

4

In The News

- Grammar** Present perfect; Present perfect vs Past simple
- Vocabulary** News and media; Adverbs of manner
- Speaking** Doubt and disbelief
- Writing** A profile

Vocabulary News and media

1 2.1 Match the pictures (1–4) to three or four of these words and complete the table. Then listen, check and repeat.

blog	current affairs programme
headline	international news
interview	journalist
local news	national news
news flash	newspaper
news presenter	news website
podcast	report (v, n)

Word list page 77 Workbook page 107

2 Complete the sentences with the words in Exercise 1.

- The *headlines* in today's *newspapers* are all about the football match.
- I'd love to be a on TV or for a newspaper and important people.
- I want to start a on the internet so I can write about my holidays.
- I often read *Teen News* on my computer. It's a for teenagers.
- I don't usually download, but this one is interesting. It's an interview with Justin Bieber.
- My uncle's a He reads the news on a

3 In pairs, ask and answer.

- Do you prefer to read the news in a newspaper or online?
- What was the last news story you read about?
- Can you name any news presenters?
- Do you prefer local news or international news?

I prefer reading a newspaper. What about you?

I like reading news online – it's quicker!



1	2	3	4
news presenter
.....
.....
.....

Brain Trainer Unit 4
Activity 2 Go to page 114

Unit 4 In The News

Unit contents

Vocabulary

- News and media – *blog, current affairs programme, headline, international news, interview (v), journalist, local news, national news, news flash, newspaper, news presenter, news website, podcast, report (v, n)*
- Adverbs of manner – *angrily, badly, carefully, carelessly, early, fast, happily, hard, late, loudly, patiently, quietly, sadly, slowly, well*

Grammar

- Present perfect
- Present perfect vs Past simple

Communication

- Doubt and disbelief
- Writing a profile; Error correction – checking writing for spelling, punctuation and grammar

Pronunciation

- /æ/ and /ɑ:/

Culture 4 – Robin Hood

Key competences

- Linguistic competence
- Mathematical competence
- Data processing and digital competence
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary News and media

Extra activity

Books closed. With stronger groups, brainstorm vocabulary before students open their books. Write the word *NEWS* on the board and elicit one or two example words, e.g. *newspaper, national news*, from the class. Students then work in pairs brainstorming words and phrases with 'news' for two minutes. Collate vocabulary on the board and check spelling by asking students to spell the words to you. Give students a further two minutes to write down any other words they know connected with the news, e.g. *headline, journalist*. Add this vocabulary to the board before students open their books and look at the vocabulary in Exercise 1.

Exercise 1 (Track 2.1)

- Individually, students match three or four words to each picture.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each comment to check students' pronunciation.

Answers

1	2	3	4
news presenter	report	headline	news website
local news	journalist	national news	blog
interview	news flash	newspaper	podcast
current affairs programme	international news	–	–

Exercise 2

- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

- journalist, interview
- blog
- news website
- podcasts
- news presenter, current affairs programme

Exercise 3

- Check the pronunciation of the questions before students work in pairs.
- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Discuss the questions as a class and find out how much consensus there is among the group.

Extra activity

Students feed back to the class about their partners' answers in the third person, e.g. *'Carol likes reading news online because it's faster.'* Collate answers on the board and find out which are the most popular ways of finding out the news and which news stories and news presenters students remember.

Further practice

Workbook pages 34 and 107

Brain Trainer Unit 4 Activity 2

See Teacher's Book page 212 and Students' Book page 114

Reading

Revision

First – Quickly review the pronunciation of the alphabet with the class, paying particular attention to any letters which habitually cause problems to your learners. Then, write the word *report* on the board. Ask students to spell it for you chorally. Draw an arrow under the word pointing from the end to the beginning and ask students to spell it again backwards.

Give your students a ten-item backward spelling test. Check students understand the game before continuing. Spell the following words starting at the end:

- 1 *blog* (g o l b)
- 2 *podcast* (t s a c d o p)
- 3 *headline* (e n i l d a e h)
- 4 *interview* (w e i v r e t n i)
- 5 *journalist* (t s i l a n r u o j)
- 6 *local news* (s w e n l a c o l)
- 7 *newspaper* (r e p a p s w e n)
- 8 *news presenter* (r e t n e s e r p s w e n)
- 9 *international news* (s w e n l a n o i t a n r e t n i)
- 10 *current affairs programme* (e m m a r g o r p s r i a f f a t n e r r u c)

Second – Check answers by asking individual students to write words on the board. Students self-correct and give themselves one point for each word they spell correctly. Drill the vocabulary for pronunciation and word stress.

Third – In pairs, students spell other words from the course backwards. Monitor and help with the pronunciation of the alphabet if necessary.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- In pairs, students answer the questions.
- Take feedback as a class.

Possible answers

- 1 She's reading a newspaper.
- 2 I think she's reading the local news about her town.
- 3 No, they don't. They all read the news on the internet.

Exercise 2

- Tell students that they should not read the text yet.
- In pairs, they predict the results of the survey.

Exercise 3

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answers.

Answers

69% of teenagers watch the news on TV.
35% log on to news websites.
31% read the news every day.
16% watch current affairs programmes.
51% could live without newspapers.

Exercise 4 (Track 2.2)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 2 23% of teenagers think newspapers are important.
- 3 Jake found out about the tsunami from a news flash link a friend added to a social networking site.
- 4 Because you can listen to podcasts and watch videos.
- 5 Because she doesn't always have enough time.
- 6 She usually reads a newspaper on the school bus.
- 7 She reads the local news and the sports reports.

Extra activity

Students write true/false sentences about the text, e.g. 'More people watch current affairs programmes than the news.' (False – 'More people watch the news than current affairs programmes.) They then take turns writing their sentences on the board. The rest of the class have to decide if the sentences are true or false and correct the false sentences.

Exercise 5

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Stronger groups or individual students write a short paragraph summarising their partner's answers and explaining where they usually get their news from, how often they read or listen to the news and the type of news they're interested in. When checking students' work, focus on the positive use of the grammar and vocabulary taught so far.

Further practice

Workbook page 35

Reading

1 You are going to read a survey about teens and the news. Look at the photo and answer the questions.

- 1 What is the girl doing?
- 2 What do you think she is reading about?
- 3 Do your family or friends read a print newspaper?

2 Can you predict the results of the survey? Complete the sentences with these numbers.

85 51 35 31 16 69

- 85 % of teenagers watch news flashes about important events.
.... % of teenagers watch the news on TV.
.... % log on to news websites.
.... % read the news every day.
.... % watch current affairs programmes.
.... % could live without newspapers.

3 Read the survey quickly and check your answers to Exercise 2.

4 **2.2** Read the survey again. Answer the questions.

- 1 What type of news are teens interested in?
National news.
- 2 How many teens think newspapers are important?
- 3 How did Jake find out about the tsunami in Japan?
- 4 Why does he like news websites?
- 5 Why doesn't Lily read the news every day?
- 6 Where does she usually read a newspaper?
- 7 Which stories does she read?

5 What about you? In pairs, ask and answer the four questions in the survey.



Survey: Teens and the media

In last month's issue of *Teen News* we asked you to email us your answers to the following questions:

- Have you read or heard today's news headlines?
- Where do you usually get your news from?
- Do you read or listen to the news every day?
- What news are you interested in?

Here are the results!

Most of you (sixty-nine percent) prefer watching the news on TV and thirty-five percent regularly log on to news websites. Thirty-one percent of you read or listen to the news every day, but only sixteen percent like watching current affairs programmes. You're more interested in national news than international news, but nearly eighty-five percent of our readers watch news flashes about important events in the world.

So, is there any room for newspapers in today's world? Twenty-three percent of you said 'yes', but more than half (fifty-one percent) said you could live without them. Jake and Lily explain their views:

Jake Moreno (16)

I've never bought a newspaper. I usually find out about the news through a social networking site. That's how I heard about the tsunami in Japan. One of my friends added a link to a news flash. News websites are good, too because you can listen to podcasts and watch videos.

Lily Sheldon (15)

I sometimes look at news websites, but I haven't had time this week (too much homework!). I usually read a newspaper on the school bus. I follow the local news and I also read the sports reports.

Grammar Present perfect

Affirmative

I/You/We/They **have** ('ve) read the news.
He/She/It **has** ('s) read the news.

Negative

I/You/We/They **have not** (haven't) read the news.
He/She/It **has not** (hasn't) read the news.

Questions and short answers

Have I/you/we/they **heard** the news?
Yes, I/you/we/they **have**. / No, I/you/we/they **haven't**.
Has he/she/it **heard** the news?
Yes, he/she/it **has**. / No, he/she/it **hasn't**.



Watch Out!

Have you **ever** bought a newspaper?
He has **never** bought a newspaper.

Grammar reference Workbook page 92

1 Study the grammar table and Watch Out! Complete the rules with these words.

an unspecified past time ever have/has never

- We use the Present perfect to talk about an experience that happened at
- We make the Present perfect with and the Past participle.
- We use to ask about experiences.
- We use to talk about experiences we haven't had.

2 Complete the sentences with the Present perfect form of these verbs.

buy	invite	not buy	not finish
not go	not hear	see	write

- Sorry – I **haven't bought** a newspaper. I haven't had time!
- My sister is a journalist. She lots of articles.
- A** she you to her party?
B No, she hasn't!
- I can't go out tonight. I my homework.
- He a new mobile phone – it's black and yellow!
- We that horror film before – it was really scary.
- They to the beach today. It's too cold!
- I the football results. Did we win?

3 2.3 Complete the conversation. Then listen and check.

- Girl** ¹ **Have** you **seen** (see) the new school website?
Boy No, I ² Is it good?
Girl It's great! It's got school news, film reviews and jokes on it.
Boy What about football? ³ ... the sports teacher (write) about the school team match?
Girl No, he ⁴ Why don't you write about it?
Boy I don't know how to write a report. ⁵ you (ever/do) something like that?
Girl Yes, I ⁶ I ⁷ (write) about school uniforms for the school newspaper before and I ⁸ (interview) some teachers. You should interview the head teacher.
Boy No way! I ⁹ (not interview) anyone before!
Girl Well, listen to mine first. They ¹⁰ (put) a podcast of my interviews on the website.

4 Complete the questions and answers.

- A** **Have you ever been** (you/ever/be) to the USA?
B Yes, I have.
- A** (you/ever/meet) a famous person?
B No, I (never/meet) a famous person.
- A** (you/ever/play) basketball?
B Yes, I
- A** (he/ever/write) a blog?
B No, he (never/write) a blog.
- A** (she/ever/be) late for school?
B Yes, she!
- A** (you/ever/wear) a long dress?
B No, I (never/wear) a long dress.
- A** (they/ever/buy) a computer game?
B Yes, they

5 What about you? In pairs, ask and answer.

- Have you ever ...
- go to a rock concert?
 - wear red trainers?
 - try skateboarding?
 - see a horror film?
 - had a pet?
 - write a poem?
 - be on TV?
 - stand on your head?

Have you ever been to a rock concert?

Yes, I have. It was fantastic!

Grammar Present perfect

Language notes

Students were introduced to the Present perfect in *Next Move 2*. In this unit they revise the affirmative, negative and question forms and then contrast the Present perfect with the Past simple for the first time. Neither of these tenses are new for students, but it is the first time that they will have seen them together. Many languages have tenses which are very similar in construction to the Present perfect, but which are often used in a very different way. Be prepared to offer students a lot of support to help them understand the difference between the 'non-specific past', expressed by the Present perfect, and the 'specific past', expressed by the Past simple. Asking students to translate example sentences into their L1 and then contrast the tenses used can be a very valuable step in this process. The adverbs *ever* and *never* do not usually cause major problems for students. However, if no comparable adverbs exist in their L1, you may wish to clarify that the period of time they imply is 'in your life'.

Exercise 1

- Read the grammar table and the 'Watch out!' section with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

- 1 an unspecified past time 2 have/has 3 ever
4 never

Extra activity

Students test each other on the Past simple and Past participle forms. Demonstrate with a stronger student, explaining that you are going to say an infinitive and they must respond by telling you if it is regular or irregular and giving you the Past simple and the Past participle form. The student then says a new infinitive and you respond with regular or irregular and the two forms, e.g.

Teacher play

Student regular: *played, played – make*

Teacher irregular: *made, made – break*

Student irregular: *broke, broken* etc.

Monitor and correct students' pronunciation as appropriate. Students refer to the irregular verb list on Students' Book page 127 if necessary.

Exercise 2

- Students complete the sentences with the Present perfect form of the verbs in the box.
- They then check answers in pairs before checking answers as a class.
- Check answers by asking individual students to read the sentences.

Answers

- 's written
- Has, invited
- haven't finished
- 's bought
- 've seen
- haven't gone
- haven't heard

Exercise 3 (Track 2.3)

- Individually, students complete the conversation.
- Play the recording for students to listen and check.

Answers

- haven't
- Has, written
- hasn't
- Have, ever done
- have
- 've written
- 've interviewed
- haven't interviewed
- 've put

Exercise 4

- Check students understand that *ever* means 'at some time in your life'.
- Drill the questions and answers for pronunciation and intonation.

Answers

- Have you ever met; 've never met
- Have you ever played; have
- Has he ever written; 's never written
- Has she ever been; has
- Have you ever worn; 've never worn
- Have they ever bought; have

Exercise 5

- Ask two students to read aloud the example question and answer.
- In pairs, students ask and answer the questions.
- Monitor, but do not interrupt fluency unless they make mistakes with the Present perfect.

Extra activity

Stronger groups or fast finishers make additional Present perfect questions using their own ideas, e.g. 'Have you ever written a blog?' Encourage them to make additional follow-up questions using the Past simple if the person answers 'Yes, I have.', e.g. 'What was the blog about?', 'Did lots of people read it?', etc. Monitor and help with grammar if necessary.

Further practice

Workbook pages 36 and 92–93

Vocabulary Adverbs of manner

Revision

First – Use the questions in Exercise 5 on page 46 to prepare six sentences using the Present perfect about yourself, your family and your experiences. Some should be true and some false. Use the following sentences as an example:

- I've never stood on my head.
- My parents have been on TV.
- I've been to a lot of rock concerts.
- I've never seen a horror film – I hate them.
- My son has worn red trainers, but I haven't.
- My sister has written a lot of poems – she's very famous. Students listen and decide if the sentences are true or false. Do not allow students to write anything down apart from *true* or *false*. In pairs, students compare their answers.

Second – Tell students to listen again and write down the sentences, but tell them they must change the sentences which they think are false to make them true.

Third – Check answers as a class and confirm which of your sentences were true and which were false.

Language notes

Students are introduced to a lexical set of adverbs of manner in this lesson. All the adverbs form pairs of opposites, e.g. *badly/well*, *loudly/quietly*, with one exception: *hard*.

The adverb *hard* doesn't have an opposite, so, to convey the opposite meaning, we usually either change the verb from positive to negative, e.g. 'He works very hard' – 'He *doesn't work* very hard.' or we use an adjective instead of an adverb 'He works very hard' – 'He's *lazy*.'

Exercise 1 (Track 2.4)

- Individually, students check the meaning of the words in a dictionary.
- Check answers as a class.
- Ideally, students should give definitions and explanations in English, but you may want to support weaker students with some L1.
- Play the recording for students to listen and repeat.

Exercise 2

- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

- 2 hard 3 sadly 4 late 5 quietly 6 angrily
7 slowly 8 carelessly

Exercise 3

- Students work individually, choosing the correct options.
- Check answers as a class.

Answers

- 2 early 3 fast 4 carefully 5 patiently 6 happily
7 loudly 8 well

Exercise 4

- Students correct the sentences, working individually.
- Check answers by asking individual students to read the corrected sentences.

Answers

- 2 carefully 3 happily 4 fast 5 badly 6 patiently
7 early

Exercise 5

- Students work in pairs, asking and answering the questions.
- Monitor, but do not interrupt fluency.

Further practice

Workbook pages 37 and 114

Pronunciation /æ/ and /ɑː/

Exercise 6a (Track 2.5)

- Play the recording for students to listen and repeat.
- Highlight and drill the two sounds (/æ/ and /ɑː/) in isolation.

Exercise 6b (Track 2.6)

- Play the recording for students to put the words in the correct column.

Exercise 6c (Track 2.7)

- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

/æ/	/ɑː/
album angrily badly hat	basket card class park
sadly	party

Further practice

Workbook pages 123

Brain Trainer Unit 4 Activity 3

See Teacher's Book page 212 and Students' Book page 114

Vocabulary Adverbs of manner

1 2.4 Look at these words. Check the meaning in a dictionary. Listen and repeat.

angrily	badly	carefully	carelessly	early
fast	happily	hard	late	loudly
patiently	quietly	sadly	slowly	well

Word list page 77 Workbook page 107

2 Complete the sentences with the words in Exercise 1.

- He's a good journalist. He writes very *well*.
- She's a hard worker. She works very
- It was a sad news story. He read it
- They were late for the party. They arrived
- He's very quiet. He speaks, too.
- The politician was angry. He answered the questions
- They're slow readers. They read
- He's so careless. He does things

3 Choose the correct options to complete the text.

How to be a news presenter



TV news presenters work very ¹ *hard* / *badly*. Have you ever got up at 5 a.m. in the morning? Well, I get up very ² *early* / *late* every day. When I get to the TV studio there's a lot of information to read. I read it ³ *slowly* / *fast* so I know the main stories. I read it again later to get more detail. Then a hairdresser does my hair and I choose my clothes ⁴ *carefully* / *carelessly*. You can't wear black, white or red – cameras have problems with these colours! I'm always ready early but I wait ⁵ *angrily* / *patiently* for the show to start, then I smile ⁶ *sadly* / *happily* and read the news headlines. I speak clearly (but not too ⁷ *quietly* / *loudly*) so people can understand what I say. It's an interesting job and I do it ⁸ *badly* / *well*!

4 Correct the sentences. Use these words.

badly	carefully	early	fast
happily	loudly	patiently	

- The class sang *quietly*. It was really noisy. *loudly*
- Jed spent a long time taking the photo. He did it very *carelessly*.
- Kylie smiled *sadly* when she won first prize.
- We ran very *slowly*. We were late for school!
- Kurt did *well* in his exams. He didn't get good grades.
- The teacher explained the homework *angrily*. He wanted everyone to understand.
- The train arrived *late* so we got to the show on time.

5 What about you? In pairs, ask and answer.

- Do you work slowly or fast?
- Do you get to school early or late?
- Do you work hard in class?
- Do you usually play your music loudly or quietly?
- Do you do usually do well or badly in school exams?

Pronunciation /æ/ and /ɑː/

6a 2.5 Listen and repeat.

/æ/	/ɑː/
flash	dark
happily	far
have	hard

b 2.6 Listen. Copy the table and put these words in the correct column.

album	angrily	badly	basket	card
class	hat	park	party	sadly

/æ/	/ɑː/
album	basket

c 2.7 Listen, check and repeat.



Brain Trainer Unit 4
Activity 3 Go to page 114

Chatroom

Doubt and disbelief

Speaking and Listening

1 Look at the photo. Answer the questions.

- 1 Where are the teenagers?
- 2 What are they doing?
- 3 What do you think has happened?

2 **2.8 Listen and read the conversation. Check your answers.**

3 **2.8 Listen and read again. Answer the questions.**

- 1 What escaped from the zoo?
A snake.
- 2 Where did they find it?
- 3 Who found it?
- 4 What did she think it was?
- 5 What was probably terrified?
- 6 Who isn't scared of snakes?

4 Act out the conversation in groups of four.

Tom Hey, have you heard the story about the snake?
Ash What snake?
Tom The snake from the zoo. It escaped last week. Well, they've found it.
Ash Have they? Where?
Tom In a shop in town.
Ash No, really?
Tom Yes, listen to this: 'Carrie James, a local teenager, found the snake when she was shopping in Trend clothes shop yesterday.'
Ella I don't believe it! I shop there all the time.
Tom 'I thought it was a scarf,' said Carrie, 'but when I touched it, it moved away quickly.'
Ash That's ridiculous!
Tom It gets better. 'I've never touched a snake before,' said Carrie. 'I'm glad I didn't try it on!'
Ella Ugh! Imagine that!
Ruby Poor snake! It was probably terrified.
Ella Poor snake? You're joking!
Ruby No, I'm not. I really like snakes.

Say it in your language ...
 It gets better.
 Imagine that!



Chatroom Doubt and disbelief

Revision

First – Draw the following table on the board. Students then copy the table and complete it with the corresponding comparatives, superlatives and adverbs. (Answers in brackets)

Adjective	Comparative	Superlative	Adverb
angry	(angrier)	(angriest)	(angrily)
bad (*)	(worse)	(worst)	(badly)
careful	(more careful)	(most careful)	(carefully)
fast (*)	(faster)	(fastest)	(fast)
good (*)	(better)	(best)	(well)
happy	(happier)	(happiest)	(happily)
hard (*)	(harder)	(hardest)	(hard)
quiet	(quieter)	(quietest)	(quietly)
sad	(sadder)	(saddest)	(sadly)
slow	(slower)	(slowest)	(slowly)

Second – Check answers and spelling by asking individual students to complete words. Ask students to draw asterisks (*) next to the irregular adjectives.

Third – Drill the vocabulary for pronunciation and word stress.

Speaking and Listening

Extra activity

Draw students' attention to the photo and ask who they can see. Elicit the names of the characters (from left to right: Tom, Ash, Ruby and Ella). In pairs, students brainstorm everything they remember about the characters from the Starter Unit and Units 1–3. Feedback as a class.
 (Possible answers: Tom is 14, is Ella's brother, lives next door to Ruby, likes football and computer games, plays the guitar; Ash is 14, lives with his mum and his sister, listens to hip hop and rap, loves skateboarding; Ruby is 14, is from New Zealand, is new at the school, lives in the same street as Tom and Ella, likes surfing, climbing and skateboarding, loves hot weather, listens to rock music, is really interested in dinosaurs; Ella is 14, is Tom's sister, lives in the same street as Ruby, likes romantic films and celebrity magazines, loves clothes and shopping for clothes)

Exercise 1

- In pairs, students describe what they can see and answer the questions.

Exercise 2 (Track 2.8)

- Play the recording for students to listen, read and check their answers to Exercise 1.

Answers

- 1 The teenagers are at home.
- 2 They are talking about the news.
- 3 A snake escaped from the zoo and has been found in a clothes shop.

Brain Trainer Unit 4 Activity 1

See Teacher's Book page 212 and Students' Book page 114

Exercise 3 (Track 2.8)

- Play the recording again.
- Individually, students answer the questions.
- They then check in pairs before checking answers as a class.

Answers

- 2 They found the snake in Trend clothes shop.
- 3 Carrie James, a local teenager, found the snake.
- 4 She thought it was a scarf.
- 5 The snake was probably terrified.
- 6 Ruby isn't afraid of snakes, she really likes them.

Exercise 4

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Say it in your language ...

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

It gets better. – phrase commonly used when telling a story or a piece of gossip. Indicates that, although the story is already interesting, you are about to give an even more surprising piece of information.

Imagine that! – exclamation used to try and put yourself and the people you are with in an imaginary situation. Can be used, as in this case, for unpleasant situations, but can also be used for more pleasant situations.

Exercise 5

- Students read the conversation again and find the phrases.
- Check answers as a class.

Answers

2 Ella 3 Ash 4 Ella

Exercise 6

- Read through the phrases for expressing doubt and disbelief with the class.
- Drill the phrases for sentence stress and intonation.

Exercise 7 (Track 2.9)

- Play the recording for students to listen to the conversations.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Exercise 8

- Read the examples in the speech bubbles with the class. Then, elicit a second conversation from the class using *my best friend*.
- Students then make their own conversations by replacing the words in purple.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for expressing doubt and disbelief.

Further practice

Workbook pages 38 and 116

Grammar Present perfect vs Past simple

Language notes

When contrasting the use of the Present perfect with the Past simple, make sure students understand that we often use the Present perfect to start a conversation. We can easily introduce a topic by asking or talking about a past experience using the Present perfect, then we can talk about it in more specific detail using the Past simple. Exercise 3 contains two example conversations of this type, so you might like to highlight for students the frequent conversation pattern of 'Have you ever ...?' questions to introduce the topic and then Past simple questions and answers using past time expressions (*last year/week*) to talk about the details.

Exercise 1

- Read the grammar table with students.
- Students work individually, choosing the correct options and referring back to the grammar table where necessary.

Answers

- 1 Present perfect
- 2 Past simple

Exercise 2

- Individually, students complete the sentences with the correct form of the verbs.
- They then check in pairs before checking answers as a class.

Answers

- 2a has eaten
- 2b ate
- 3a haven't been
- 3b didn't go
- 4a lost
- 4b 've lost

Exercise 3

- Students use the prompts to make conversations.
- After checking answers, students practise the conversations in pairs.

Answers

- A Have you ever met a famous person?
- B Yes, I have.
- A Really? Who did you meet?
- B I met Keira Knightley last year.
- A Have you ever been to a skatepark?
- B Yes, I have.
- A When did you go?
- B I went to one last week.

Extra activity

Tell students that you are a famous person. They can ask you a maximum of ten *yes/no* questions using the Present perfect or Past simple to find out who you are, e.g. 'Have you ever won an Oscar?' (*No, I haven't.*), 'Have you ever played a vampire?' (*Yes, I have.*), 'Were you in 'Twilight'?' (*Yes, I was.*) etc. When students think they know who you are, they put their hands up and guess, e.g. 'Are you Robert Pattinson?' (*Yes, I am.*) Divide the class into groups of four to five to play the game together. Monitor and point out errors for students to self-correct.

Further practice

Workbook pages 39 and 92–93

5 Look back at the conversation. Who says what?

- 1 No, really? *Ash*
- 2 I don't believe it!
- 3 That's ridiculous!
- 4 You're joking!

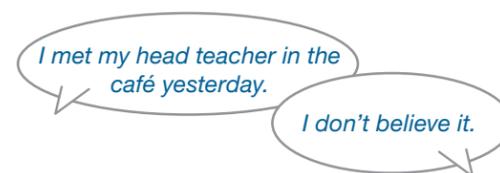
6 Read the phrases for expressing doubt and disbelief.

Expressing doubt and disbelief

- No, really?
- I don't believe it.
- That's strange.
- That's impossible.
- You're joking!
- That's ridiculous!

7 Listen to the conversations. Act out the conversations in pairs.

- Ruby** I met ¹ Justin Bieber in LA last week.
Tom I don't believe it.
Ruby But it's true!
- Ella** ² Our school was on TV yesterday.
Ruby That's impossible!
Ella No, it isn't. Have a look at ³ the news website.
- Tom** I've put ⁴ a video of my dog online.
Ash You're joking!
Tom No, I'm not. Here it is.



8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.

- 1 Lady Gaga in London / Daniel Craig in Hollywood / David Beckham in Madrid
- 2 my best friend / my dad / my brother
- 3 the local news / my blog
- 4 a photo of my party / a video of my cat / a picture of me in my Superman costume

Grammar Present perfect vs Past simple

Present perfect	Past simple
A snake has escaped from the zoo.	A snake escaped from the zoo last week .
I 've never touched a snake before.	She didn't touch the snake.
Have they found the snake?	A teenager found the snake in a shop yesterday .

Grammar reference Workbook page 92

1 Study the grammar table. Choose the correct options to complete the rules.

- 1 We use the *Past simple* / *Present perfect* to talk about something that happened at an unspecified time in the past.
- 2 We use the *Past simple* / *Present perfect* to talk about something that happened at a specific time in the past.

2 Complete the sentences with the Past simple or Present perfect form of the verbs.

- 1 finish
 - a I **'ve finished** my homework. Can I watch TV?
 - b I **finished** my homework half an hour ago.
- 2 eat
 - a Who the pizza? It's all gone!
 - b We a really nice pizza last night.
- 3 not go
 - a We on holiday – we've been on a school trip.
 - b We on holiday last year.
- 4 lose
 - a I my glasses at the cinema last weekend.
 - b I my glasses. I can't see anything!

3 Make conversations.

- A you ever / meet a famous person?
Have you ever met a famous person?
 B Yes, I have.
 A Really? Who / you / meet?
 B I / meet Keira Knightley last year.
 A you / ever be / to a skatepark?
 B Yes, I have.
 A When / you / go?
 B I / go / to one last week.

Reading

1 Look at the photo. Answer the questions.

- What do you think the woman's job is?
- How would you describe her work?
 - dangerous
 - boring
 - easy
 - safe
 - interesting
 - difficult



Teen News

Profile: Christiane Amanpour

Christiane Amanpour is small with dark hair. She looks like an ordinary person, but she is one of the world's most famous journalists.

Christiane was born in England in 1958 and went to school there and in Iran. She studied journalism in America and when she finished university, she got a job as an assistant with CNN. 'I arrived at CNN with a suitcase, my bicycle and 100 dollars,' she says. It was a difficult introduction to journalism, but Christiane worked hard and she soon became a foreign correspondent.

Life as a foreign correspondent is busy and often dangerous. They fly to different countries and report on international news there. Their reports appear on news websites, in newspapers and on TV and thousands, sometimes millions, of people see them.

Christiane has been all over the world and reported on

many different stories. Some of them are the biggest stories of the twentieth century. She has reported on wars and natural disasters and she has also interviewed world leaders and politicians. She has often been in danger, but luckily she has never had an injury. Christiane won the Courage in Journalism Award in 1994 for her war reports, but she is modest about it. 'It's our job to go to these places and bring back stories, just as a window on the world,' she says.

Today, Christiane is a news presenter on a current affairs programme called *This Week*. She interviews people in a TV studio, so she doesn't travel much, but she still tells people what is happening in the world. 'I believe that good journalism, good television, can make our world a better place,' she says.

Key Words

foreign correspondent	wars
natural disasters	world leaders
politicians	modest

2 Read the magazine article and check your answers to Exercise 1.

3 2.10 Read the article again. Answer the questions.

- Why is Christiane Amanpour special?
She is one of the world's most famous journalists.
- Where did she study journalism?
- What was her first job?
- What do foreign correspondents do?
- What kind of stories has Christiane reported on?
- Why did she win the Courage in Journalism Award?
- What does Christiane do at the moment?

4 What do these words refer to?

- there (line 5) – *in England*
- she (line 9)
- them (line 15)
- them (line 17)
- it (line 23)

Listening

1 Look at these opinions about the news. Which do you agree with?

- I'm not interested in international news. It's not important to me.
- The news is usually bad. It's often about wars or natural disasters.
- It's good to know what is happening in the world.

2.11 Listening Bank Unit 4 page 118

2 Think about a story in the news this week. Answer the questions.

- Is it national, international or local news?
- Where did you see it? In a newspaper, on a news website, on TV?
- What is the story about?

Reading

Cultural notes

- Christiane Amanpour* (UK, 1958) is bilingual in both Persian and English as her father was from Iran and her mother was from the UK. As well as the 1994 Courage in Journalism Award, she has won many other awards for her work, and in 2007 was both 'Woman of the Year' in Persia and awarded the CBE (Commander of the British Empire) in the UK. She has also been included in the list of 'The World's 100 Most Powerful Women' by *Forbes* magazine. She currently lives in New York.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- In pairs, students answer the questions.
- Take feedback as a class.

Exercise 2

- Students scan the text quickly and check their answers.

Answers

- She's a journalist and news presenter.
- dangerous, interesting, difficult

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

foreign correspondent – a journalist who works in another country and sends news reports back to their home country

wars – organised conflicts with violence between two or more groups of people, or often between countries

natural disasters – accidents that happen that are not in our control, for example earthquakes, hurricanes, volcanic eruptions and tsunamis

world leaders – the most important representatives of countries around the world, for example presidents and prime ministers

politicians – people who work in the government of a country or a region, usually chosen by the population in an election

modest – not arrogant, humble about what you have done even if it was difficult

Exercise 3 (Track 2.10)

- Students read the text again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- She studied journalism at university in America.
- Her first job was as an assistant with CNN.
- Foreign correspondents fly to different countries and report on international news.
- She's reported on wars and natural disasters and she's also interviewed world leaders and politicians.
- She won the Courage in Journalism award for her war reports.
- At the moment, she's a news presenter on a current affairs programme.

Extra activity

Individually or in pairs, students write definitions for the words in the Key Words box. Monitor and help with vocabulary and grammar as necessary.

Exercise 4

- Read the example with students and show them how the word *there* refers back to the phrase *in England* earlier in the line.
- Individually, students find the words in the text and decide what they refer to.

Answers

- Christiane Amanpour
- the reports
- the stories
- the award

Listening

Exercise 1

- Read through the opinions with the students.
- Ask students which one they agree with most before they listen to the recording.

Audioscript

See Teacher's Book page 225

Listening Bank

See Teacher's Book page 216 and Students' Book page 118

Exercise 2

- In pairs, students ask and answer the questions.
- Take feedback as a class and encourage students to share their news stories.

Extra activity

Make a list of the news stories from Exercise 2 on the board. In pairs, students write headlines for some of the stories. Monitor and help with vocabulary if necessary. In turn, pairs read aloud their headlines for the stories and the class votes for the best headline in each case.

Further practice

Workbook page 40

Writing A profile

Revision

First – Prepare a *Live Listening* about an interesting or unusual story which is in the news at the moment. Start by saying 'Have you heard about ...?' and introducing the story with one or two phrases using the Present perfect before giving further details using the Past simple.

Second – Students listen and answer the following questions from the Listening section on the previous page:

- 1 Is it national, international or local news?
- 2 Where did your teacher see it? In a newspaper, on a news website, on TV?
- 3 What is the story about?

Third – Students compare their answers in pairs. Check answers as a class. Elicit answers as full sentences, e.g. 'It's an important international news story. It was in newspapers all around the world yesterday.'

Exercise 1

- Read the Writing File with the class.
- Ask students which of the three areas they make most mistakes with in their own language.

Exercise 2

- Students read the profile and find and correct the errors.
- Check answers as a class.

Answers

punctuation: ... he always wanted to be an actor,

spelling: writing; programmes

grammar: He has gone went to school there ...

Today, Orlando ~~was~~ is very famous ...

Exercise 3

- Individually, students find and correct the errors in the sentences.
- Check answers by asking individual students to write the corrected sentences on the board.

Answers

2 exciting

3 ... he ~~has~~ had a tattoo.

4 ... while he ~~is~~ was playing rugby.

5 Sidi

6 ... at the moment?

Exercise 4

- Students read the profile again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 Orlando always wanted to be an actor.

3 He studied drama in London.

4 He played Legolas in *The Lord of the Rings*.

5 He's helped other people by visiting schools and villages in Nepal and supporting clean water and education programmes there.

6 The writer admires Orlando Bloom because he cares about people and the world around him.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into three paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My famous person' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 5 in the first paragraph, questions 3, 4 and 5 in the second paragraph and question 6 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.

Revise all the vocabulary by playing a blind words game. Place one card on each student's forehead, making sure that the student does not see the word. Explain that students have to stand up and ask their classmates for clues or definitions (in English) to find out what the word is. Students move around the class, defining words to help their classmates and identifying their own words. When the students think they know their words, they come to you and tell you. If students guess correctly, change the Word Card for a new one; if not, send them back out into the class to get further help from their classmates.

Further practice

Workbook page 41

Writing A profile

1 Read the Writing File.

Writing File Error correction

When you have finished your writing, always check:

- spelling
- punctuation
- grammar

Then write your final draft.

2 Read the profile. Find and correct six errors.

- two punctuation
- two spelling
- two grammar

1 canterbury – Canterbury

Profile: Orlando Bloom



Orlando Bloom is a great actor and is often in the newspapers, but I admire him because of his work for UNICEF*.

Orlando was born in 1977 in a town called canterbury. He has gone to school there with his sister, Samantha. Reading and riting weren't easy for Orlando, but he always wanted to be an actor After school, he studied drama in London, then he got the part of Legolas in *The Lord of the Rings*. Today, Orlando was very famous, but he's used his fame to help other people. He has visited schools and villages in Nepal and has helped to support clean water and education progammes there. Orlando Bloom is not just a pretty face, he cares about people and the world around him. That's why I admire him.

* UNICEF is the United Nations children's charity

3 Look at these sentences about the actor, Orlando Bloom. Find and correct the errors. (S = spelling, G = grammar, P = punctuation)

- 1 Orlando Bloom is ofen in the newspapers. (S) *often*
- 2 His most exiting film is *Pirates of the Caribbean*. (S)
- 3 When he was 15, he has had a tattoo. (G)
- 4 Orlando broke his nose while he is playing rugby. (G)
- 5 He has a dog called sidi. (P)
- 6 Is he working in Hollywood at the moment. (P)

4 Read the profile again. Answer the questions.

- 1 Who did Orlando go to school with?
His sister Samantha
- 2 What did Orlando always want to be?
- 3 Where did he study drama?
- 4 What part did he play in *The Lord of the Rings*?
- 5 How has he helped other people?
- 6 Why does the writer admire Orlando Bloom?

5 Think about a famous person in the news who you admire and find out about them. Answer these questions. Make notes.

- 1 Why is he/she famous?
- 2 Why do you admire him/her?
- 3 When was he/she born?
- 4 Has he/she got brothers and sisters?
- 5 Where did he/she go to school?
- 6 What does he/she do today?

6 Write a profile of the person you chose in Exercise 5. Use 'My famous person' and your notes from Exercise 5.

My famous person

Paragraph 1

Introduction and why you admire him/her
.... (name) *is a great* (job). *I admire him/her because of his/her*

Paragraph 2

Early life, education and career
.... *was born in* (when?) *in* (where?).
After school, he/she ... (what did he/she do?)

Paragraph 3

What he/she has done recently and why you admire him/her
Today (name) *is* (describe him/her).
He/She has ... (what has he/she done recently).



Remember!

- Use the vocabulary from this and earlier units where possible.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

- 1 Complete the text about a famous reporter. Use the Present perfect form of the verbs.



Clark Kent works for the *Daily Planet*. He's tired because he ¹ *has had* (have) a busy day. What ² he (do)? Well, he ³ (meet) the Mayor of Metropolis and he ⁴ (write) a report for the newspaper. He ⁵ (work) with his friend, Lois, on a big story. They ⁶ (not finish) it because they ⁷ (not interview) Lex Luther. Clark ⁸ (not see) Lex today, but he ⁹ (fly) around the city and helped people. Clark Kent has two jobs. ¹⁰ you (ever/hear) of Superman?

- 2 Make sentences and questions.

- 1 you / ever / read / a newspaper on the bus?
Have you ever read a newspaper on the bus?
- 2 I / never / play / ice hockey
- 3 they / ever / watch / a video online?
- 4 He / never / act / in a film
- 5 she / ever / interview / a pop star?
- 6 We / never / try / playing rugby
- 7 you / ever / hear / an Arctic Monkeys' song?

- 3 Choose the correct options.

- 1 Some teenagers *have never bought* / *never bought* a newspaper.
- 2 Pete *has read* / *read* an interesting blog about computer games last night.
- 3 There *has been* / *was* a news flash about a tsunami this morning.
- 4 She *has never eaten* / *didn't eat* at a pizzeria. She doesn't like pizzas.
- 5 We *haven't seen* / *didn't see* the football match last weekend.
- 6 I *have never had* / *didn't have* my own computer, but I want one for my birthday.

Vocabulary Review

- 4 Read the definitions and complete the words.

- 1 You can listen to this on your MP3 player. *podcast*
- 2 You can see this person on TV. *news presenter*
- 3 This person often writes for a newspaper. *journalist*
- 4 The most important news stories are the *headlines*.
- 5 A story in a newspaper is called a *report*.
- 6 Important new stories usually appear in a *newsflash* on TV.
- 7 People use this to write about their everyday lives. *blog*
- 8 On a computer, we can read the news on a *news website*.
- 9 A TV programme about important stories in the news. *current affairs programme*

- 5 Complete the sentences with the correct adverb form of the adjective in brackets.

- 1 The actress is smiling *happily* (happy) in the photo.
- 2 My brother is playing his music very (loud).
- 3 Peter always does his homework very (careful).
- 4 I play tennis really (bad).
- 5 The reporter waited (patient) for the interview to begin.
- 6 The bus doesn't go very (fast), but it's cheaper than the train.

Speaking Review

- 6 2.12 Complete the conversation with these words. Then listen and check.

happen headlines heard impossible joking

- Girl** Have you ¹ *heard* the news? An elephant has escaped from the zoo.
Boy That's ²!
Girl No, it isn't. Look at the ³ I'm not ⁴
Boy Wow! It *is* true. That's ridiculous!
Girl I know, but how did it ⁵?

Dictation

- 7 2.13 Listen and write in your notebook.

My assessment profile: Workbook page 130

Unit 4 In The News

Refresh Your Memory!

Exercise 1

Answers

- | | |
|--------------------|-----------------------|
| 2 has, done | 7 haven't interviewed |
| 3 's met | 8 hasn't seen |
| 4 's written | 9 's flown |
| 5 's worked | 10 Have, ever heard |
| 6 haven't finished | |

Exercise 2

Answers

- 2 I've never played ice hockey.
- 3 Have they ever watched a video online?
- 4 He's never acted in a film.
- 5 Has she ever interviewed a pop star?
- 6 We've never tried playing rugby.
- 7 Have you ever heard an Arctic Monkeys' song?

Exercise 3

Answers

- 2 read
- 3 was
- 4 has never eaten
- 5 didn't see
- 6 have never had

Exercise 4

Answers

- | | |
|------------------|-----------------------------|
| 2 news presenter | 6 news flash |
| 3 journalist | 7 blog |
| 4 headlines | 8 news website |
| 5 report | 9 current affairs programme |

Exercise 5

Answers

- 2 loudly
- 3 carefully
- 4 badly
- 5 patiently
- 6 fast

- Exercise 6 (Track 2.12)

Answers

- 2 impossible
- 3 headlines
- 4 joking
- 5 happen

- Exercise 7 (Track 2.13)

Answers and Audioscript

Have you ever heard a funny story on the news? Some news websites have lots of reports about strange and funny events. I sometimes don't believe them, but I always laugh loudly because they're so ridiculous. I read a funny story yesterday. It was all about a surfing competition – for dogs!

Extra activity

Revise the use of the Present perfect for introducing news stories:

- Draw the news presenter on the top left of the board and ask students what her job is (Answer: *She's a journalist/news presenter.*)
- Ask students to invent a name for the channel, e.g. *British National News* and add the letters, for example *BNN*, to the news presenter's desk.
- Find out what time most students watch the news and draw the clock on the bottom right of the board and add the time.
- Draw the first speech bubble (1) on the board and explain that students are going to work in pairs and prepare a news programme. Write up the examples on the bottom left of the board to remind them that they should use the Present perfect to present the news headlines and introduce the story, and then use the Past simple to give further details.
- Write up the additional useful phrases in speech bubbles 2–5 before students work in pairs, preparing four or five news stories to include in their news programme. Monitor and help with grammar and vocabulary if necessary.
- When students have finished preparing their programme, they practise reading their stories. They should take it in turns to read the stories.
- Each group performs their news programme for the class.



My Assessment Profile Unit 4

Workbook page 130

Culture 4 – Robin Hood

See Teacher's Book page 222 and Students' Book page 124 (for extra reading, discussion and writing work).

Real World Profiles

Cultural notes

- *Blog* is an abbreviation of the term 'web log' and these 'personal online diaries' first started to appear in the late 1990s. Most blogs are written by one person who writes about topics which are of interest to him or her, and usually the followers of the blog are able to add comments and interact with the author and the other readers, and sometimes readers can even add their own entries. The sections of the blog, or 'posts', appear chronologically, with the most recent item at the top of the page. It is estimated that there are over 150 million blogs on the internet, focussing on virtually every topic imaginable: photography, cooking, music, IT, sports, etc. Many companies are now starting to use blogs, too as an online marketing tool to increase their brand presence on the internet.
- This Real World Profile is based on a real person, but we were not granted permission to use the material so we recreated a similar personality and achievement to maintain a sense of authenticity.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read Amy's profile and decide if the sentences are true or false.
- When checking answers, ask students to correct the false statements.
- Check answers as a class.

Answers

- 2 True
3 False (Amy has a fashion blog.)
4 False (She goes to fashion shows in Canada and the USA.)

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

styles – different fashion 'classifications' or 'categories', generally they last a long time

trends – fashion styles which become popular very quickly but then pass equally quickly

a 'look' – a style which has a personal 'touch' rather than being what everyone wears

latest – the most recent, the newest, the most up-to-date

brand – the name of a company which makes something

retro – a fashion or piece of clothing from a previous period, going 'back in time'

Exercise 2 (Track 2.14)

- Individually, students read the article and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 2 Amy takes the photos for her blog.
3 Because the weather changes and people wear a lot of different clothes.
4 More than 30,000 people read Amy's blog.
5 She doesn't buy designer clothes because she can't afford them.
6 She suggests her readers buy in sales and look in second-hand shops.

Class discussion

- Read through the questions with the class.
- Students then work in pairs or small groups, talking about the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.
- Ideally the class discussion activity should be completed in English, but you may want to support weaker students with some L1, if appropriate.

Extra activity

Ask students additional questions related to the topic of the text, e.g.

- 1 Do you think blogs are a good way to share information and ideas? Why?/Why not?
- 2 Is there a big difference between 'winter' and 'summer' clothes in your country?
- 3 How important is it for you to wear the latest fashions?
- 4 Are clothes and fashion more important for you than for your parents? Why?/Why not?
- 5 Do you or any of your friends or family have a personal 'look'? How can you describe it?

In this unit have you ...

- ... used Grammar and Vocabulary worksheet?
- ... used Reading and Listening worksheet?
- ... used Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- * For students who need extra help and support
- ** For students who require an additional challenge

Real World Profiles

Amy Grey's Profile



Age: 15 years old
Home country: Canada

My favourite things ...

fashion, writing (check out my fashion blog), photography, reading magazines

Reading

1 Read Amy's profile. Are the sentences true (T) or false (F)?

- 1 Amy is from the USA. **F**
- 2 She likes taking photos.
- 3 She has a news website.
- 4 She goes to fashion shows in London.

2 2.14 Read the article. Answer the questions.

- 1 How old was Amy when she started her blog?
She was 11.
- 2 Who takes photos for Amy's blog?
- 3 Why is Toronto a good city for Amy to write her blog about?
- 4 How many people read Amy's blog?
- 5 Why doesn't Amy buy designer clothes?
- 6 How does Amy suggest her readers save money on clothes?

Amy Grey: Fashion Blogger

Amy Grey was born in 1998. She has three older brothers and lives with her parents in Toronto, Canada. When she was a child, Amy became interested in fashion and photography. She loved to look at her mum's fashion magazines and started to notice the different styles and trends on the streets of Toronto. Then, when she was just 11 years old, Amy decided to write about them. With a little help from her parents, she started a fashion blog called Toronto Streetside.

Amy's blog is an online diary, with opinions about street fashion as well as general fashion news. All of the photography is by Amy herself and is very professional, with entertaining commentary and sometimes quotes from people in the pictures. 'I love watching people in parks or cafés, on the subway or at tram stops. There's so much style in this city,' explains Amy. The changing climate in Toronto (sub-zero in winter and often 30°C in summer) means that people wear a lot of different clothing, too. 'It's exciting when I spot an interesting "look",' she adds. 'It may be someone with the latest brand combined with something retro, or something of sentimental value. They could be a bicycle courier, a market stall trader, a cab driver, anyone really. And I always talk to the people I photograph - it's fascinating to hear the story behind the outfit.'

Today, six years after she started her blog, Amy has more than 30,000 readers. Fashion magazines like *Vogue* and *Elle* often publish her photos and opinions and designers invite her to fashion shows in Canada and the USA. 'It's great going to the shows,' she says. 'Although I can't afford the clothes!' Does that worry her at all? 'Not really,' she says. 'It's surprising what you can find in sales and second-hand shops. You don't need to spend a lot of money to be creative and look good.'



Key Words

styles latest trends brand a 'look' retro

Class discussion

- 1 Do you read any blogs on the internet? What are they about?
- 2 Do you know any famous fashion designers from your country?
- 3 What type of clothes do you buy? Do you like designer clothes or do you look for bargains like Amy?