

UNIT 2 BEST FRIENDS FOREVER 01

- 1 01 Begin the Video activity by writing 'Friends' on the board. Ask students to say what kinds of thing they do with their friends. Give out the worksheet and play the film to the end for them to answer the questions. Then check the answers with the whole class. Note: Students will discuss the questions in Activity 5.

Answers

- 1 boys
- 2 Michael asks three questions.

- 2 Give students a few minutes to do the activity and then check the answers with the whole class.

Answers

- 2 have 3 go 4 do 5 share 6 talk 7 play 8 tell
- 9 meet 10 chat

- 3 01 Play the film again for students to tick the activities mentioned. Elicit the correct answers from the class.

Answers

- 1, 2, 5, 6, 8, 9 are mentioned.

Show students the photographs of teens with their friends and elicit what they are doing in the photos. Put students into pairs to ask and answer the questions *Which of the activities from the film do you do with your friends?* and *Which of the activities in the photos would you like to do with your friends?*

- 4 01 With their partner from Exercise 3, give students a few minutes to try and do the matching activity, based on what they can remember from the film. Then play the film again for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

- 2 b, c, d 3 d 4 b 5 c, d 6 b, c, d

- 5 Ask students to turn to page 14 of the Student's Book. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions.
Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going).
You could also add the additional questions: *Do you sometimes disagree with your friends? What about?* and *How do you connect with friends online?*

Video script

Best friends forever

This film looks at friends. I have a very close group of friends that I've known all my life. How important are friends to you?

Well, to me, I'd say friends are a huge part of my life, as they're a main part of my social and school life. I think friends are really important, especially if you spend a lot of time at school, and then if you have good friends, you can have a lot more fun. I think friends are really important. I always look to my friends for advice and support. I can trust them with anything.

And what would you say makes a good friend?

I'd say the best qualities a friend could have is them just being generally fun and honest. I think someone you share a lot of interests with, like sport or music. You can talk to them about stuff and just have good times. I think they have to be loyal and trustworthy. I think you should be able to tell them anything and always know that they're there for you.

What would you say are the differences between online friends and real friends?

Well, I'd say that online friends don't actually affect you in real life, whereas real friends do.

For example, you can go out and meet a real friend, whereas you can't really do that online. I don't think you can ever really connect with someone who you've never met face to face. I don't think that you can really get to know someone if they're online and not face to face.

UNIT 3 FUN AND GAMES 03

- 1 Begin the Video activity by drawing three large circles on the board with the words 'play', 'go' and 'do' in them, as on the worksheet. Give students a couple of minutes to write one or two examples of sports for each verb and put them in the correct circle to make a word web. Now elicit from students whether the examples are individual sports or team sports. Write an *I* for individual sports and a *T* for team sports next to each example. Give out the worksheet and show students the word web. Put them into pairs and they complete the word webs with as many sports as they can remember. Be ready to help pairs with any questions they may have. Give students five to ten minutes to work on this and then check the answers with the whole class. Optional – students could come up to the board and complete the word webs that were started at the beginning of the activity.

Possible Answer

play: rugby (T), hockey (T), baseball (T), netball (T), water polo (T), volleyball (T), basketball (T), tennis (I), golf (I)
go: cycling (I), roller skating (I), skiing (I), horse-riding (I), diving (I), climbing (I)
do: gymnastics (I), athletics (I), dance (I)

- 2 03 Play the film to the end for students to tick the sports mentioned. Get students to compare their answers in pairs, then check the answers with the whole class.

Answers

Football, tennis, baseball, water polo, swimming, basketball are mentioned.

- 3 Elicit what the sports in the photos are (ice hockey, rock climbing, football, tennis, diving) and invite a student to ask you the first question, then give your answer. Ask a strong student the first question in front of the class and they give their answer. Ask another student to ask you the second question and give your answer to the class. Students then ask and answer the questions in pairs.
- 4 03 With their partner from Exercise 3, give students a few minutes to circle the correct answer for each online profile, based on what they can remember from the film. Play the first part of the film, to where Titus says, '... you can learn a lot of skills from it.' After watching, ask students to compare their answers in groups and then check the answers with the whole class.

Answers

1 likes both 2 tennis 3 baseball 4 likes a famous team. ('The New York Yankees') 5 team sports 6 likes working together. 7 water polo 8 wants to do a team sport. 9 doesn't say 10 basketball 11 can learn a lot of skills.

- 5 03 With their partner from Exercise 3, give students a few minutes to try and do the matching activity, based on what they can remember from the film. Then play the last part of the film, from where Michael asks, 'How important is it to do sport regularly?', for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

2 a 3 c 4 a, b 5 a

- 6 Ask students to turn to page 20 of the Student's Book. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going).
You could also add the additional question: *Do you believe 'a healthy body is a healthy mind'? Why? / Why not?*

Video script

Fun and games

This film is about sport. Now personally, I love playing sport, especially football because it's a team sport. So tell me, do you prefer individual sports or do you like team sports? I play individual sports. I play tennis twice a week. I really like team sports. I find it really fun to be with people you enjoy them with and working together. I prefer playing team sports because you can really get a sense of belonging to a group. And which new sport or activity would you like to try? I think I would like to try baseball because as well as following Man United, I quite like New York Yankees baseball team. I think it would be really fun to try water polo because I enjoy swimming, but you can also be in team. I'd quite like to try basketball because it's very energetic and it's fast-paced and you can learn a lot of skills from it.

How important is it to do sport regularly?

I think it's really important to do sports regularly because I think a healthy body is a healthy mind. It's really good to build yourself up as a person.

Why do you think people like to take part in sports competitions?

I think people enjoy sports competitions because there's a real excitement and buzz from it, and you can grow as a person as a result. I think it's really fun to have a common goal within your team. It gives them a challenge and it gives them the chance to do their best.

UNIT 5 YOU MADE IT! 04

- 1 Begin the Video activity by writing 'Creative hobbies' on the board. Elicit a definition and ask students to give some examples. Give out the worksheet and give students a few minutes to do the activity. Put students into pairs to compare their answers, then elicit the correct answers from the class.

Answers

2 c 3 b/f 4 i 5 a 6 e 7 b/f 8 g 9 d

- 2 04 Play the film to the end for students to tick the hobbies mentioned. Get students to compare their answers in pairs, then check the answers with the whole class.

Answers

Making paper aeroplanes, making jewellery, cooking (baking cakes), painting (pictures) are mentioned.

- 3 04 With their partner from Exercise 2, give students a few minutes to circle the correct answer for each online profile, based on what they can remember from the film. Then play the film again for them to check their answers. After watching, ask students to compare their answers in groups and then check the answers with the whole class.

Answers

1 making jewellery 2 friends 3 yes 4 You can own a shop. 5 cooking 6 family 7 You need to be able to look after yourself. 8 yes 9 It can lead to a job if you're passionate.

- 4 04 Give students a few minutes in their pairs to try and do the matching activity, based on what they can remember from the film. Then play the last part of the film, from where Michael asks, 'Do you think it's important to learn skills, such as making and mending things?', for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

2 b 3 a 4 b

- 5 Ask students to turn to page 32 of the Student's Book. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going).

You could also add the additional questions: *How much time do you spend on your hobbies?* and *Would you like to do your hobby as a job one day?*

Video script

You made it!

This film looks at making things. I'm not very creative, but I can make a paper aeroplane. So, do you like making things? Yeah, when I was younger, I used to make bracelets at home with beads and string. Yeah, I like making 3-D objects and sculptures. I enjoy making things a lot. I cook at home with my family, so I enjoy making cakes and biscuits.

Do you think it's important to learn skills such as making and mending things?

I think it is important because it provides a life skill for later on in life. I think for the future it's important that you know how to look after yourself, and that does involve making things and being able to mend things as well.

What kind of hobbies do you think can lead to a future career?

A lot of people turn their interest in making jewellery into careers. Yeah, a lot of people become ... If they're into sewing, they can become seamstresses and stuff. I think any hobbies can lead to a future career. It really depends what you're passionate about, so depending on whether you like cooking or whether you like creating paintings, anything can lead to a job.

UNIT 8 AMAZING ARCHITECTURE 06

- 1 Begin the Video activity by writing 'Amazing architecture' on the board. Elicit a definition and ask students to give some examples of buildings they know which have amazing architecture. Give out the worksheet and give students a few minutes to match the names of the buildings to the photos. Put students into pairs to compare their answers, then elicit the correct answers from the class. Now get students to decide what kind of building each one is, then check the answers with the whole class.

Answers

a iii b iv c v

Students' own answers.

- 2 06 Play the film to the end for students to answer the questions. Elicit the correct answer from the class. Note: Students will discuss the questions in Activity 5.

Answers

1 Michael asks three questions.

2 The students don't talk about The Alhambra (b).

- 3 06 With their partner from Exercise 1, give students a few minutes to circle the correct answer for each online profile, based on what they can remember from the film. Then play the first part of the film to where Tatjana says, '... they have something more to say about them', for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

1 the Colosseum 2 it's got a unique shape. 3 old 4 are special.
5 the Tate Modern 6 it's got wide rooms. 7 old 8 have more to say about them

- 4 06 Give students a few minutes in their pairs to try and do the matching activity, based on what they can remember from the film. Then play the last part of the film from where Michael asks, 'Why do you think it's important to have local facilities, such as parks or shops near your home?', for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

2 a/b 3 b 4 a

- 5 Ask students to turn to page 46 of the Student's Book. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going).

You could also add the additional questions: *Why do you think it's important to have local facilities such as parks or shops near your home?* *What facilities are there near where you live?* *How often do you use them?* *What are the most famous buildings in your town and in your country?* and *Why are they famous?*

Video script

Amazing architecture

This film is about amazing architecture. My favourite building is the Centre Pompidou. It's an art gallery in Paris. I find it interesting because the inside of the building is on the outside. If you could choose one building that you'd say is your favourite, what is your favourite building?

Even though I like old buildings, I'd say I like the Tate Modern because of its wide rooms so it's quite good to display art there. I think probably the Colosseum in Rome because it's got a unique shape and we just don't build buildings like that anymore.

So do you prefer old buildings or modern buildings?

I like old buildings because they're all unique and they have a lot of tradition behind them. There's always something special about them that's not like buildings made today. I think I like old buildings more because they've something more to say about them.

Why do you think it's important to have local facilities such as parks or shops near your home?

It helps me if they're really easy to get to because that way, I can meet my friends really easily and I don't need to drive there which would take a long time. I think it's more convenient so you don't have to travel as far and I think with parks, it's good because it encourages people to go outside, go for walks.

UNIT 10 ANIMALS IN DANGER 07

- 1 Begin the Video activity by drawing three columns on the board: *Animals in the wild*, *Pets* and *Farm animals*, as in the worksheet. Ask students to give some examples and write them in the correct column. Give out the worksheet and ask students to complete the table with as many animals as they can. Give them a 2- or 3-minute time limit and make this into a competition. Put students into pairs to compare their answers and then check the answers with the whole class.

Answers

Students' own answers.

- 2 07 Play the film to the end for students to answer the questions. Elicit the correct answers from the class. Note: Students will discuss the questions in Activity 5.

Answers

- 1 boys
- 2 Michael asks 4 questions.

- 3 07 Play the film again for students to tick the animals mentioned and add any new ones to the table. Then check the answers with the whole class. Put students into pairs to ask and answer the questions about the animals in the photos.

Answers

Hedgehogs, cats, kittens, dogs, tigers, giraffes, Siberian tigers, (brown) hares, (red and grey) squirrels and monkeys are mentioned. Students' own answers.

- 4 07 With their partner from Exercise 3, give students a few minutes to try and do the matching activity, based on what they can remember from the film. Then play the film again for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

2 b, c, d 3 b 4 b 5 c 6 d 7 b 8 a, c, d 9 c, d 10 c

- 5 Ask students to turn to page 58 of the Student's Book. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going).

You could also add the additional questions: *Do you think it's unfair to keep wild animals as pets?* and *Do you think zoos are a good thing?*

Video script

Animals in danger

This film is about animals. My favourite animal is a hedgehog. It was very very common to see a hedgehog in Britain. But today, they've become one of the most endangered species. So, how important are animals to you?

To me, animals are pretty important because I have two cats and quite a lot of kittens in my house. Animals are very important to me. I have two dogs at home and I love them a lot. They're fairly important. I have a dog at home called Pebbles.

Do you have a favourite animal?

I would say a dog is my favourite animal because they're good to interact with. Tiger's my favourite animal because I like its colouring. My favourite animal is a giraffe because they're really elegant and I like their long necks.

Which animals in your country are endangered?

I'm Russian, so in my country, Siberian tigers are very endangered. The brown hare has become endangered recently. I haven't seen any of them around for a few years. In Britain, the red squirrels are endangered because grey squirrels came over from America and they've started to threaten them by taking their habitats.

Do you think it's fair to keep wild animals as pets?

No, I don't, unless they're sick and they need our help. In my opinion, it is.

The only thing that is not good for them is that they lose their instincts. No, I don't think we should keep wild animals as pets. I know Justin Bieber had a monkey and it was taken from him because it was just wrong to keep them.

UNIT 11 OFF TO SCHOOL 09

- 1 Begin the Video activity by writing 'A typical school day' on the board and briefly tell the students your daily routine on a school day. Then put students into pairs to tell each other about their typical daily routine on a school day and to find three things they have in common. When students have had some time to share their routines, as a whole class, elicit some examples of activities pairs found they had in common. Give out the worksheet and give students a few minutes to complete the activity and add any other activities they can think of to the list. Give them time to check their answers in their pairs and then check the answers with the whole class.

Answers

2 play 3 study 4 do 5 take 6 get/take 7 get/take
8 chat
Students' own answers.

- 2 09 Play the first part of the film, to where Lottie says, '... because I live really close by', for students to tick the school activities mentioned. Elicit the correct answers from the class.

Answers

1, 7, 4, 5, 3, 6 are mentioned.

- 3 09 With their partner from Exercise 1, give students a few minutes to try and do the matching activity, based on what they can remember from the film. Then play the film to the end for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

2 a, b 3 b, c, d 4 b 5 c 6 c 7 d

- 4 Ask students to turn to page 64 of the Student's Book. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going).

You could also add the additional questions: *Do you like your school? Has it got comfortable desks and chairs?* and *Are there interactive whiteboards, computers and other equipment and facilities?*

Video script

Off to school

This film looks at school life. Now I live just around the corner from my school, so it only takes me ten minutes to walk there. I study for five hours a day, but I also get a one-hour lunch break. Today, I'm at the Chailey School in East Sussex. How many hours each week do you spend at school? Thirty hours per week, but I do five hours of music club after school. I have thirty hours a week with a couple of hours extra for homework every day. School is six hours long, so we study for thirty hours a week.

How long does it take you to get to school each day? Only five minutes on foot, as I live near. Takes me about thirty minutes. I take the bus because I live quite far away from the school. It takes me ten minutes by bus because I live really close by.

What do you think is important to have in a classroom? I prefer the classrooms with interactive whiteboards as it makes learning more fun. I like comfortable chairs and good desks. I think big windows because I don't like working in dark classrooms.

UNIT 13 #NOFILTER 10

- 1 Begin the Video activity by writing 'Mobile phones' on the board. Ask students to say what they can do with a mobile phone. Elicit the word 'selfie' by asking what it is called when you take a photo of yourself with a mobile phone. Give out the worksheet and put students into pairs to add to the list as many situations as they can. Give them a 2-minute time limit and make this into a competition. Then check the answers with the whole class.

Answers

Students' own answers.

- 2 10 Play the film to the end for students to tick the situations mentioned. Elicit the correct answers from the class. Use the photos on the worksheet to elicit where they are (e.g. London Eye) and what other famous places are good for taking selfies. Put students into pairs to ask and answer the questions.

Answers

All situations are mentioned.
Students' own answers.

- 3 10 With their partner from Exercise 2, give students a few minutes to try and do the matching activity, based on what they can remember from the film. Then play the film again for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

2 a/d 3 a 4 a/d 5 d 6 d 7 a

- 4 Ask students to turn to page 76 of the Student's Book. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going).

You could also add the additional questions: *Which famous person would you like to take a selfie with?* and *Why do you think people enjoy taking selfies?*

Video script

#NoFilter

This film is about selfies. Now a selfie is a picture that you take of yourself using a phone. Now as a presenter, I love taking selfies of people that I've interviewed, just so that I can remember them in the future. In fact, I'm going to take one right about now. Tell me about your selfies. What selfies do you take?

I take them when I'm with my friends, having fun, or when I'm in a famous place and I want to remember it.

And do you like taking selfies?

I don't really take selfies. I sometimes take them with my friends if it's a memorable moment or even with my family, like my parents, on a plane or if we're on holiday.

And how about you? What selfies do you take?

I don't really take selfies.

That's not true! I've seen you take a selfie with your girlfriend!

Yeah, but she took that, so it's different.

Describe your favourite selfie.

I think my favourite selfie was when I went punting with my friends and you've got the whole boat behind you so you can see everyone in the selfie. It was really good. My favourite selfie was when I was in the London Eye because it was a really good day and we got the view of London behind us.

It was really nice.

Do you ever use your computer to make changes to your photos?

Well, on my phone I have a few editing apps where I use filters.

UNIT 16 LIGHTS, CAMERA, ACTION! 12

- 1 Begin the Video activity by writing 'Films' on the board. Ask students to suggest different types of film, such as horror, action, thriller, etc. Give out the worksheet and ask students to work in pairs to find examples of each one. Explain to students what a 'YouTuber' is, i.e. a user of the video sharing website YouTube. Tell them to try to give titles in English, but not to worry too much if the examples are in their native language. Be ready to help pairs with any questions they may have. Give students 5 to 10 minutes to work together and then check the answers with the whole class. Show the students the photos of films. In their pairs, students ask and answer the questions (the bottom photo shows Adele singing the theme tune from the film 'Skyfall').

Answers

Students' own answers.

- 2 12 Play the first part of the film, to where Jasmin says, '... and it was really emotional and dramatic.', for students to tick the types of film mentioned. Elicit the correct answers from the class.

Answers

4, 1, 3 and 8 are mentioned.

- 3 12 Put students into pairs and give them a few minutes to try and do the matching activity, based on what they can remember from the film. Then play the first part of the film again for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

2 a, b, c, d 3 c 4 d

- 4 12 Play the last part of the film from where Michael asks, 'Do you use YouTube and if you do, why do you think it's so, so popular?' With their partner from Exercise 3, give students a few minutes to try to do the activity. Then check the answers with the class.

Answers

1 F, They (YouTube) have something for everyone. 2 T 3 T
4 T 5 F, He filmed the Olympics on his phone. 6 T 7 F, When she's with her friends, she sometimes films funny videos or videos of them dancing or things like that.

- 5 Ask students to turn to page 90 of the Student's Book. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going).

You could also add the additional questions: *Do you prefer to see a film before or after you've read the book? Why? Do you prefer watching films at home or at the cinema? Why? and What do you watch on YouTube?*

Video script

Lights, camera, action!

I love going to the cinema. The last film I saw was *How To Train Your Dragon 2*.

It was a fun film, probably for kids, but had a lot of action and some sad moments and some cool dragons. What's the last film you saw?

The last film I saw was a film called *Inception*. It's an old film. It came out in 2008. But I still really enjoyed it. The last film I saw was a film called *Divergent*. And it's probably the best film I've ever seen! It's very adventurous and the main character is Shailene Woodley. The last film I saw was *The Fault In Our Stars*. It was really good as I'd read the book before which is why I went to see it, and it was really emotional and dramatic.

Do you use YouTube? And if you do, why do you think it's so, so popular?

I think they've become so popular because they have something for everyone. Like, lessons in how to make things or even music videos. I think one of the main reasons is because it's free and you can get most of your information off of there. I think it's because they're really easy to use, it's a really easy site. Also, there's really funny YouTubers and interesting videos to watch.

Have you ever made a film yourself? Like, on holiday or at school or anything?

I've never made a film, but I have filmed sports events with my phone, like the Olympics.

Yes, I do a club outside of school called the National Youth Choir of Great Britain. And we were making a video of the rehearsals and behind all the scenes. Well, sometimes when I'm with my friends, we might film funny videos or videos of us dancing to music or things like that.

UNIT 17 GETTING THE MESSAGE 13

- 1 Start the Video activity by writing 'Communication' on the board. Elicit a definition and ask students to give some examples of how people can keep in touch with family and friends. Give out the worksheet and give students a few minutes to do the activity. Put students into pairs to compare their answers, then elicit the correct answers from the class.

Answers

2 use 3 send 4 send 5 use 6 send 7 use 8 keep
9 talk/chat 10 have 11 chat/talk

- 2 13 Play the film to the end for students to tick the ways of keeping in touch mentioned. Put students into pairs to compare their answers and then check the answers with the whole class. Show the students the photos of keeping in touch. In their pairs, students ask and answer the questions.

Answers

Sending emails and having video chats are the only ones which are NOT mentioned. Laura says she 'chats online' so it is not incorrect if students also tick 'having video chats'.

Students' own answers.

- 3 13 Put students into pairs and give them a few minutes to try and do the matching activity, based on what they can remember from the film. Then play the film again for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

2 a 3 a, b, d 4 b 5 c, d 6 c 7 c 8 d 9 c

- 4 Ask students to turn to page 98 of the Student's Book and answer the questions. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going).

You could also add the additional questions: *How do you think people used to communicate before computers?* and *How do you think communication will change in the future?*

Video script

Getting the message

This film is about keeping in touch with your friends. My best friend Simon lives in Australia. I only see him once a year. So, we keep in touch by using Skype. How do you usually keep in touch with your friends?

So, I'm from Hong Kong. And normally I Skype my friends. Okay.

But my parents tend to send a letter. I use Facebook on my phone. Most of my friends are in Italy, which is where I was brought up. And therefore, I tend to either call them, or keep in touch via Facebook.

What's your favourite way of communicating?

Yeah, I would say letters kind of something I really like.

I mean, Skype is more immediate, whilst letters are something you can actually keep. My favourite is texting because it's the easiest. Personally, I prefer face-to-face or via phone, as you get a more immediate response.

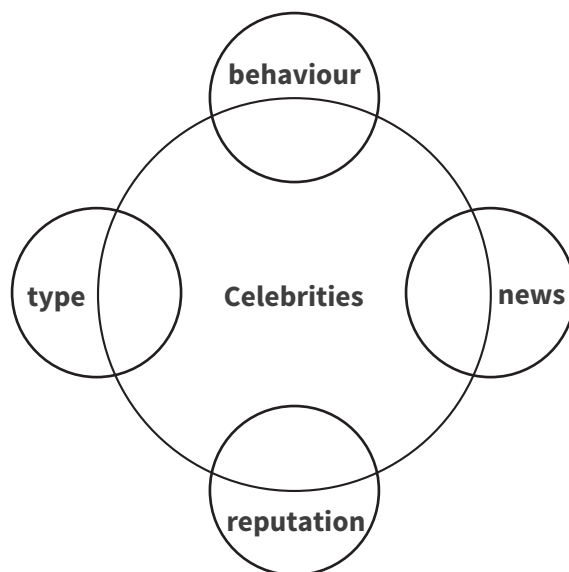
Do you ever have video chats online?

Yeah, I do. I go to a boarding school, so it's good to stay in touch with my parents. So I use FaceTime a lot.

UNIT 18 WE LOVE CELEBS! 14

- 1 Begin the Video activity by writing 'Celebrities' on the board and elicit a definition and some local and international celebrities. Ask students to brainstorm types of celebrity and their behaviour, who is in the news, who may have a good or bad reputation. If you have time you could build vocabulary resources the students may need later in the lesson by providing support through a mind map below. This could be brought up again at the final discussion stage to support students during the speaking activity. Give students three to five minutes to come up with ideas in groups and compare their lists. Put students into pairs and give

them a few minutes to ask and answer the questions. Then check the answers as a class.



Answers

Students' own answers.

- 2 14 Play the film to the end for students to tick the types of celebrity mentioned. Elicit the correct answers from the class.

Answers

Actors, footballers, athletes (swimmer), musicians are mentioned.

- 3 14 Put students into pairs and give them a few minutes to try and do the activity, based on what they can remember from the film. Then play the film again for them to complete/correct their answers. Check the answers with the whole class. Show the students the photos of the celebrities (Gareth Bale, Rebecca Adlington and Harry Styles). In their pairs, students ask and answer the question.

Answers

1 T 2 F, Her favourite celebrity is the actress Shailene Woodley. 3 T 4 F, They can inspire people to play instruments or play sport. 5 F, Children and adults copy their behaviour, so they need to be good role models. 6 T 7 F, Sometimes they reveal too much private information and she doesn't like reading about those things. Students' own answers.

- 4 Ask students to turn to page 102 of the Student's Book and answer the questions. This task builds and extends on the questions from the film. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for the other questions. Then put students into pairs or groups (depending on time) and they ask and answer the questions. Encourage students to use the expressions from page 105 (Prepare to speak – Keeping the conversation going). You could also add the additional questions: *Do celebrities need to be good role models? Why? Which celebrity would you most like to have dinner with? What questions would you like to ask them?*

Video script

We love celebs!

This film looks at celebrities. My favourite celebrity is Dwayne Johnson, because he's a great actor and *Hercules* is a really good film. Who is your favourite celebrity?

I used to like Gareth Bale when he played for Tottenham.

My favourite celebrity is Rebecca Adlington, because she's a really good swimmer and an inspirational athlete. My favourite celebrity is Shailene Woodley, because she's an amazing actress and she makes all the characters that she plays really believable.

In what ways do you think celebrities affect the way that young people behave?

Depends, because if they're a musician, they might inspire people to play instruments. But if they're a sportsperson, they might inspire children to be more active. If they behave badly, they can make young people behave negatively. But sometimes, I think they can inspire people in sport or music. Well, children and adults try and copy their idols. So, they need to be good role models so that they don't inspire people to do negative things.

And so, do you think they should always be good role models for kids and for adults?

I think they should try to be.

Do you enjoy reading about the lives of celebrities?

Yeah, because I find it interesting to find out if they lead out similar lives to us or not. Sometimes, I like to read about athletes and see their achievements but apart from that, not really. Sometimes, but sometimes they give away too much private information, and I don't really like reading about those kind of things.