**, I often go straight to my smartphone or tablet. Of course, it can be (b) **relaxing** to play games or watch videos on a mobile device. But afterwards it's (c) **depressed** and (d) **disappointed** to think how much time I waste doing this. I never seem to get (e) **tiring** of certain games or videos; they're so (f) **gripped**. So, perhaps it's not (g) **surprising** that now there are lots of apps like *Screen Time*, or *AppDetox* that can control what you see and do on your mobile devices and set time limits. It's really (h) **annoying** because my parents have one of those apps where they can see what I'm doing on my tablet. The other day they discovered that I was playing a game instead of doing my homework. It was very (i) **embarrassed**!

2b SPEAKING What do you think of apps that control your screen time?

3 Complete the sentences with the correct form of the words given and information that is true for you.

- 1 The last time I felt (inspire) was when
- 2 I think learning about is (fascinate).
- 3 The most (move) story I've ever read is
- 4 In my opinion, can be very (confuse).
- 5 For me, the most (frighten) film I've seen is
- 6 One thing that I find (annoy) about mobile devices is

Use it ... don't lose it!

4 SPEAKING Compare your sentences in 3.

Reach higher page 138



GREAT LEARNERS GREAT THINKERS

THE INFLUENCE OF TV AND ONLINE VIDEO

Lesson aim: To think about how TV and online videos can influence us in positive and negative ways

Video: The popularity of online video

SEL Social and emotional learning: Questioning your attitudes

1 **SPEAKING** Ask and answer the questions.

- 1 Do you spend more time watching TV or online videos?
- 2 When you watch online videos (e.g. on YouTube), who or what do you watch?

2 **VIDEO** Watch the video and complete the sentences with one or two words or a number.

- 1 Many YouTubers began by making videos in
- 2 Charlie McDonnell was once the most watched YouTuber in
- 3% of his female viewers fit in the 13- to 17-year-old category.
- 4 Online video is like a between the people watching and making the videos.
- 5 The TV studio in London seems like a for YouTubers instead of a TV studio.
- 6 YouTubers can meet animators and there to help them make better videos.
- 7 The presenter wants to know if what you to watch is always good for you.

3 Read what different teenagers say about the influence of TV and online videos on our lives. Do you agree with their opinions? Why/Why not? Make notes.

Home | Blog | **Message board**



1 You can learn lots of useful things from TV or online videos. You can learn to cook, play an instrument or speak a new language.



2 Online videos are a great influence on teenagers because they inspire us to make our own videos and maybe even become rich and famous.



3 TV and online videos often make us unhappy because real life can never be like life on the screen.



4 TV and streaming services make us mentally and physically lazy. We just turn the TV or tablet on, and switch our minds and bodies off.



GREAT THINKERS

Share-Wait-Think-Discuss

4 **SPEAKING** Follow the instructions.

- 1 **Share.** The first person uses their notes in 3 to share two of their ideas. The others listen.
- 2 **Wait** in silence. Don't interrupt! **Think** about what the first person says.
- 3 Repeat this procedure for the second and third person.
- 4 **Discuss** all the ideas that you have shared. Make comments and ask questions about what other people have said.

5a Choose one of your favourite programmes or online videos. Think about:

- 1 what information or skills it teaches you.
- 2 what positive or negative message(s) it transmits.
- 3 how it makes you feel.

5b **SPEAKING** Discuss the possible positive and negative influence of the programme or online video that you chose. Which of your programmes or videos do you think has the most positive or negative influence on teenagers?

GREAT LEARNERS **SEL**

Great learners question their own attitudes and behaviour.

In 5a and 5b, you needed to think about both the positive and negative sides of the programmes you watch. Why is it good to do this?

Learner profile page 142

1 **SPEAKING** Ask and answer the questions.



- Have you ever binge-watched a TV series? If so, which one(s)?
- Why do you think people binge-watch TV series?
- What do you think are the problems with binge-watching?

2 **40** Listen to four people talking about binge-watching. Do the speakers binge-watch nowadays? Choose the correct alternative.

- | | |
|-----------------------|-----------------------|
| 1 Holly <u>Yes/No</u> | 3 Jenna <u>Yes/No</u> |
| 2 Noah <u>Yes/No</u> | 4 Lee <u>Yes/No</u> |

Exam tip

In the next activity you need to identify the statements that a speaker makes. Do you think the speaker will use exactly the same words as in the questions you read?

3 **40** Listen again. Write *Holly, Noah, Jenna* or *Lee* for each question.

Who ...

- A suffered negative consequences from binge-watching?
- B isn't happy about binge-watching because of his/her job?
- C thinks that modern technology makes it easier to binge-watch?
- D binge-watches because he/she doesn't want other people to tell him/her information about the series?
- E has techniques to stop binge-watching?
- F thinks that binge-watching is a problem for the family to solve?
- G discovers good series thanks to recommendations?
- H remembers when there were only a few TV channels to watch?

4 **Critical thinkers**

In your opinion, can binge-watching be a serious problem?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Flipped classroom video

Watch the Grammar Presentation video



so and such

1 Look at the sentences and use *so* and *such* to complete the rules (a–c).

- My students are **so** tired.
 - Binge-watching is **such** a problem.
 - You're having **such** a good time.
 - The episodes have **such** surprising endings.
- a We use to intensify the meaning of a noun or an adjective before a noun.
- b We use to intensify the meaning of an adjective with no noun.
- c After we use *a/an* before a singular countable noun.

Check it page 68

2 Read the text and choose the correct alternative.

Culture exchange



TV in the UK

The UK produces lots of brilliant documentaries. *Blue Planet II* was (a) *so/such* good that over 14 million people in the UK watched the first episode. This and other series have been popular in many other countries, too. In fact, the UK exports (b) *so/such* a variety of shows – crime and science-fiction series (*Sherlock*), historical dramas (*Victoria*), and talent shows (*Strictly Come Dancing*) – that there are millions of viewers of British shows around the world.

Many British actors, such as Millie Bobby Brown and Freddie Highmore, are (c) *so/such* convincing that they play Americans in US films or series. Some UK comedians are (d) *so/such* big stars in the US that they present American award ceremonies and chat shows.

Soap operas are (e) *so/such* an important phenomenon in the UK. These are drama series that show the problems of a group of characters in a particular place. One series called *Coronation Street* is (f) *so/such* popular that it has lasted over 60 years!

Many people in the UK love nature. So maybe it isn't (g) *so/such* unusual that *Countryfile*, a 30-year-old series about farming and life in the country, is one of the UK's most popular informative shows.



Collaborative project 3 page 83

too and (not) enough

3a Look at these sentences.

- You're **too** excited to switch the TV off.
- That isn't long **enough** to rest.
- I didn't have **enough** energy to study.
- I'm old **enough** to remember those times.

3b Match the sentence halves to make rules.

- We use **too**
 - We use **not ... enough**
 - We use **enough**
- a to say a person, thing or situation is insufficient.
- b to say a person, thing or situation is sufficient.
- c to say a person, thing or situation is excessive.

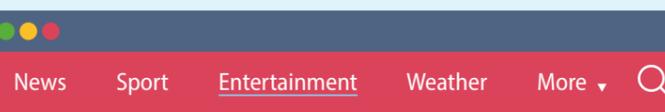
3c Look at the word order in the sentences in 3a.

- Does **too** come before or after the adjective?
- Does **enough** come before or after the adjectives?
- Does **enough** come before or after the noun?

Check it page 68

4 Complete the text with the words in the box.

as • easy • enough • enough • in • less • most • not • too • unusual



According to the *Guinness Book of Records*, *Got Talent* is one of the world's (a) successful reality shows of all time. There is (b) talent in the world for versions of the show in over 58 countries. And it's just as popular in a country like India (c) in Australia – both countries have had at least eight seasons already!

One possible reason for the show's popularity is that the winners can be any age. Nobody is (d) old to win. In the Netherlands in 2014, an 81-year-old singer called Léon Lissitza was the winner. But DJ Arch Jr won *South Africa's Got Talent* when he was only three! The winners are often singers and musicians. But winning by singing or playing the guitar is (e) as surprising as playing an instrument made from the leaves of a coconut tree! That's what Domingues da Palha did in the first season of *Got Talent* in Brazil.

Maybe you think that this kind of talent is not good (f) to win a major TV show. It's certainly (g) serious than writing and reading poetry. That's how 11-year-old Monica Pirlici won the show in Moldova.

One of the most (h) winners (i) the world was Gianfranco Huanqui in Peru. Solving a Rubik's cube was much too (j) for this teenager. So, he did it sometimes even with his eyes closed!



5 Complete the sentences with the correct form of the verb *to be* and *too* or *not enough*, plus the adjective given.

- This series is for adults, and Brad is only 12. He *isn't old enough* (old) to watch it.
- This video game (difficult). It's impossible to finish it.
- It (warm) in here. Can you open the window?
- I hate this book! The story (confusing)!
- That game show contestant was awful. He (clever). He didn't know any of the answers!

6 Look at this advert for stunt performers. Make notes with ideas why you could/couldn't do the job. Use *too* and *(not) enough*.

STUNT PERFORMERS NEEDED

We are looking for stunt performers for our new action series. We need people who:

- are over 18
- can drive
- are very good swimmers
- are calm in difficult and dangerous situations
- are brave, fit and strong
- aren't scared of working in high places!

DO YOU HAVE WHAT IT TAKES? CONTACT US!

Use it ... don't lose it!

7 **SPEAKING** Compare your ideas in 6.

I'm not good enough at swimming.

I'm too scared of high places.

Reach higher page 138

Negotiating

1a **SPEAKING** Look at the girl in the photo. How do you think she's feeling and why?



1b Now look at the photos of free-time activities. How often do you do these things?

1c **SPEAKING** Think of positive or negative adjectives to describe each activity.

2 Listen to two students doing a speaking exam and answer the questions.

- 1 What does the teacher ask them to do?
- 2 What is their answer to the main task?

3a Listen again. Which adjectives do the students use to describe ...

- 1 reading?
- 2 running?
- 3 learning to play an instrument?

3b Do you agree with the adjectives the students use? Why/Why not?

4 Listen again. Which expressions in the Speaking bank do you hear in the dialogue?

Speaking bank
Useful expressions for negotiating

Asking for opinions

- What do you think about ...?
- What about you?
- What about + verb -ing?

Giving opinions

- I think ...
- I reckon ...
- In my opinion, ...
- Personally, ...

Making suggestions

- Let's (decide) ...
- Why don't we ...?

Responding to opinions and suggestions

- Yes, I agree.
- Yes, you're right.
- That's true.
- Yes, but ...
- Maybe, but ...

Exam tip

In this type of activity, how important is it to listen to your partner? Why?

5 Discuss which is the best activity for the girl in 1 and why. Use expressions from the Speaking bank.

6 Look at the photos on page 149. They show different ways of learning a new language. Make notes on the positive and negative things about each way.

Practice makes perfect

7 Take it in turns to do this task. Use your ideas in 6 and the Speaking bank to help you.

A teenage boy from England wants to learn your language quickly. Here are some ways that could help him learn. Talk together about the different things he could do and say which would be the best and why.

What do you think about learning our language by listening to songs?

Well, we have great music here. But I think learning from songs is very slow and confusing!

8 Change partners and do the task in 7 again. Then reflect on what you did better or differently.

An article 2

1 Read the edutainment factfile and discuss these questions.

- 1 What do you think you can learn from each of the different examples of edutainment?
- 2 What examples of edutainment shows, video games or apps can you think of? What can you learn from them?
- 3 What examples of shows, video games or apps can you think of that are only entertainment, with no education?



What is Edutainment? Edutainment is a mixture of two words, 'education' and 'entertainment'. We use it to talk about TV programmes, video games, apps, etc. that are entertaining and fun but teach you something at the same time.

Where did the name come from? Walt Disney used it in his *True-Life Adventures* series in the 1950s. Then Robert Heyman developed it in 1973 in his *National Geographic Society* documentaries.

What are some examples? TED talks, *Blue Planet*, *Minecraft*, *Guitar Hero*, *GarageBand*, *Study Tubers*, *Sesame Street*.

2 Look at this advert asking for articles and then read the article *Playing is learning!* What are the writer's answers to the three questions in the advert?

Education+Entertainment = Edutainment

We all know that we can learn a lot from some TV programmes, online videos, video games or apps.

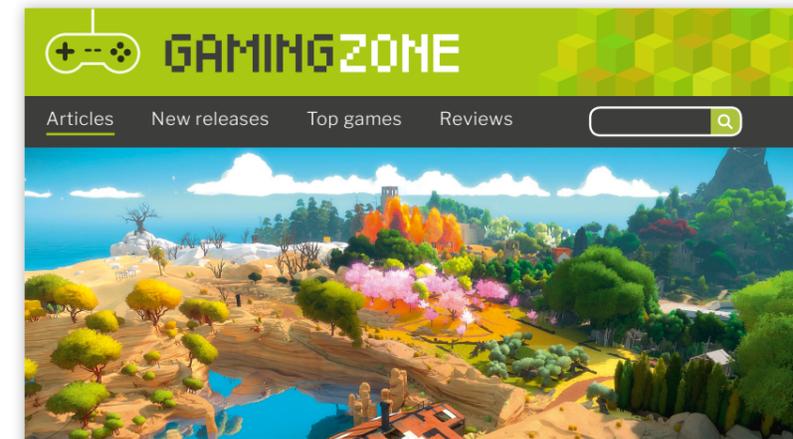
But we want to know ...

What are your two favourite education shows, games or apps?

Why do you like them?

What can you learn from them?

Send your article to the email address below.



Playing is learning!

Personally, I don't watch TV very often because I find it dull. But I love playing video games. As far as I'm concerned, the best and most educational video game is *The Witness*. There are over 600 puzzles to complete but the fascinating thing is that it teaches you to solve the puzzles on your own. If something is too difficult, the game sends you back to learn how to do it on your own. You learn to listen and look at everything carefully. Apart from all of that, it's visually amazing!

Another gripping game is *Portal 2*. You travel from one place to another using portals. On the way, different tasks make you think about gravity and friction. It's not surprising that some physics teachers use the game in their lessons. In my opinion, it's also entertaining because the main characters are so funny.

Some people say video games are a waste of time. I don't believe that's true. Why don't you try one of these games and see if you agree?

3 Read the article again and complete the expressions in the Writing bank.

Writing bank
Useful expressions in an article

- *Personally,* ... I don't watch TV very often ...
- As ... I'm concerned, the best and most educational video game is ...
- ... opinion, it's also entertaining.
- I ... that's true.
- ... you try one of these games?

4a Make notes on your own answers to the questions in the advert in 2.

4b Discuss your answers in 4a.

Practice makes perfect

5 Imagine you are responding to the advert in 2 and write your article. Use the article *Playing is learning!* to help you and include expressions in the Writing bank.

6 When you finish your article, use the Writing checklist on page 141 to check it.

Comparatives and superlatives

	Adjective	Comparative	Superlative
One syllable	cheap fast	cheaper faster	the cheapest the fastest
One syllable ending in one vowel and one consonant	sad thin	sadder thinner	the saddest the thinnest
Two syllables ending in -y	scary funny	scarier funnier	the scariest the funniest
Two or more syllables	moving original	more moving more original	the most moving the most original
Irregular	bad good far	worse better farther/further	the worst the best the farthest/furthest

- We use the comparative to compare two people, places or things.
- We use the superlative to compare more than two people, places or things.
- We use *than* in sentences that compare two people, places or things.
Some shows are worse than others.
- We use *the* before the superlative form of the adjective and we often use *in*.
He's the nicest person in the class.

Modifying comparatives

- We use *much*, *slightly*, *a bit*, *a lot*, *far* to modify comparatives.
- We use *much*, *a lot* and *far* to talk about big differences and *slightly* and *a bit* to talk about small differences.
A lion is much bigger than an ant.
A rat is slightly bigger than a mouse.

less ... than, (not) as ... as

- Less is the opposite of more.
Watching tennis is less popular than watching football.
- We use *not as ... as* to say that the second person or thing is more ... than the first one.
Watching tennis isn't as popular as watching football.
- We use *as ... as* to say two things are the same.
European films are as good as American films.

so and such

- We use *so* to intensify the meaning of adjectives.
That programme is so fascinating.
- We use *such* to intensify the meaning of a noun or an adjective before a noun. We use *a/an* after *such* before a singular countable noun, but not before uncountable or plural nouns.
The new film caused such interest.
This is such good fun.
It's such a popular channel.

too and (not) ... enough

- We use *too* to say that something is excessive. It is not the same as *very* because it has a negative meaning.
He's very clever. (positive) Yes, but sometimes he's too clever. (negative)
- Too* comes before the adjective.
This story is too confusing. People can't understand it.
- We use *enough* to say that something is sufficient.
He's old enough to drive.
- We use *not enough* to say that something is insufficient.
I'm not good enough to win the competition.
- Enough* comes after adjectives and before nouns.
He's old enough. He isn't old enough. I haven't got enough money.

Vocabulary

1 TV programmes and series

cartoon • chat show • comedy • crime series • documentary • drama • fantasy series • film • food programme • game show • reality show • science-fiction series • sports programme • talent show • the news

2 Words connected with TV and online video

binge-watching • channel • contestant • episode • mobile device • screen • season • spoiler • streaming service • viewer

3 Adjectives describing TV programmes

annoying • awful • brilliant • dull • entertaining • funny • informative • inspiring • moving • original • scary • violent

4 Adjectives ending in -ing and -ed

annoyed • annoying • bored • boring • confused • confusing • depressed • depressing • disappointed • disappointing • embarrassed • embarrassing • fascinated • fascinating • frightened • frightening • gripped • gripping • inspired • inspiring • moved • moving • relaxed • relaxing • surprised • surprising • tired • tiring

Comparatives and superlatives; Modifying comparatives

1 Correct the mistakes in these sentences.

- My school is bit more bigger than this school.
- You look slighty thinner than the last time I saw you.
- Football is lot more popular that badminton.
- The Volga is longest river of Europe.
- Ethan is a much worst at German than Jake.
- Do you think this exercise is the more difficult of the book?

/ 6 points

less ... than, (not) as ... as

2 Make true sentences using the words and as ... as, not as ... as or less ... than.

- Spain / big / the US
- a kilo of sugar / heavy / a kilo of iron
- to be a doctor, philosophy / important / anatomy
- Jamie (born 2009) / old / Brad (born 2008)
- playing tennis / dangerous / parachuting

/ 5 points

so and such

3 Complete the sentences with so or such. Add a/an if necessary.

- She's good actor.
- The film was long and slow.
- We had fun yesterday.
- That new tablet is expensive.

/ 4 points

too and (not) enough

4 Complete B's response each time with the correct form of to be and too or (not) enough and the adjective given.

- A: Why is it difficult for most people to climb Everest?
B: It (high).
- A: Why can't you run a marathon?
B: My legs (strong)
- A: Why can't Amy drive?
B: She's only 16. She (young)
- A: Why can't palm trees grow in the Arctic?
B: It (warm)
- A: Why don't you like that song?
B: It's dull! It (slow)

/ 5 points

Vocabulary test

TV and online video

1 Write the words connected with TV and online video.

- A person in a game show trying to win a prize.
.....
- A show where the characters are pictures, not real people.
.....
- A person watching TV or online videos.
.....
- Information from a story that you don't want to know yet.
- A programme that tells you information about the day's events.
.....

/ 10 points

Adjectives describing TV programmes

2 Complete the adjectives with the correct vowels. Is each word positive (+) or negative (-)?

- ...w f...l
- d...ll
- ...r...g...n...l
- m...v...ng

/ 4 points

Adjectives ending in -ing and -ed

3 Complete the sentences with the words in the box. There are six words that you don't need.

annoyed • annoying • embarrassed • embarrassing • frightened • frightening • relaxed • relaxing • surprised • surprising • tired • tiring

- I'm very after running. I can't move my legs!
- I can't find my phone. It's really
- It's to see you because I thought you were on holiday in the US.
- I went out with one black shoe and one brown shoe. It was really
- I hate high places. Yesterday we went up a really big tower. I was very
- The examiner was so nice. She made me feel before the exam.

/ 6 points

Total: / 40 points

Listening

Listening exam tip

In multiple-choice activities, remember ... Look at the pictures or answer options to try to predict the topic, words and ideas you are going to hear in each situation.

- 1** **SPEAKING** What do you usually do at the weekend?
- 2** **ES2** Listen to three short conversations. For each question, choose the correct answer.
 - 1 Which photo did the girl find most interesting?



A B C

- 2 Which activity do the friends decide to do next?



A B C

- 3 Where did the girl go at the weekend?



A B C

- 3** **ES3** Listen to three short conversations. For each question, choose the correct answer.
 - 1 You will hear two friends talking about a TV series. What does the boy say about the series?
 - A He finds it uninteresting.
 - B He likes how accurate it is.
 - C He thinks the acting is good.
 - 2 You will hear a conversation about watching TV. What does the girl say about game shows?
 - A She finds out useful information from watching them.
 - B She always watches them.
 - C She rarely watches them to the end.
 - 3 You will hear two friends talking. What does the boy prefer doing in his free time?
 - A watching TV
 - B visiting friends
 - C playing an instrument

Speaking

Speaking exam tip

When negotiating with a partner, remember ... Use different expressions to agree, disagree and give your opinion. Using a variety of expressions can help you get higher marks.

- 4** **SPEAKING** Think about the situation below. You are going to discuss it with a partner for about two minutes.

Some students want to improve their school grounds. Look at the activities they could do. Talk together about the different activities and say which would most improve the school grounds.



- 5** **SPEAKING** Discuss these questions with your partner.
 - 1 Do you enjoy learning about the environment at school? Why/Why not?
 - 2 Where is your favourite place to study at school? Why?



TV and online video in your country

1 **SPEAKING** Starting point

Look back at the Culture exchange text on page 64. How similar or different do you think the information is for TV in your country?

2 **SPEAKING** Project task

Search the Internet for information about TV and online video in your country so that you can explain it to a class of teenagers from another country. Prepare one of these:

- A poster C video message
B presentation D information leaflet

Research areas

- the most popular channels, streaming services and types of programme
- when and how much people watch TV and online video
- the most famous programmes and presenters
- internationally famous actors/presenters from your country
- differences between teens and parents in terms of what they like to watch

3 Think about ...

Digital skills

When you find a piece of information that you want to use in your project, search for at least one other source that confirms that information.

Intercultural awareness

Think about any elements in your presentation that would be new or unusual for somebody not from your country. Check also for any words or expressions in your language that you think are difficult to translate. Then decide how to explain those elements, words and expressions.

Collaboration

When you work in a team, remember that making constructive suggestions can help you to make progress.

Useful language

Do you think it would be a good idea to ...? How about + verb -ing? What about + verb -ing? Should we try to + infinitive? Let's try and + infinitive. Why don't we + infinitive?

Academic skills

The texts that you find on the Internet may be too long and complex to include everything. Highlight the main information and use it for your own text. Don't be afraid to use easier and more direct structures when you write.

4 **SPEAKING** Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content	<input type="checkbox"/>	Design	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	Language	<input type="checkbox"/>





Unit 1

Great learners are **open-minded and positive** towards others.

“Sometimes the media treat all teenagers or all older people in the same way. Stereotypes can sometimes help us to generalise, but they can also simplify our thoughts and reactions in a dangerous and inflexible way. Great learners are open-minded and positive about other people, because each individual is different.”

How open-minded and positive towards others are you? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 2

Great learners act with **integrity and honesty**.

“We often have to make difficult decisions in life. Sometimes we take an ‘easy’ decision because it has an immediate benefit. But this decision may not be based on positive values or ‘doing the right thing’. It’s important to act with integrity and honesty, so that in the long term we feel proud of what we do.”

Do you always act with integrity and honesty? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 6

Great learners **think globally and act locally**.

“When we hear about global problems such as environmental change, poverty or hunger, it’s easy to think that these problems are too big for us to solve. But if everybody takes positive steps to change something, the impact can be enormous. We all need to use what we learn to think about our global responsibilities in an active way.”

How much do you think globally and act locally? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 7

Great learners **listen actively** to others.

“When we listen to others, for example in a conversation or a presentation, we sometimes become passive listeners. We are not really paying full attention to what the other person is saying, or noticing how they are feeling. We should remember to listen actively, encouraging the other person to explain their ideas or feelings and waiting before interrupting, so we can really understand the person’s message.”

Do you always listen actively to others? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 3

Great learners have **confident body language**.

“Relaxed and confident body language can create a good impression and influence how people see and respond to us. But we don’t have to become actors. Simply choose two or three things to work on (e.g. making frequent eye contact, sitting and standing still and straight) and practise them. This will be useful in exams, interviews, meetings and presentations.”

Do you have confident body language? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 4

Great learners **make connections** between what they learn and the world outside.

“Sometimes when we learn information from teachers, texts, books and videos inside a classroom, we forget that this information can be useful in our everyday lives outside the classroom. Great learners think about connections between the knowledge we learn in class and the outside world.”

How much do you make connections between what you learn in class and the world outside? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 8

Great learners **show empathy and kindness** to others.

“Sometimes we may think that learning at school or university is a question of absorbing knowledge and information. But we also need to learn to ‘read’ other people’s feelings, see things from their position and offer to help them when they need it. We all know how it feels to be sad or lonely at times. If we are all considerate and compassionate, it’s easier for us all to get through hard times.”

Do you always show empathy and kindness to others? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 9

Great learners can **think creatively**.

“We live in a world where we rely on the Internet to find the answer to any question or task. But in life new problems and situations can appear at any moment. Using our imagination and thinking creatively are the only ways to find solutions to all sorts of new, unexpected problems. Great learners use their imagination and think creatively in challenging situations.”

How much do you think creatively? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 5

Great learners question their own **attitudes and behaviour**.

“We often do things that just become a routine. We stop thinking if the things we are doing are good or bad. So, it’s important to stop sometimes and ask yourself: ‘Why am I doing this? Is it the right thing to do?’ When you do this, it’s important to be honest and self-critical so you can do things better in the future.”

How much do you question your own attitudes and behaviour? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 10

Great learners **justify their opinions**.

“It’s easy to give an opinion or to say you agree or disagree with something. But to show that you have understood a complex question, or to convince somebody that your opinion has a solid and valid foundation, it’s important to give logical, objective reasons and arguments to justify your opinion.”

How much do you justify your opinions? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Literature focus

- Learn about Romanticism and nature in literature [page 151](#)
- Appreciate the use of language for descriptive/emotional effect [page 152](#)
- Read and analyse a long excerpt [pages 152–153](#)
- Describe the key themes and characters in short narratives and learn about symbols in literature [pages 154–155](#)
- Describe the emotions you felt at a certain point in the story [pages 154–155](#)
- Describe the personality of a character [pages 154–155](#)
- Text analysis and self-review [pages 156–157](#)

Background and analysis

1 Read about Frances Hodgson Burnett and answer the questions.

2 Read the text. Decide if the sentences are True (T) or False (F). Correct the false sentences.

Author bio

Frances Hodgson Burnett

1849–1924

Frances Hodgson Burnett was born in Manchester, in the north of England. Her father died when she was very young, and her family became very poor as a result. In 1865, she moved with her family to the United States. For most of the rest of her life, she lived between America and England. She wrote over 40 books, for adults as well as children. *The Secret Garden*, published in 1911, is probably her most famous book.



FUN FACTS

When she moved to America, she lived in a log cabin.



She published her first story when she was only 19.

Her novel *Little Lord Fauntleroy* (1886) was a sensation when first published in a magazine.



Later in life, she had the lifestyle of a rich and famous person.

- 1 Where was Frances Hodgson Burnett born?
- 2 What happened when she was 16?
- 3 How many books did she write?
- 4 What two famous books did she write?
- 5 How was her life as an adult different from her life when she was young?



BRITISH CHILDREN IN INDIA: THE AYAH

The Secret Garden takes place in the early 1900s. At the beginning of the story, Mary Lennox, a nine-year-old girl, is living in India with her parents. They are in India because it was part of the British Empire then. Mary isn't brought up by her parents: an ayah, an Indian nanny, is responsible for looking after her. This was a very common situation. In fact, British children in India often spent much more time with their ayah than with their parents.

nanny: someone whose job is to look after a family's children

- 1 *The Secret Garden* takes place at the beginning of the twentieth century. **T / F**
- 2 Mary is a teenager when she's living in India. **T / F**
- 3 Mary's situation in India was quite typical. **T / F**
- 4 The ayah wasn't usually an important person in young children's lives in India. **T / F**

Literary movements

3 Read the text and answer the questions.

Literature analysis tip

Romanticism in literature

Romanticism was a very important artistic and literary movement in the 19th century. The Romantics valued nature and human emotions. They didn't like big factories and the destruction of the environment. *The Secret Garden*, with its message of the beauty and goodness of nature, is a book that shows the influence of Romanticism.

- 1 What two things were important for the Romantics?
- 2 Which elements of Romanticism are there in *The Secret Garden*?

4 Read two extracts from the beginning of the Macmillan Reader. Answer the questions.

- 1 In Martha's opinion, why doesn't Mary like the moor?
- 2 What does Mary say that shows she was surprised about the change in the weather?

There was a large window, and through it Mary could see a huge area of land climbing up into the distance. There were no trees on it, and it looked like an endless, purple sea.

'What is that?' Mary asked, pointing out of the window.

'That's the moor,' said Martha, the young servant girl, standing up and looking out. 'Do you like it?' 'No,' answered Mary. 'I hate it.'

'That's because you're not used to it,' Martha said cheerfully.

moor: an open area in the countryside without trees

Macmillan Reader chapter 2

It rained for the next few days, and Mary could not go outside. But one morning she woke and sat up in bed immediately.

'Look at the moor! Look at the moor!' she called to Martha.

The rain had stopped and the wind had blown the clouds away. There was a deep blue sky high above the moor. Mary had never seen such a blue sky.

'Yes,' said Martha cheerfully. 'The spring is coming.' 'I thought perhaps it always rained or looked dark in England,' Mary said.

Macmillan Reader chapter 3

5 Read the description below of the sky above the moor in the original story. Find some Romantic language to describe the sky and the clouds.

In India skies were hot and blazing; this was of a deep cool blue which almost seemed to sparkle like the waters of some lovely bottomless lake, and here and there, high, high in the arched blueness floated small clouds of snow-white fleece.

blazing: very bright, like a fire

sparkle: shine brightly because of reflected light

bottomless: very deep, without a bottom

arched: curved

fleece: the wool on a sheep

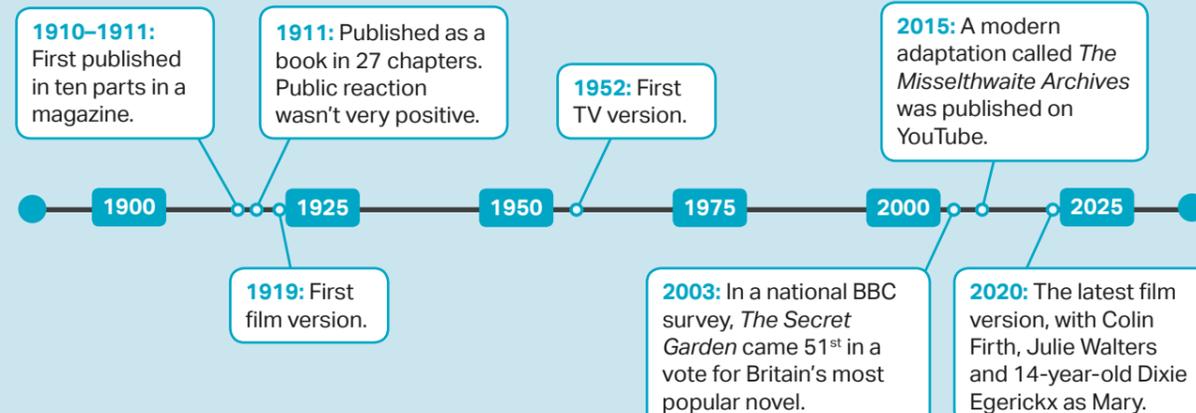
The Secret Garden (full version) chapter 7

Inside ... The Secret Garden

In 1898, Frances Hodgson Burnett rented Great Maytham Hall, a big house in the south of England. The house had a walled garden which was completely abandoned. This provided the inspiration for *The Secret Garden*.

6 Read the timeline. When did the first and the latest film versions of *The Secret Garden* appear?

Timeline of ... The Secret Garden



UNIT 1

Vocabulary in context (page 6)

Write a family word beginning with each letter of the alphabet. Not all the letters have a word. How many can you think of?

A – aunt, B – brother, C – cousin

Reading (page 7)

What do these numbers in the text on page 7 refer to? Write one sentence to explain each one.

- 1,000
The number of pictures of their children parents post online from when they are born until their fifth birthday.
- 16
- €10,000
- €45,000
- (over) ten

Grammar in context 1 (page 8)

Complete the sentences with the present simple or present continuous form of the verbs.

help • lie • need • not understand • shout • work

- I can't come out at the moment because I my sister with her homework.
- Why you? I can hear you perfectly.
- My cousin as a waiter in a restaurant on Saturday afternoons.
- Can you say that again? I
- Can I help you, Dad? you
- My sister down on the sofa right now because she doesn't feel well.

Developing vocabulary (page 9)

Read the definitions and write the correct nouns from 1 and 2a on page 9.

- when you believe you can do things well
- the time in someone's life between being a child and an adult
- an angry disagreement
- the answer to a question, problem or bad situation
- the ability to make decisions without the control of other people
- a description of how to do something

Grammar in context 2 (page 12)

Can you remember the five rules about using articles in 1a on page 12? Write one example sentence for each rule.

UNIT 2

Vocabulary in context (page 18)

Look at 1 on page 18. Name the crimes for each clue, without looking anywhere else on the page!

Reading (page 19)

Answer the questions for each text on page 19.

- Where did the crime take place?
- When did the crime take place?
- Who was the criminal?
- What was the crime?
- What happened to the suspect(s) in the end?

Grammar in context 1 (page 20)

Write a verb in the past simple form beginning with each letter of the alphabet. How many can you think of?

A – ate, B – bought, C – came

Developing vocabulary (page 21)

Rewrite the sentences using the correct phrasal verbs in 1 on page 21.

- Detectives are trying to find the murderer.
Detectives are looking for the murderer.
- The CIA began to investigate the case.
- They found the ring by accident in the garden.
- I lost my jumper and it appeared two days later in the library!
- It was a difficult maths problem, but Tom solved it with a calculator.
- Mia discovered that she was the school football captain this morning.

Grammar in context 2 (page 24)

Write sentences about 9 pm yesterday evening that are true for you. Use the past continuous.

- | | |
|---------------------|----------------------------------|
| 1 my parents / work | 4 I / listen to music |
| 2 the sun / shine | 5 it / rain |
| 3 I / study | 6 my family and I / wear pyjamas |

UNIT 3

Vocabulary in context (page 32)

Imagine you have a friend who wants to learn English. Write down five ideas to help them to learn English quickly. Use vocabulary from page 32.

Reading (page 33)

According to the text on page 33, are these sentences True (T) or False (F)? Say which paragraph (1–4) you found the answer in.

- The word 'hungry' is an example of blending. T / F
- A 'snaccident' happens when you eat more of something than you wanted to. T / F
- Social media is changing language. T / F
- 'Chillax' is an example of an acronym. T / F
- Technology is affecting how we use language. T / F

Grammar in context 1 (page 34)

Complete the dialogue with *some* or *any*.

- A: What are you having for dinner tonight?
B: I'm buying (a) burgers.
A: Good idea. And get (b) tomato ketchup, too. We haven't got (c) at the moment.
B: Have we got (d) sugar?
A: No, but we have got (e) chocolate.

Developing vocabulary (page 35)

Think of an example for each negative form of the words in the box in 1 on page 35.

Going on holiday to Mars is impossible right now.

Grammar in context 2 (page 38)

Write a sentence to define these words. Use *who, that, which, where, when* or *whose*.

- | | | |
|------------|------------------|---------------|
| 1 niece | 3 burglary | 5 Portuguese |
| 2 arsonist | 4 police station | 6 adolescence |

UNIT 4

Vocabulary in context (page 44)

Write a word chain with parts of the body and health problem words on page 44. The last letter in each word is the first letter of the next word.

knee – elbow – wrist – t...

Reading (page 45)

For each text (A–C) on page 45 write ...

- the problem(s) for your health.
- the cause of the health problem(s).
- the solution(s) to the problem.

Grammar in context 1 (page 46)

Write questions with *ever* and then answer the questions with a tick (✓) or cross (X).

- have a very high temperature?
- sleep in a hospital?
- make soup?
- take medicine that tastes really bad?
- visit a friend in hospital?
- break your arm?

Developing vocabulary (page 47)

Complete the sentences with compound nouns connected with health and healthcare. Look at page 47 to help you.

- When I'm ill, I go to the near my house.
- Salmonella is a type of bacteria which causes
- There is a at school that they can use to help somebody in an emergency.
- A: My back really hurts. B: Why don't you take a?
- Somebody hit me in the face with a basketball and now I've got a and I can't see very well.
- can be very painful. Make sure you put cream on when you lie on the beach.

Grammar in context 2 (page 51)

Complete the dialogue with the present perfect or past simple form of the verbs given and short answers.

- A: (a) you ever (break) a bone?
B: Yes, I (b) Two years ago I (c) (go) skiing and I (d) (break) my leg.
A: I (e) never (break) my leg, but I (f) (have) accidents in the past. I (g) (crash) my bike five times!
B: (h) you (fall) off your bike recently?
A: No, I (i) But last week I was riding a horse and I (j) (fall) off!

UNIT 5

Vocabulary in context (page 58)

Choose a programme or series that is popular at the moment. Close your book. Make a list of words that you could use to talk about it. How many words can you think of? Open your book and look at page 58. Are there any more words that you can add?

Reading (page 59)

Answer the questions in your own words.

- Why does the writer mention the programme *Whisker Wars*?
- In paragraph 2, what three examples does the writer give to justify his opinion that reality TV is not 100% real?
- Why is talent not always the number 1 factor for TV producers?
- In paragraph 4, what three examples does the writer give of 'unreal' things in reality shows?
- What are the negative consequences of reality TV?