

Warmer

Write the following questions on the board: *How often do you go to the cinema? What is your favourite type of television programme? How often do you play computer games? Do you like going to the theatre?* Students discuss their answers with a partner. Listen to some of their answers with the whole class.

▶ 07 Get **THINKing**

Play the video and discuss the question with your class.

- Say the words for students to repeat and check pronunciation.  
A5 B4 C3 D1 E2 F6
- Monitor and help with any questions. Ask some of the students to share their opinions with the rest of the class.
- Give a couple of your own ideas as examples before students work in groups.
- Before students read the article, get them to cover it and just look at the pictures and the title. Give them two minutes to answer the question.
- 3.01** Before you play the audio, tell students not to worry about understanding every word, but to focus on getting a general understanding of the article.  
A
- Check/clarify:** *director, animation/ animator, advantage, plot, produces, exhibitions.* Before students read the article again, get them to read the questions.

# 3 ON THE SCREEN



Get **THINKing**

Watch the video and think: what's your favourite form of entertainment?

OBJECTIVES

**FUNCTIONS:** comparing things and actions; asking for and offering help

**GRAMMAR:** comparative and superlative adjectives (review); (not) as ... as; making a comparison stronger or weaker; adverbs

**VOCABULARY:** types of films; types of TV programmes; expressions with get



**READING**

- Match the words in the list with the photos. Write 1–6 in the boxes.

1 concert | 2 cinema | 3 play | 4 sports event  
5 TV programme | 6 video game

- SPEAKING** Which of these kinds of entertainment do you like? Tell your partner.
- SPEAKING** Work in small groups. Talk about the things in Exercise 1. Say why people like or don't like them. Use the words in the list to help you.

crowds | enjoyable | expensive  
friends | fun | interesting | relaxing

*I think people enjoy going to the cinema because it is relaxing.*

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- Look at the pictures and the title of the article on the next page. What do you think the article is about?

A a director  
B an actor  
C a type of film

- 3.01** Read and listen to the article and check your ideas.
- Read the article again. Find:
  - two examples of things that influenced Tim Burton
  - the reason people were upset when Burton chose Michael Keaton for *Batman*
  - two examples of types of film that Burton has made
  - an example of creative work that Burton does apart from directing films

- Horror stories and drawing
- He was too short.
- Possible answers include: animation, superhero, horror, children's films
- He exhibits his drawings and cartoons around the world.

## Objectives

**Functions and speaking** Comparing things and actions; **Developing speaking:** Asking for and offering help

**Grammar** Comparative and superlative adjectives (review); (not) as ... as comparatives; making a comparison stronger or weaker; adverbs and comparative adverbs

**Vocabulary** Types of films; types of TV programmes;

**WordWise:** Expressions with get

**Values** Preconceived ideas

**Life Competencies** Achieving your goals

## Resources for this unit

All available online

**Videos**

- Get **THINKing**: *What's your favourite form of entertainment?*
- Grammar rap!: Making a comparison stronger or weaker
- Vlog: Achieving your goals

**Tests**

- Unit, extension and skills test 3
- End of term test 1

**Worksheets**

- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: What's on TV?
- Communication: That's entertainment
- Literature Worksheets: *Twelve Years a Slave*
- Grammar presentation: Adverbs and comparative adverbs
- Get **THINKing**, Grammar rap! and Life Lessons video Worksheets

Culture notes

Timothy Walter Burton was born in 1958 and is an American filmmaker, artist, writer and animator. He is known for his dark, gothic and eccentric horror and fantasy films such as *Beetlejuice* (1988) and *Edward Scissorhands* (1990), as well as the blockbuster *Batman* films, the sci-fi film *Planet of the Apes* (2001) and the fantasy film *Alice in Wonderland* (2010).

Michael John Douglas (known professionally as Michael Keaton) was born in 1951 and is an American actor, producer and director. He played the title character in Tim Burton's *Batman* (1989) and *Batman Returns* (1992), and since then has appeared in a variety of films such as *RoboCop* (2014) and *Spider-Man: Homecoming* (2017). He has also provided voices for characters in animated films such as *Cars* (2006), *Toy Story 3* (2010) and *Minions* (2015).

7 Read the first sentence in open class and ask students which opinion they agree with. Listen to some of their reasons before students complete the task individually.

Students' own answers

8 Divide the class into small groups and ask students to compare their answers to the other questions. As feedback, listen to some of the students' ideas with the whole class and continue the debate.

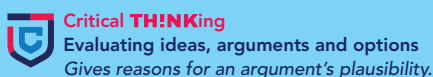
Homework

Ask students to research Tim Burton or Michael Keaton. You could then start off the next lesson by asking students to tell the class what they have found out.

Activity ideas Mixed ability

Weaker students: Ask students to work with a partner and read the article again to complete Exercise 6.

Stronger students: Ask students to work with a partner and try to answer the questions from memory before reading the article again to check.



ON THE SCREEN UNIT 3

A new kind of

# SUPERHERO

**Tim Burton is one of the most famous American film directors. His most popular films include: *Batman* (1989), *Edward Scissorhands* (1990), *Batman Returns* (1992) and *Dumbo* (2019). In 1990, he got a Daytime Emmy Award for his cartoon series *Beetlejuice* and in 1991 he got a Hugo Award for *Edward Scissorhands*.**

Tim grew up watching horror films and cartoons. He read Edgar Allan Poe's horror stories and he loved drawing. He also made short films in his back garden. After leaving school, Burton studied animation. Then, he got a job at Walt Disney studios. He was a very good animator, but he didn't draw in the Disney style. So he left Disney and started to make his own films.

One of his most successful films is *Batman*. At first, people were upset when Tim Burton chose the comedy actor Michael Keaton to play Batman. Batman is a superhero who is taller and stronger than ordinary men, and Michael Keaton was too short. At 1.75 m, he was in fact the shortest actor ever to play Batman. However, the film was very successful and everybody loved Michael Keaton as Batman.

One of Tim Burton's most interesting characters is Edward Scissorhands. The idea for the character came from a drawing that Burton made in high school. Edward isn't human and he has got scissors instead of hands. In the film, Johnny Depp plays Edward. However, his character in the film is not as scary as Tim Burton's original drawing.

In one of his latest films, *Dumbo*, Dumbo the elephant has got bigger ears than the other elephants and they laugh at him. However, his big ears are an advantage. He can fly. This new film is more exciting than the old Disney film, but the CGI elephant is not as cute as the cartoon elephant in the 1941 film. There are some changes in the plot, but the new film is still as sad as the old one.

Tim Burton has directed many other films, including some of the best-loved children's stories like *Charlie and the Chocolate Factory* and *Alice in Wonderland*. He still produces films today, and sometimes he shows some of his drawings and cartoons at exhibitions around the world.

**THINK values**

**Preconceived ideas**

7 Read the sentences. How much do you agree with each one? Write a number: 1 (I agree), 2 (I'm not sure) or 3 (I don't agree).

- 1 If there is a film about a real-life famous person, the actor should look as much like that person as possible.
- 2 I won't go to see a new film if there is an actor in it that I don't like.
- 3 Cheap things are never worth buying.
- 4 There are some shops where I would never buy clothes.
- 5 It's crazy not to like someone because of the way they speak.

8 **SPEAKING** Work in groups. Compare your ideas.

*I don't agree with number 1. It's impossible to find actors who look the same.*

*Do you think so? I agree with it. I think they should wear make-up to make them look very similar.*

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Activity idea Extension

Find trailers of the films mentioned in the article and show them in class. Ask students to discuss the trailers and decide which one makes them want to see the film most.

**THINK more**

Worksheets

Project What's on TV?  
Communication That's entertainment  
Get THINKing What's your favourite form of entertainment?

Warmer

Ask two confident students to come to the front of the class. Ask: *Who is taller? Alex or Joe?* Then ask another two students to come up. Ask: *Who is the tallest? Who is the shortest?* Elicit comparisons in height.

- 1 Ask students to answer the questions from memory before referring back to page 31 to check.  
1 taller, stronger 2 the shortest  
3 bigger 4 more exciting than

- 2 Elicit what is being compared in the first example (the character in the film and the original drawing) and in the second (the new film and the old film).  
1 original drawing 2 No, the new film is the same amount of sad.  
RULE: 3 as 4 as

3 Students' own answers

- 4 1 isn't as slow as 2 is as tall as  
3 aren't as quiet as 4 is as expensive as  
5 isn't as difficult as 6 isn't as untidy as

Workbook p28

Pronunciation  
Words ending in /ə/

Student's Book p120

Get it Right!  
Comparatives and than

Student's Book p122

- 5 Before students do the task, get them to cover the words and look at the pictures. In pairs, give students two minutes to write as many of the film types as possible.  
1 science fiction (sci-fi) 2 action film  
3 animated film 4 romantic comedy (rom com)  
5 comedy 6 horror film 7 documentary  
8 thriller

THINK more

Workbook

Grammar p28, Ex.1-5  
Pronunciation p118  
Vocabulary p30, Ex.1-4  
Vocabulary Extra p31, Ex.1-2

Worksheets

Grammar Worksheets 3  
Vocabulary Worksheets 3

GRAMMAR  
Comparative and superlative adjectives (review)

- 1 Complete these sentences from the article on page 31 with the correct form of the words in the list.

big | exciting | short | strong | tall

- 1 Batman is a superhero who is \_\_\_\_\_ and \_\_\_\_\_ than ordinary men.
- 2 At 1.75 m, he was in fact \_\_\_\_\_ actor to ever play Batman.
- 3 Dumbo the elephant has got \_\_\_\_\_ ears than the other elephants.
- 4 This new film is \_\_\_\_\_ the old Disney film.

(not) as ... as comparatives

- 2 Look at the examples of (not) as ... as to compare things. Answer the questions. Then complete the rule.

His character in the film is not as scary as Tim Burton's original drawing.  
The new film is still as sad as the old one.

- 1 Which is scarier: the original drawing or the character in the film?
- 2 Is the new film sadder than the old film?

RULE: When we want to say that two things are (not) the same, we can use (not) \_\_\_\_\_ + adjective + \_\_\_\_\_.

- 3 Complete each sentence with your own ideas.

- 1 a Football isn't as exciting as \_\_\_\_\_ skiing \_\_\_\_\_.
  - b Football is more exciting than \_\_\_\_\_ golf \_\_\_\_\_.
- 2 a English is easier than \_\_\_\_\_.
  - b English isn't as easy as \_\_\_\_\_.
- 3 a Watching TV isn't as good as \_\_\_\_\_.
  - b Watching TV is better than \_\_\_\_\_.

- 4 Complete the second sentence so it has the same meaning as the first. Use the word in brackets.

- 0 Ben's sister is younger than him. (old)  
Ben's sister \_\_\_\_\_ isn't as old as \_\_\_\_\_ him.
- 1 Travelling by train is faster than travelling by bus. (slow)  
Travelling by train \_\_\_\_\_ travelling by bus.
- 2 Tom is 1.65 m. Sue is 1.65 m, too. (tall)  
Tom \_\_\_\_\_ Sue.
- 3 Dogs are noisier than cats. (quiet)  
Dogs \_\_\_\_\_ cats.
- 4 This mobile phone costs €225. And the bicycle costs €225, too. (expensive)  
The mobile phone \_\_\_\_\_ the bicycle.
- 5 Jo thinks Geography is easier than History. (difficult)  
Jo thinks Geography \_\_\_\_\_ History.
- 6 My room is tidier than yours. (untidy)  
My room \_\_\_\_\_ yours.

PRONUNCIATION

Words ending in /ə/ Go to page 120.

→ workbook page 28

VOCABULARY  
Types of films

- 5 Write the types of films in the list under the pictures.

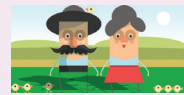
action film | animated film | comedy | documentary | horror film  
romantic comedy (rom com) | science fiction (sci-fi) | thriller



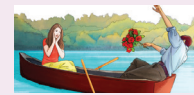
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



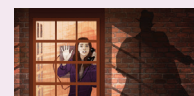
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

32

- 6 SPEAKING Can you think of an example of each type of film? Are any of your examples more than one type?

*Spies in Disguise is an action film.*

→ workbook page 30

- 6 Give a couple of your own ideas as examples before students work in pairs.

Workbook p30

Language notes

Comparative and superlative adjectives (review)

Remind students we use *more ... than* in English. It may be useful to remind students of the spelling rules for comparatives and superlatives:

- one-syllable adjectives: add *-er/-est*, e.g., *fast – faster – fastest*
- one-syllable adjectives ending in consonant + vowel + consonant: double the final consonant + *-er/-est*, e.g., *big – bigger – biggest*
- two-syllable adjectives ending in consonant + *-y*: delete the *-y* and add *-ier/-iest*, e.g., *tidy – tidier – tidiest*
- two or more syllable adjectives: add *more/most* in front of the adjective, e.g., *more/most successful*
- irregular adjectives, e.g., *far – further – furthest*

(not) as ... as comparatives

Remind students that we use *as ... as* in positive sentences when two things are the same and *more ... than* in comparative sentences.

7 **3.04** Before students listen, explain that they will hear two people – Emma and a radio presenter – talking on a radio show.  
*She won a prize for making a film.*

8 **3.05** **Check/clarify:** *director, full-time, animated, script, professional.*  
Before listening, ask students to underline the key information to listen for in each question.  
1 A 2 C 3 C

**08 Grammar rap!**  
Making a comparison stronger or weaker

9 1 a lot 2 a little  
RULE: 3 a lot 4 much 5 a little

10 1 Sharks are a lot more dangerous than dolphins. 2 My brother is a bit taller than me. 3 My new phone's far better than my old one. 4 Her hair is a little longer than yours. 5 The film's much more exciting than the book.

11 Point out that we use *and* when the second part of the sentence agrees with the first, and we use *but* when the second part contradicts the first, e.g., *I think English is far more difficult than Art, but it's more interesting.*  
*Students' own answers*

Workbook p29

12 1 d 2 b 3 c 4 a

13 Check that students understand what *get* means in each of the phrases (*get home/there* = arrive; *get bored/angry/better* = become; *get a drink* = buy). Go through the first sentence as an example. Remind students to take note of the tenses being used.  
1 got bored 2 got there 3 get home 4 got better 5 get angry 6 get a drink

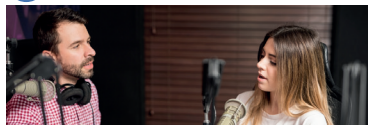
14 1 c 2 a 3 e 4 b 5 d

Workbook p30

**Homework**

If your students are interested in films, ask them to write a 100-word summary of the plot of a film, without giving the title or names of characters. In the following lesson, they can read them out in open class for other students to guess the title.

**LISTENING**



7 **3.04** Listen to Part 1 of an interview. Why is Emma Harding a guest on the radio show?

8 **3.05** Listen to Part 2 of the interview. For each question, choose the correct answer.

- Emma says that making a Lego film
  - takes a lot of time.
  - is far easier than you think.
  - requires lots of drawing.
- When she was making the film, Emma
  - used her own camera.
  - didn't have any lights.
  - had some help from a friend.
- Emma says that her film is
  - 10 seconds long.
  - 18 seconds long.
  - 20 seconds long.



**GRAMMAR**  
Making a comparison stronger or weaker

9 Read the sentences. Choose the phrase that has a different meaning from the other two. Then complete the rule.

- Eighteen photos look a lot / much / a little better than ten photos.
- Together we made the script a little / a lot / a bit better.
- I'm sure it's a little / much / far more difficult than it looks.

RULE: Use ' / ' / ' / far to make a comparative stronger.  
Use a bit / ' to make a comparative weaker.

10 Rewrite these sentences using the words in brackets.

- Sharks are more dangerous than dolphins. (a lot)
- My brother is taller than me. (a bit)
- My new phone's better than my old one. (far)
- Her hair is longer than yours. (a little)
- The film's more exciting than the book. (much)

11 Write sentences comparing these things. Use *much / far / a lot or a bit / a little*.

- watching TV / reading a book (interesting / easy)  
*I think watching TV is a lot more interesting than reading a book – and it's far easier, too.*
- gorillas / snakes (dangerous / beautiful)
- English / Art (difficult / interesting)
- my country / US (big / beautiful)

→ workbook page 29

**WordWise:**  
Expressions with *get*

12 Look at the sentences from the unit so far. Choose the correct meaning of *get* in each one.

- Then you need to get yourself a camera.
  - He got a Daytime Emmy Award for his cartoon series *Beetlejuice*.
  - I couldn't wait to get home and tell my mum.
  - I still get emotional now when I think about it.
- a become c arrive  
b received d obtain, buy

13 Use a phrase from the list to complete each sentence.

get a drink | get angry | get home  
got better | got bored | got there

- The film was terrible – after 20 minutes, I \_\_\_\_\_ and fell asleep.
- I was really late for school – when I \_\_\_\_\_, it was already ten o'clock!
- There's still a long way to go. I don't think we'll \_\_\_\_\_ before midnight.
- He was ill for about a week, but then he \_\_\_\_\_, I'm happy to say.
- It was just a joke. Please don't \_\_\_\_\_ with me!
- If you want, we can \_\_\_\_\_ in that café in the town centre.

14 Match the questions and answers.

- Let's go and get a drink.
  - When do you get angry with people?
  - Do you ever get bored watching TV?
  - What time do you get to school?
  - Do you ever get a cold?
- a When they say things I don't like.  
b Usually about eight o'clock.  
c OK. The shop over there sells water.  
d Sometimes – in winter, usually.  
e Only when it's a programme I don't like.

→ workbook page 30

**Activity idea Fast finishers**

Ask students to think of some more types of films. Write their ideas on the board and check understanding by asking students for examples of that genre.

**Activity idea Extension**

Ask students to rank the film types 1–8 according to how often they watch that type of film. Divide the class into small groups so they can compare their lists. As feedback, hold a vote to find out which are the most commonly watched types of films.

**THINK more**

**Workbook**

Listening p34, Ex. 1–2  
Grammar p29, Ex. 6–7  
WordWise p30, Ex. 5

**Worksheets**

Grammar Worksheets 3  
Grammar rap! Making a comparison stronger or weaker

Warmer

Write the names of some popular TV programmes on the board. Ask students to talk in pairs and discuss which of the programmes they watch / don't watch and why/why not. Ask students which is the best channel on TV and why. Ask whether they watch more programmes on TV or on the internet.

- 1 Give students two minutes to read the article and write the titles. Encourage them not to focus on every word for now.  
1 A 2 B 3 D 4 C

- 2 **3.06 Check/clarify:** *significantly, consequently, luxury, broadcasters, sitcom, streaming services, posts.*

Ask students to read and listen to the text again and answer the questions.

Students compare answers with a partner before a whole-class check.

- 1 *Because there was no 'Watch next episode' button.*
- 2 *Because people could watch one episode after another.*
- 3 *Major sports events*
- 4 *It adds up to a lot more screen time.*

- 3 When students have discussed fully, you may like to mix up the groups for them to present their answers to their new group. Encourage students to speak at length without interruption.

- 4 Ask students to try to complete the sentences from memory before referring back to the article to check. Encourage them to underline the sentences in the article.  
1 *cheaper* 2 *patiently*  
3 *long* 4 *easily*

READING

- 1 Read the article quickly. Write the titles in the correct spaces 1–4.  
A The rise in screen time  
B TV as a family activity  
C The changing world of TV  
D Non-stop drama

2 TVs were luxury items in the 1950s, and the families that did have one had to sit very close to it as the screens were very small.  
Then in the 1960s, TVs became cheaper and more families owned one. Most people had a TV in their living room and families sat together and watched their favourite shows. Oh, and there was no 'Watch next episode' button. People had to wait patiently for a week to watch the next part of their favourite soap opera.

4 In the 2010s, children and young adults began to watch much less broadcast TV than in the past. They watched their entertainment on smartphones, games consoles and via streaming services. This meant they could watch a show more easily at any time. Now, people spend more hours watching TV. In fact, the average person in Britain spends almost ten years of their life watching TV! As well as watching a show, they also need to read all the posts about it quickly, and tweet about it, too. This adds up to a lot more screen time.

THE HISTORY OF watching TV



1 Television (TV) has been in people's homes since the 1930s, but our way of watching TV has changed significantly over the years. In the 1950s, families that had TVs, only had one TV set and three channels to choose from. Nowadays, we can watch a TV show on many different devices, anywhere and at any time of the day or night. Consequently, our generation is watching TV more frequently than any other generation before.

3 Then, in the mid-2000s, TV broadcasters started to make programmes available via the internet. It was called on-demand TV and became very popular because people could choose when they wanted to watch a programme. Now, you could watch an episode of a sitcom straight away. Instead of watching one episode, people happily binge-watched six hours of their favourite TV series in one afternoon. Drama series became like one long film. And if you missed a documentary or an episode of your favourite reality show, you could easily watch it online later.  
During this decade, far fewer people sat down with their families to watch a TV show. However, people still preferred to watch major sports events (such as the FIFA World Cup) live.



- 2 **3.06** Read and listen to the text again. Answer the questions.  
1 Why did you sometimes have to wait seven days in the early years of TV to watch a programme?  
2 How did 'on-demand' TV change the way people watch TV?  
3 In the 2000s, which type of programme did people prefer to watch at the time it was broadcast?  
4 What effect do social media have on the amount of time people spend looking at screens?
- 3 **SPEAKING** Which statements are true for you? In groups, compare your ideas.  
1 I prefer to watch TV alone rather than with other people.  
2 I sometimes binge-watch drama series.  
3 I sometimes use social media to discuss TV programmes with friends.  
4 I spend more time on a tablet or computer than I do in front of a TV.

GRAMMAR  
Adverbs and comparative adverbs

- 4 Look at the sentences from the article. Complete them with the words in the list.  
cheaper | easily | long | patiently  
1 TVs became \_\_\_\_\_.  
2 People had to wait \_\_\_\_\_ for a week to watch the next episode.  
3 Drama series became like one \_\_\_\_\_ film.  
4 You could \_\_\_\_\_ watch it online later.

THINK more

Workbook  
Reading p32, Ex.1–2  
Grammar p29, Ex.8–9

Worksheets  
Grammar Worksheets 3  
Grammar presentation: Adverbs and comparative adverbs

- 5 significantly, consequently, frequently, patiently, happily, easily, quickly  
RULE: 1 adjective 2 adverb 3 adverb 4 adjective
- 6 During feedback, ask students for the responses and check their pronunciation of the adverbs.  
1 carefully 2 cleverly 3 happily 4 well 5 badly 6 easily 7 fast
- 7 To help clarify meaning, ask students to underline examples in the text before completing the rule.  
RULE: 3 more
- 8 1 more clearly 2 more carefully 3 more slowly 4 earlier 5 worse 6 harder 7 better

Workbook p29

- 9 This could easily be made into a matching activity. Ask the class for the names of their favourite TV programmes and write them on the board. Ask students to match the names to the types of TV programmes. Which are the least/most popular types?  
Students' own answers
- 10 Monitor to help with any difficulties, but do not interrupt as this is a fluency activity. Encourage students to make notes which can be used in the writing activity that follows.

Workbook p30

- 11 Students should organise their work to follow the same format as the questions in Exercise 10. Remind students to refer back to their answers for that exercise if necessary. They should use words and phrases from Unit 3. When they have finished, ask them to read their paragraph to the class or to a partner.

### Homework

Have the students keep a journal for two or three days. In their journal, students have to keep a record of what they watched on TV and write a short description of some of the programmes.

- 5 Look again at the text on page 34 and find the adverbs. Then complete the rules with adjective and adverb.

RULE: Use an <sup>1</sup> \_\_\_\_\_ to talk about a noun:  
He's a slow runner.  
Use an <sup>2</sup> \_\_\_\_\_ to talk about a verb:  
He runs slowly.  
We usually form an <sup>3</sup> \_\_\_\_\_ by adding -ly (or -ily) to the <sup>4</sup> \_\_\_\_\_, but some adverbs are irregular: fast → fast, good → well.

- 6 Write the adverbs.
- |           |                |        |       |
|-----------|----------------|--------|-------|
| 0 quick   | <u>quickly</u> | 4 good | _____ |
| 1 careful | _____          | 5 bad  | _____ |
| 2 clever  | _____          | 6 easy | _____ |
| 3 happy   | _____          | 7 fast | _____ |
- 7 Look at the examples of comparative adverbs from the text on page 34. Then complete the rules.
- 1 This meant they could watch a show **more easily** at any time.  
2 Our generation is watching TV **more frequently** than any other generation before.

RULE: To form the comparative of most regular adverbs, add the word <sup>3</sup> \_\_\_\_\_ before the adverb:  
easily → more easily.  
If an adverb has one syllable, make the comparative by adding -er: soon → sooner, hard → harder, fast → faster.  
• There are some irregular comparative adverbs: badly → worse, well → better.  
• Notice that the comparative of early is earlier.

- 8 Complete the sentences. Use the comparative adverb forms of the words in brackets.
- 0 Sue runs (fast) than me. faster
- 1 George writes \_\_\_\_\_ (clear) than me.
- 2 You need to do your homework \_\_\_\_\_ (careful) if you want to get good marks.
- 3 Sorry, I don't understand. Can you speak \_\_\_\_\_ (slow), please?
- 4 The party starts at ten o'clock, but you can come \_\_\_\_\_ (early) if you want to.
- 5 I only got 22% in the test, but you did even \_\_\_\_\_ (bad) than me!
- 6 Isabella always works \_\_\_\_\_ (hard) than the other kids.
- 7 Martina speaks English \_\_\_\_\_ (good) than I do.

→ workbook page 29



### VOCABULARY

#### Types of TV programmes

- 9 Look at the different types of TV programmes. Can you think of an example for each one?



- 10 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 What kind(s) of programmes do you really like?
- 2 What kind(s) of programmes do you really NOT like?
- 3 What's your favourite programme at the moment? Why?
- 4 What's your least favourite programme at the moment? Why?
- 5 How do you watch TV programmes – on TV, on your phone, on a tablet ...?

→ workbook page 30



### WRITING

#### A paragraph about your TV habits

- 11 Write a paragraph about your TV habits.
- Use your answers to the questions in Exercise 10 to help you.
  - Try to use grammar and vocabulary from the unit (comparative adjectives, words for TV programmes, etc.).

### Activity ideas Mixed ability

Weaker students: Write on the board: 1 I am nervous before exams. 2 I waited nervously before the exam results arrived. Ask: Which sentence contains an adjective? (1); Which contains an adverb? (2). Elicit the formation of regular adverbs (adjective + -ly). Follow the procedure for stronger students.

Stronger students: Look at the four words in the box in Exercise 4, and ask students which are adjectives (cheaper, long) and which are adverbs (easily, patiently). Ask students what adjectives do (describe nouns) and what adverbs do (describe verbs). Students complete the sentences in Exercise 4. Check answers.

## THINK more

**Practice Extra**  
Unit 3 Practise it!

**Workbook**  
Grammar p29, Ex.8–9  
Vocabulary p30, Ex.3–4  
Vocabulary Extra p31, Ex.1–2  
Developing Writing p33

**Worksheets**  
Grammar Worksheets 3  
Grammar presentation: Adverbs and comparative adverbs  
Vocabulary Worksheets 3

Warmer

Elicit reasons for feeling tired or sleeping badly. In pairs, students discuss how well they sleep, what causes them to sleep badly and what helps them to sleep well. Bring the discussion to a close with a group discussion.

- 1 **3.07** Tell students to cover the dialogue, look at the photo and discuss the question in pairs before listening and reading to check their answers.

*She's tired because she was awake until three o'clock in the morning watching a TV programme.*

- 2 1 A Maths question  
2 She has watched TV until late at night.  
3 Running a long race  
4 He tells her to look at a book.

- 3 At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.

- 4 Write the underlined expressions on the board. Ask students for an L1 translation before they complete the conversation in English.

1 *Guess what* 2 *Have a look at this*  
3 *In fact* 4 *come on* 5 *looks like*  
6 *after all*

- 5 After students have answered the questions, elicit from the class examples of when and why these sentences are used.

1A 2O 3O 4A

- 6 After students have completed the dialogues, focus on the pronunciation and pay attention to the intonation. Students should use falling intonation for all the questions.

1 *Can you* 2 *Could you, Is everything OK / all right?* 3 *Can I*

- 7 Encourage students to use the dialogues in Exercise 6 as a model.

DEVELOPING

SPEAKING

- 1 **3.07** Look at the photo. Why do you think the girl is tired? Listen and read to check.

Megan: Hi, Josh. Have you got a moment? I'd like some help with a Maths question.

Josh: Hey, Megan. Sure. How can I help? Is everything OK? Looks like you haven't slept for about a week!

Megan: Well, I didn't sleep much last night. Or the night before. In fact, I haven't slept well for three nights.

Josh: Why not?

Megan: It's that new drama – *The Big Show*. It came out last week. It's fantastic. And last night I watched it until ... well, quite late.

Josh: How late?

Megan: Well, three o'clock in the morning. I watched all 20 episodes in three nights.

Josh: Wow! I'm not surprised you're tired and can't concentrate.

Megan: But it's so good! Last night there were only two more episodes to watch, I had to keep going. It's like running a long race – it starts to hurt but you have to carry on! My parents always tell me not to give up halfway through something.



Josh: But you shouldn't stay up all night.

Megan: I know. But it's brilliant. Anyway – could you help me with the Maths problem? Please?

Josh: Here, have a look at this.

Megan: A book?

Josh: Yes, it explains everything. Just don't fall asleep while you're reading it, OK?

Megan: Oh come on, Josh! Please help me.

Josh: Sorry, I can't. I've got to go now. So, you'll have to do it yourself after all. Oh, and guess what? You've got ten minutes to do it before the lesson starts!

- 2 Read the dialogue again and answer the questions.

- 1 What does Megan want Josh's help with?
- 2 What has Megan done for the last three nights?
- 3 What does she compare watching the TV series to?
- 4 What does Josh tell her to do to understand the Maths problem?

- 3 **SPEAKING** Discuss the questions in pairs.

- 1 Is it OK for Megan to ask Josh to help her?
- 2 Is her comparison with running a good one?
- 3 Was Josh right not to help Megan?

Phrases for fluency

- 4 Find the underlined expressions in the dialogue and use them to complete the conversation.

Jim Hi guys. <sup>1</sup>\_\_\_\_\_? I'm in the football team!  
Mike You're joking!  
Jim No, I'm not. <sup>2</sup>\_\_\_\_\_. It's the team list.  
Mike But you're not a good player, Jim. <sup>3</sup>\_\_\_\_\_, you're terrible!  
Alice Oh, <sup>4</sup>\_\_\_\_\_, Mike! He's not so bad.  
Susie That's right. And the school has picked him to play, so <sup>5</sup>\_\_\_\_\_ you're wrong, Mike.  
Mike Well, I guess so.  
Jim Yes. I'm good enough for the school team <sup>6</sup>\_\_\_\_\_!

**FUNCTIONS**

Asking for and offering help

KEY LANGUAGE

Could you ... ? Can you ... ?  
Can I ... ? Is everything OK / all right?

- 5 Look at these sentences. Are they asking for or offering help? Write A (asking) or O (offering).

- 1 Can you lend me a hand? \_\_\_
- 2 Can I help you at all? \_\_\_
- 3 Is everything OK? \_\_\_
- 4 Have you got a few minutes? \_\_\_

- 6 Complete the mini-dialogues using the expressions from the Key Language box.

1 Maisie \_\_\_\_\_ help me with my homework please, Mum?  
Mum Of course, Maisie, what subject is it?  
2 Pablo \_\_\_\_\_ give me a hand, Mr Terrence?  
Mr Terrence No problem. \_\_\_\_\_  
3 Sofia \_\_\_\_\_ have some ice cream, Grandma?  
Grandma No, Sofia, dinner is almost ready.

- 7 **SPEAKING** Work in pairs. Use the questions in the Key Language box and in Exercise 5 to act out conversations in a shop, at home, at school and in other places.

Activity ideas Disappearing sentences

Write out the conversation in Exercise 4 on the board. Put students in A/B pairs and get them to practise the conversation. Cover a small section of the conversation, beginning from the right-hand side of the screen or board. Students practise the conversation again, including the part which they have to remember.

Students have to try to remember the part they can no longer see. Repeat the activity again and again, covering more and more of the conversation each time. Continue until all the conversation is covered and students are practising it from memory.

Warmer

Ask students for things they can't do but would like to be able to do. Make a list on the board. For each item, elicit ways to achieve the goal.

▶ 09 Life Lessons:  
Achieving your goals

- ▶ 09  
One kilometre
- ▶ 09 Check/clarify: to be proud of someone.  
Step 1: run 10 km  
Step 2: crowd calling my name, a medal, feeling great  
Step 3: laziness, really old trainers, my phone  
Step 4: limit my phone use; get up off the sofa and run
- Ask students to rank this list from best piece of advice to worst.  
Students' own answers
- Students' own answers
- Allow students six to eight minutes to discuss the best way to achieve their goal before deciding on the final order. Monitor to make sure all students are on task.
- Monitor to help with any difficulties, but do not interrupt as this is a fluency activity.

🏠 Homework

Ask students to make a presentation about how to achieve a goal of their choice, e.g., how to be a good English speaker. Encourage them to make a list of at least five tips. As a follow-up, ask students to read their tips to the class, without saying what the goal is. The rest of the class have to guess the goal.

Activity idea A poster

Students could make posters of their advice for display in the classroom and further discussion.

**Emotional Development**  
Managing own emotions  
Managing stress by employing strategies.

**Emotional Development**  
Managing own emotions  
Discusses own emotions (mainly with friends) and chooses the best coping strategy.



LIFE COMPETENCIES

Everybody has got something they find really difficult. But just because it's hard doesn't mean we can't do it – whether it's getting better grades at school, improving at sport or even learning a new language. Commitment and determination can help us achieve our goals, no matter how large or small.



- ▶ 09 Watch the video. How far did Kieran get in the 10 km race?
- ▶ 09 Watch again and complete Kieran's notes.

Step 1: Identify goal	
Step 2: Best thing about achieving my goal	
Step 3: What may stop me	
Step 4: How to make sure those things DON'T stop me	

- SPEAKING** Work with a partner. What do you think of this advice? Are there any ideas you don't think are good?

How to achieve your goals:

- Divide your main goal into smaller goals.
- Make a weekly plan of action for each small goal.
- Take the first step!
- Expect some problems and be ready to solve them.
- Ask friends and family for encouragement.
- Review how well you're doing and make changes to your plan if necessary.
- Stay focused!
- Reward yourself!

- Alex is shy, so people often think she's unfriendly. As a result, she doesn't have many friends. She'd like to make more friends, so she's going to follow the advice in Exercise 3. Complete her notes with your own ideas. Compare with a partner.

- \_\_\_\_\_
- \_\_\_\_\_
- Start on Monday 12th.
- \_\_\_\_\_
- Tell Mum and my friend Katy about the plan. Update them every week.
- Review the plan with Mum or Katy every Sunday.
- Set calendar on mobile to remind me of plan every day.
- \_\_\_\_\_

Me and my world

- Choose one of the ideas from the list below that you would like to work on (or choose one of your own). Make notes like Alex's about how you're going to achieve your goal.
  - Spend less time looking at screens
  - Help more around the house
  - Read more
  - Eat more healthily
- SPEAKING** Tell your friends about your plans. Listen to each other and give ideas and advice.

TIPS FOR ACHIEVING YOUR GOALS

- Make a plan. It is a good way to ensure you have a clear idea of what you want to achieve.
- Be realistic when setting goals. Changing how you behave takes time.
- Reward yourself when you achieve something, but don't feel too bad and punish yourself if you don't.

THINK more

Practice Extra  
Unit 3 Master it!

Worksheets  
Life Lessons: Achieving your goals

Tests  
Unit, extension and skills test 3  
End of term test 1