5

Vocabulary in context

TV programme and series

Words connected with TV and online video

Adjectives describing TV programmes

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

2. Look at the words in the box and answer the questions.

3. Complete the text about TV and online video with the context from the words in the box.

4. Choose two of your favourite TV programmes. Tell your partner about them using words 1 to 7. Then ask your partner to explain why you chose them.

5. Choose three of the following TV programmes and write a short paragraph about each one.

6. True or false?

   a. Reality TV is on TV every day.
   b. Reality TV is on TV every week.
   c. Reality TV is on TV every month.
   d. Reality TV is on TV every year.
   e. Reality TV is on TV every time.

7. Critical Thinkers question boosts students’ critical thinking asking them to reflect on the reasons for their answers.

   a. Do you think that reality TV is a real experience?
   b. Do you think that reality TV is a real event?
   c. Do you think that reality TV is a real competition?
   d. Do you think that reality TV is a real show?
Inductive grammar presentation to promote active learning

Challenging vocabulary activities which include production and text-level activities

Grammar sections include real life contexts to make grammar fun
Visible thinking routines provide guidance on the thinking process to enhance critical thinking.

Real-world documentary videos related to the topic of the section and unit.

The Great Learners Great Thinkers section has a focus on Social and Emotional learning and critical thinking. It provides teenagers with a great opportunity to work on their personal and social competence in a meaningful way.

Great Learners boxes that address you to the Learner Profile at the end of the book help with learning to learn.
Flipped Classroom grammar presentation videos with a variety of formats motivate students and cater for autonomous learning.

The Culture exchange section provides relevant intercultural information and contextualises language. It is also related to the topic of the Collaborative project available every 2 units.

Exam Tips
provide advice
on typical exam
tasks.
A variety of teen relevant speaking tasks such as exam tasks or functional speaking offer guided practice to effective speaking.

Speaking bank with useful expressions and phrases to accomplish the speaking task.

Practice makes perfect boxes in the Speaking and writing sections ensure successful communication.

The writing Practice makes perfect boxes address students to the Writing Checklist at the end of the book for students to reflect on their own work.
5 guided projects per level which are based on the *Culture exchange topics* within the unit and to provide students with the opportunity to consolidate their learning and compare aspects of English-speaking cultures with their own.

The **Virtual Classroom Exchange** platform allows a unique intercultural exchange as students can meet students from other countries while they share their collaborative projects. The Virtual Classroom exchange provides students with a need for meaningful communication, a rewarding intercultural experience, and the opportunity to improve their digital competence.

**Exam success** pages every 2 units include external exam practice focusing on different skills.

The **Intercultural awareness box** provides a mediation practice activity. The course also provides Mediation Worksheets.
8 literature analysis pages per level at the end of the Student’s Book which analyse the Graded Reader which comes with the digital materials of the Student’s Book. This section contains an analysis of the historical context of the work, its characters, in-depth analysis of an extract and further analysis of the work, and finally, self-evaluation.
10 pages of Exam Trainer per level in the workbook, which focus on the different skills and specify which part of the exam is covered.

Examiner trainer

This section tests your understanding of the writer's expression, attitude and purpose as well as details of the text. You will need a longer text and have to answer four-option multiple-choice questions. For this task you should:

- quickly read the text to get a general understanding
- read the text in more detail as you complete each question one by one
- make sure you complete each option with the text before choosing an answer
- remember that the final question is about global meaning so it tests your understanding of the text as a whole.

For each question, choose the correct answer.

Quincy MacShane's board game

Quincy finished reading her first Nancy Drew mystery book when she was only nine years old. She was instantly attracted to the main character, Nancy Drew, because she is confident, clever and solves mysteries that no one else can. By the time she was 12, she had read every novel in the series, and knew everything there was to know about the young detective.

She was also a big fan of playing board games even though her friends mostly played video games. She decided to create a game about Nancy Drew so that they could do something fun together. When her board game was finally ready, she was amazed to find that her friends wouldn't even play it because they hadn't read any of the books. In the end, everyone wanted to be Nancy, not knowing much about the main character.

After Quincy invited her board game out to her friends, the start-up company called Suburban Games then set up a kickstarter campaign to raise 15,000. the campaign was a huge success and the board game was a huge success. More than anything, she would like young people to see that girls can have a positive effect in the world. She has a new one coming out this year.

Unfortunately, the board game was a huge success, as it didn't sell well to others. In the end, everyone wanted to be Nancy, not knowing much about the main character.
3 optional STEAM challenges (Science, Technology, Engineering, Arts and Mathematics) per level at the end of the workbook allow students to relate English to other areas of the curriculum.

The objective of the challenge is stated at the beginning so that students know what is expected of them.

Each of the activities on the spread prepares students in each of the disciplines.

The Women in Science box shows the contribution different women have made to the STEAM world throughout history and provides examples of positive role-models.

Finally, students are exposed to the STEAM Challenge.
The workbook provides further support and scaffolding for each of the collaborative projects so that an inclusive approach is possible and no one is left behind.

The workbook also provides guidelines for the evaluation and self-evaluation of the projects so that students are better able to reflect on their own and others’ work.

**Project evaluation guide**

1. It is important to think about other groups’ projects so that we can improve. When you do this, think about these key areas:

   - **Content:**
     - Can you understand the different ideas in the project?
     - Is the project in a clear, logical order?

   - **Presentation:**
     - Does the group speak clearly?
     - Do they look at the audience?

   - **Design:**
     - Are there different pictures to make the project more interesting? Do they use:
       - photos?
       - illustrations?
       - graphs or tables?
     - Does the format of the project (e.g., poster, presentation, a video message, an infographic) work well?
     - Why/Why not?

   - **Language:**
     - Is there a lot of different vocabulary?
     - Are there different grammatical forms?

**Self evaluation**

It is also very important to think about our project. Think about ideas 1–4 for your group’s project.

1. Ask yourself:

   - **Collaboration:**
     - Do we work well in a team?
   - **Effort:**
     - Do we make a lot of effort?

**Additional notes**

What can I do to improve?
The workbook provides further support and scaffolding for each of the collaborative projects so that an inclusive approach is possible and no one is left behind.

The workbook also provides guidelines for the evaluation and self-evaluation of the projects so that students are better able to reflect on their own and others’ work.

**Project evaluation guide**

1. It is important to think about other groups’ projects so that we can improve. When you do this, think about these key areas:
   - **Content:** Are the different ideas in the project clear and logical?
   - **Presentation:** Do the group members present their ideas clearly?
   - **Design:** Are the different ideas in the project presented clearly and logically?
   - **Language:** Is there a lot of different vocabulary?

2. **Self-evaluation**
   - It is also very important to think about our project. Think about these ideas 1–4 for your group’s project.
   - **Collaboration**
     - Do we work well in a team? Why?
   - **Effort**
     - Do we make a lot of effort? Why?

3. **Additional notes**
   - What can we do in the future to improve?