

RICHMOND

NOW YOU!

Student's Book contents	2
Welcome to NOW YOU!	4

STUDENT'S BOOK

Unit 3 Real life stories	6
Review and Pairwork	16
Transcripts	17
Unit 4 Film reel	18
Review and Pairwork	28
Transcripts	29
Project Vlog	30
Grammar reference and Wordlist	31

WORKBOOK

Unit 3 Answer key and transcripts	32
Unit 4 Answer key and transcripts	34
Unit 3 Notes, ideas, feedback	36
Unit 4 Notes, ideas, feedback	38












Richmond

**TEACHER'S
BOOK 3**

STUDENT'S BOOK CONTENTS

GET STARTED! page 6 • Future with *going to* and *will* • *Too* and *enough* • Present perfect

Unit	Grammar	Vocabulary	Speaking	Listening
1 IDENTITY  page 10	Subject and object pronouns Present continuous: future arrangements	Style Clothing Identity	Talking about identity, clothing and style Pronunciation /ʌ/	Descriptions of styles and interests
2 CELEBRATIONS  page 18	Indirect questions Relative clauses	Celebrations Stereotypes Generation Z	Discussing festivals and celebrations Pronunciation /tə/	Information about celebrations around the world
3 REAL LIFE STORIES  page 28	Present perfect and past simple Time expressions	Adjective and preposition pairs I Activism Success	Talking about achievements and experiences Pronunciation /b/ and /v/	Information about inspiring people
4 FILM REEL  page 36	Passive voice: present simple Past perfect	Film making Animation Phrasal verbs Plots	Discussing films and film making Pronunciation /p/, /pl/ and /pr/	Information about films and film making
5 WEATHER REPORT  page 46	Modal verbs: could, might, should and had better Wish and If only	Weather Extreme weather Global warming	Talking about different types of weather Pronunciation /tʃ/ and /ʃ/	Facts about weather and its effects
6 IN THE NEWS  page 54	Passive voice: present, past and present perfect Adjective order	Newspapers Advanced adjectives Journalism	Discussing the news and advertising Pronunciation /ə/	Adverts and information about the media
7 A BIT OF ADVICE  page 64	Modal verbs: should have, could have and must have Tag questions	Career steps Adjective and preposition pairs II Giving advice	Asking for and giving advice Pronunciation /h/	Conversations about advice and life steps
8 MOTIVATION  page 72	Wish with past perfect Zero and first conditional	Goals Personal development Mindfulness	Talking about ambitions and goals Pronunciation /g/ and /w/	Conversations about personal development
9 SKILLS  page 82	Verb patterns Second conditional	Sports & equipment Adverbs of manner Guinness World Records	Talking about sports and hobbies Pronunciation word stress	Information about talents, sports and hobbies

 Unit reviews • External exam practice pages 90 - 98

 Pairwork pages 99 - 106

- *There was* and *There were*
- *Used to*

Reading	Writing	Culture and communication	Project
<p>Language in context: Just who do you think you are? Core values Identity and belonging</p>	<p>A profile Focus on pronouns and determiners</p>	<p> Rites of passage Idioms and expressions with clothes Pairwork Interpreting a timetable</p>	<p> Presentation on diversity pages 26 - 27 21st century skills Challenging stereotypes Go beyond Pre-presentation nerves</p>
<p>Language in context: How true are your country's stereotypes? Core values Openness</p>	<p>A blog entry Focus on linking language I</p>	<p> Winter solstice Idioms and expressions for travel Pairwork Exchanging information</p>	<p>Go beyond Pre-presentation nerves</p>
<p>Language in context: Talented people Core values Self-belief</p>	<p>An autobiography Focus on language for life events</p>	<p> What next? Idioms and expressions for ambition Pairwork Requesting information</p>	<p> Vlog pages 44 - 45 21st century skills Decision-making Go beyond Pirate radio</p>
<p>Language in context: The eight basic film plots Core values Imagination</p>	<p>A film review Focus on film vocabulary</p>	<p> The silver screen Idioms and expressions for emotional reactions Pairwork Summarising stories</p>	<p>Go beyond Pirate radio</p>
<p>Language in context: An ever warmer world Core values Environmental awareness</p>	<p>A formal letter Focus on modal verbs</p>	<p> Drop, cover, hold Idioms and expressions with weather Pairwork Analysing clues</p>	<p> News programme pages 62 - 63 21st century skills Social responsibility Go beyond Targeted advertising</p>
<p>Language in context: What's new in the news? Core values Information and responsibility</p>	<p>An article Focus on headlines</p>	<p> Oyez, oyez, oyez! Idioms and expressions about communication Pairwork Comparing opinions</p>	<p>Go beyond Targeted advertising</p>
<p>Language in context: Ask Andrea Core values Vulnerability</p>	<p>An email Focus on language for advice</p>	<p> Best of luck Idioms and expressions for giving advice Pairwork Interpreting stories</p>	<p> Talk show pages 80 - 81 21st century skills Time management Go beyond Talk shows</p>
<p>Language in context: Mindfulness Core values Emotional awareness</p>	<p>An essay Focus on linking language II</p>	<p> The future is now Idioms and expressions about motivation Pairwork Completing information</p>	<p>Go beyond Talk shows</p>
<p>Language in context: Guinness World Records Core values Exploiting your talents</p>	<p>A speech Focus on word formation</p>	<p> Strange sports Idioms and expressions with the word <i>ball</i> Pairwork Asking and answering questions</p>	<p>Review Study styles</p>

WELCOME TO NOW YOU!

Richmond **NOW YOU!** provides you with all the **tools and support** you need to **take control of your English language learning**. This course will take you from **A1 to B1+** of the Common European Framework of Reference for Languages (CEFR).

Lessons 1 and 2 • Grammar, vocabulary and listening

- Unit menu** lists what you're going to learn in each unit.
- Lesson focus** on language and skills.
- Vlogs** provide the context for the unit. The optional **Flipped Learning** tasks encourage you to take control of your learning.
- Exercises and activities** give you a variety of ways to practise what you are learning.
- Lesson objectives** tell you the language goal of each lesson.
- Pronunciation** exercises help to perfect your spoken English.

IDENTITY 1

1.1 Vocabulary and listening

1 Listen and choose the correct option.

2 Listen and choose the correct option.

3 Listen and choose the correct option.

4 Listen and choose the correct option.

5 Listen and choose the correct option.

6 Listen and choose the correct option.

7 Listen and choose the correct option.

8 Listen and choose the correct option.

9 Listen and choose the correct option.

10 Listen and choose the correct option.

11 Listen and choose the correct option.

12 Listen and choose the correct option.

Grammar and vocabulary 1.1

1 Complete with the correct object pronoun.

2 Complete with the correct object pronoun.

3 Complete with the correct object pronoun.

4 Complete with the correct object pronoun.

5 Complete with the correct object pronoun.

6 Complete with the correct object pronoun.

7 Complete with the correct object pronoun.

8 Complete with the correct object pronoun.

9 Complete with the correct object pronoun.

10 Complete with the correct object pronoun.

11 Complete with the correct object pronoun.

12 Complete with the correct object pronoun.

1.2 Listening and vocabulary

1 Listen and complete the table.

2 Listen and complete the table.

3 Listen and complete the table.

4 Listen and complete the table.

5 Listen and complete the table.

6 Listen and complete the table.

7 Listen and complete the table.

8 Listen and complete the table.

9 Listen and complete the table.

10 Listen and complete the table.

11 Listen and complete the table.

12 Listen and complete the table.

Grammar and vocabulary 1.2

1 Complete with the correct form of the verb.

2 Complete with the correct form of the verb.

3 Complete with the correct form of the verb.

4 Complete with the correct form of the verb.

5 Complete with the correct form of the verb.

6 Complete with the correct form of the verb.

7 Complete with the correct form of the verb.

8 Complete with the correct form of the verb.

9 Complete with the correct form of the verb.

10 Complete with the correct form of the verb.

11 Complete with the correct form of the verb.

12 Complete with the correct form of the verb.

- Learning to learn tools** provide you with tips and tricks for more effective learning.
- Fast finishers** ensure you make the most of your time in class.
- Grammar tables** show the structures with clear examples. The **Grammar reference** at the back of the Student's Book takes a detailed look at form and use.
- Grammar animations** show you how the grammar works in an appealing and visual way.
- NOW YOU!** exercises challenge you to put your knowledge to practical use.
- Project tasks** develop and build towards a final presentation over two units.

Lesson 3 • Reading

- Exercises and activities** provide guidance and focus before reading, while reading and after reading.
- Reading texts** expose you to a variety of styles and genres and show the vocabulary and grammar in context.
- Core values** help you to develop skills for understanding and respecting the people around you.

1.3 Reading

1 In pairs, look at the photos and describe the people's styles.

2 Read the text on page 15 and say which subculture you think people in the photos belong to.

3 Read the text on page 15 again and answer the questions.

4 Read the text on page 15 again and answer the questions.

5 Read the text on page 15 again and answer the questions.

6 Read the text on page 15 again and answer the questions.

7 Read the text on page 15 again and answer the questions.

8 Read the text on page 15 again and answer the questions.

9 Read the text on page 15 again and answer the questions.

10 Read the text on page 15 again and answer the questions.

11 Read the text on page 15 again and answer the questions.

12 Read the text on page 15 again and answer the questions.

Reading 1.3

1 Complete with the correct form of the verb.

2 Complete with the correct form of the verb.

3 Complete with the correct form of the verb.

4 Complete with the correct form of the verb.

5 Complete with the correct form of the verb.

6 Complete with the correct form of the verb.

7 Complete with the correct form of the verb.

8 Complete with the correct form of the verb.

9 Complete with the correct form of the verb.

10 Complete with the correct form of the verb.

11 Complete with the correct form of the verb.

12 Complete with the correct form of the verb.

Learning to learn tools

- Listening tools**
- Speaking tools**
- Reading tools**
- Writing tools**
- Vocabulary tools**

Lesson 4 • Writing

- Focus on** takes a closer look at key language items from the reading and writing texts.
- Model texts** provide you with a framework to use as a reference.
- Did you notice?** highlights useful language you can include in your writing.
- NOW YOU!** Plan, write, check guides you through the process of producing your own text.

Lesson 5 • Culture and communication

- Culture videos** give you a window on the world from a cultural perspective.
- Idioms and expressions** highlight natural, everyday language and phrases.
- Pairwork** provides communicative tasks to practise the target language in line with CEFR mediation descriptors.
- Unit reviews** help you to revise the language from the unit and practise for external exams.
- Wordlists** help you to revise the main vocabulary from the unit.

Project

- Recap** looks back at the project tasks you have completed throughout the two units.
- Final task** brings all the project tasks together in a final presentation.
- Useful expressions** provide a list of useful phrases to incorporate into your final presentation.
- 21st century skills** shows you how the skills you are developing can be used outside of the classroom.
- Evaluation** helps you to evaluate individual and team performance.
- Go beyond** takes a closer look at an aspect of the project theme.

Workbook

In **full colour** with extra practice, expanded grammar reference and wordlists. Access to extra **interactive practice** based on real-world situations available with the Workbook.

3 REAL LIFE STORIES

Language objectives

Grammar

Present perfect and past simple

- Students practise using the present perfect and the past simple in affirmative and negative sentences, and in Yes/No questions.

Time expressions

- Students learn time expressions with the present perfect and the past simple.

Vocabulary

Adjectives and preposition pairs I: *affected by, aware of, destined for, good at, influenced by, interested in, involved in*

- Students focus on adjective and preposition pairs for describing influential people.

Activism: *activist, Ambassador, campaign, education, equality, fair-trade, gender, health, inspire, issues, natural disasters, poverty, social, the UN, women's rights*

- Students practise talking about activism and charity work.

Success: *attention, award, charisma, creativity, determination, distinctive, luck, originality, physical appearance, powerful, talented*

- Students learn vocabulary for talking about success, particularly related to cinema and music.

Idioms and expressions

Ambition: *give something your all, fight tooth and nail, have your heart set on something, go the extra mile*

- Students look at idioms and expressions for talking about ambition and competition.

Recycled language

Past simple - affirmative, negative, questions; regular and irregular verbs.

Skills objectives

Speaking

- Students talk about their interest in sports.
- Students ask and answer questions about things their classmates have done and places their classmates have been.
- Students ask and answer questions about TV and cinema.
- Students discuss what they know about two well-known people.
- Students discuss their opinions on success.
- Students discuss and order tips for increasing self-belief.
- Students talk about times when they worked hard or made an effort.

Pronunciation: Students learn how to position their teeth and lips to make the /b/ and /v/ sounds.

Pairwork: Students use various mediation techniques in order to complete the biography of a famous person.

Listening

- Students listen for specific biographical information.
- Students listen and answer questions about goals.
- Students listen to the past simple in context.
- Students listen to idioms and expressions in context.

Reading

- Students read two biographies and identify what the subjects have in common.
- Students read two biographies and answer questions on the subjects.
- Students scan the text to find specific words.


Core values: Students read about and discuss how to increase **self-belief**.


Writing


- Students practise writing questions using the past simple.
- Students plan, write and check an autobiography for their future selves.


Focus on language for life events: *award, degree, graduated, apprenticeship, career*


Learning to learn tools

 **SPEAKING TOOLS** Students practise supporting their answers with examples and extra information to develop confidence.

 **LISTENING TOOLS** Students practise listening for contractions in the present perfect affirmative. Students also try to guess answers before they begin a listening exercise.

 **READING TOOLS** Students practise reading first for gist, and second for details.

 **WRITING TOOLS** Students write down the most important word pairs and grammar connections relating to new words they learn.

 **VOCABULARY TOOLS** Students learn the importance of learning words together with other words and structures that they combine with, for example adjectives and prepositions.

Project objectives: Vlog

Task 1 Students decide who they are going to interview for their vlog and plan the questions they are going to ask.


Task 2 Students rehearse and film the interview.

Task 3 Students prepare, read and film a celebrity biography.

Audiovisual objectives

 **Vlog:** Students watch and listen to Holly talk about her favourite celebrity.

 **Culture:** Students watch and listen to Holly talk about what she will do after secondary school.

 **Grammar animations:** Students watch an animated video on the unit grammar.

Key competences

-  **Linguistic**
pages 28-31, 34, 35
-  **Mathematical and Science and Technology**
pages 30-33
-  **Digital**
pages 29, 31, 34
-  **Social and Civic**
pages 28, 30, 34, 35
-  **Cultural awareness and expression**
pages 28-30
-  **Learning to learn**
pages 28, 29, 30, 31, 32, 34
-  **Sense of initiative and entrepreneurship**
pages 30, 31, 32, 33, 34, 35

→ See pages xxx for more on **Key competences**

Resources

- **Workbook**
 - **Teacher's i-solutions**
- Also available to download from www.nowyou.richmonddigital.net
- Student's Book audio
 - Workbook audio
 - Vlog worksheet
 - Culture video worksheet
 - Vocabulary worksheets – reinforcement, consolidation, extension
 - Grammar worksheets – reinforcement, consolidation, extension
 - Tests – consolidation, extension
 - Worksheet audio
 - Test audio

3.1 Vocabulary and listening

3 REAL LIFE STORIES

In unit 3 you will:

- talk about achievements and experiences.
- practise using the present perfect and past simple tenses.
- use time expressions to talk about the past.
- write an autobiography.

3.1 Vocabulary and listening

HOLLY'S VLOG: My favourite celebrity



Discuss the questions.

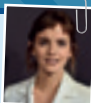
- Is there a celebrity who inspires you? What have they achieved?
- Which do you think is more important, talent or ambition?
- Do celebrities have a responsibility to use their fame for good?

VOCABULARY TOOLS

Some words are often used together, so you should learn them in pairs. For example, the adjective and preposition pairs on this page.

1 Listen and complete.

Emma Watson is an actress who is well known for her role as Hermione Granger in the Harry Potter films. However, most people are not aware of her other talents.



She is interested in women's rights and has been a UN Women Goodwill Ambassador since 2014. She has led HeForShe, a campaign which encourages men to get involved in the fight for gender equality. She also works with a fair-trade fashion brand that respects its workers and the planet. Thousands of teenagers all over the world have been influenced by her. She is destined for greatness.

2 Use the adjectives and prepositions to complete the text. Compare your answers in pairs.

affected by aware of good at
interested in involved in

John Legend is another celebrity who uses fame to help others. Although he is a famous singer and songwriter, John is also an activist for the issues he is interested in.

He wants people to be aware of social issues like poverty, education, health and gender issues. John has also been involved in projects aimed at helping people affected by natural disasters.

Not only is he a singer, song writing, dancing and acting, he also works hard to make the world a better place.



3 Correct the prepositions in each sentence. Listen and check.

- She is good of English.
- My brother is interested at space travel.
- The teacher is aware for the problem.
- Who were you influenced from when you were a child?
- We're collecting money for people affected at the earthquake.

Pronunciation: /b/ and /v/

4 Listen and repeat. Where are your teeth and your lips when you make the sounds?

- | | |
|----------------|---------------|
| 1 ban / van | 3 best / vest |
| 2 berry / very | 4 boat / vote |

FAST FINISHERS Write a paragraph about a famous person that inspires you.

Grammar and vocabulary 3.1

PRESENT PERFECT AND PAST SIMPLE

Use the **present perfect** to talk about

- experiences without saying when they happened.
- something that started in the past and continues to the present.

Use the **past simple** to

- give more information about an experience.
- say when something happened.

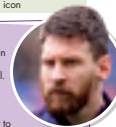
Affirmative	Negative	Affirmative	Negative
I have been to Europe a few times.	I haven't been to Asia.	I went to Paris and visited the Eiffel tower.	I didn't go to school so I didn't see you.
She has played tennis since 2010.	He has never played tennis.	They won a competition last month.	We didn't buy the book yesterday.
Yes/No questions		Yes/No questions	
Have you ever been to a concert? Yes, I have .		Did you go to the cinema last month? Yes, I did .	
Has she ever been to France? No, she hasn't .		Did they eat pizza on Sunday? No, they didn't .	

Grammar reference page 108

5 Use the words to complete the text. Listen and check.

award debut deficiency ground
humble icon

Argentinian football player Lionel Messi made his debut in 2004. He has become an icon in the history of football. When he was a child, he suffered from a growth hormone deficiency. Due to his height, he learnt to keep the ball on the ground and became known for his unique style. He has even won the FIFA World Player of the Year award. Despite his success, he has always been humble and shy.



6 Choose the correct option.

- My favourite player **didn't play** / **hasn't played** at the weekend.
- Have you **ever met** / **Did you meet** a famous player in the summer?
- I **have never seen** / **didn't see** a live football match.
- I **have never** / **ever played** a full game of football.
- Did you **watch** / **watched** the game on the television?
- He **hasn't went** / **been** to the new stadium.

SPEAKING TOOLS

Support your answers with examples and interesting information to practise your English and develop your confidence.

7 NOW YOU! Discuss the questions in pairs. Make sure you use the correct verb form.

- Have you ever been to an important sports game? When was the last time your country won an important competition?
- Who has been the best sports person in your country's history so far?
- Did you play a team sport when you were younger?

PROJECT TASK 1 Vlog

Get into pairs. You are going to create some videos for your own vlog. Think about the devices and tools you need to make your videos.

Your first video will be an interview with a person you admire. In your pairs, think about who you will interview and write the questions you will ask them. You will film the interview in task 2.

→ Workbook page 38

Workbook pages 22 and 23

ANSWER KEY

Pages 28-29

- 1 1 of
2 in
3 in
4 by
5 for

- 2 1 interested in
2 aware of
3 involved in
4 affected by
5 good at

- 3 1 good at
2 interested in
3 aware of
4 influenced by
5 affected by

- 4 1 ban / van
2 berry / very
3 best / vest
4 boat / vote

- 5 1 debut
2 icon
3 deficiency
4 ground
5 award
6 humble
- 6 1 didn't play
2 Did you meet
3 I have never seen
4 never
5 watch
6 been

- 7 Students' own answers

LESSON FOCUS

Grammar Present perfect and past simple

Vocabulary Adjective and preposition pairs; Activism

Listening Achievements and success

Speaking Talk about sports

Project task 1 Plan an interview

Preparation Vlog worksheet for each student



HOLLY'S VLOG: my favourite celebrity

- In pairs, ask students to compare/complete the *Before you watch* exercises on the Vlog worksheet.
- Show students Holly's Vlog and ask them to check/complete the *While you watch* exercises on the worksheet. If students are completing the exercises for the first time, they will need to watch the vlog twice.
- In pairs, students compare answers.
- In small groups, tell students to compare/complete the *After you watch* exercises on the worksheet.

→ See page xxx for **Flipped Learning** ideas

Warmer

Write the following jobs on the board: *Actor, Singer, Footballer*. In pairs ask students to think two or three people that are famous for each job and five words they associate with each job, e.g. money, awards, training, etc. Ask students to call out their examples and make a list on the board.

VOCABULARY TOOLS

Tell students that certain adjectives combine with certain prepositions to form important, frequently used structures, and that it is useful to learn the adjective and prepositions in pairs.

- 1 **1.20** Tell students to look at the photo of Emma Watson and the *Actor* list on the board – can the words on the list be associated with her? Tick (✓) any words on the list that students think do. Students then complete the exercise.
- 2 Tell students to look at the photo of John Legend and the *Singer* list on the board – can the words on the list be associated with him? Tick (✓) any words on the list that students think can. Students then complete the exercise.
- 3 **1.21** Once student have listened, they can then correct the sentences in pairs.

Pronunciation

- 4 **2.13** Tell your students that the letters *b* and *v* are pronounced very differently in English. Press your lips together and point at your mouth while you demonstrate the *b* sounds. Then place your upper front teeth on your bottom lip and point at your mouth while you make the *v* sound. Ask students to do the same.

FAST FINISHERS Students can complete this exercise alone or in pairs.

PRESENT PERFECT AND PAST SIMPLE

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference when completing exercises.

- ▶ Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 109 of their Student's Book for further information on form and use.

→ See page xxx for **Flipped Learning** ideas

- 5 **1.23** Tell students to look at the photo of Lionel Messi and the *Footballer* list on the board – can the words on the list be associated with him? Tick (✓) any words on the list that students think can. Students then complete the exercise.
- 6 Ask students to remember the difference between the present perfect and the past simple, and when they should use each tense. If necessary, tell them to look at the **Grammar table** again. Students then complete the exercise.

SPEAKING TOOLS

Tell students to look at the *Actor, Singer, Footballer* list that they made at the start of the lesson. Ask student to call out any extra information they discovered about Emma Watson, John Legend and Lionel Messi. Students then read the **Speaking tool**.

- 7 **NOW YOU!** Before students discuss the questions, ask them to write two extra pieces of information for each answer in their notebooks. Students then discuss the questions in pairs and use their extra information.

PROJECT TASK 1
Vlog

Organise students into pairs. Explain to students that they are going to create a vlog which they will film themselves. They will need to think about the devices and tools they will need in order to do this. The first video will be an interview with a person they admire. Students should decide who they will interview and write the questions. Tell students that they need to keep their projects notes together in their **Workbook** (page 38) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

FURTHER PRACTICE

Workbook pages 22-23

- **Grammar reference and practice** pages 86 and 94
- **Wordlist and exercises** pages 99 and 103

3.2 Listening and grammar

3.2 Listening and grammar



LISTENING TOOLS

We sometimes contract the present perfect affirmative in spoken language. Listen carefully for these contractions.
I **have** = I've been to France.
She **has** = She's eaten insects.

1 Complete the sentences with the correct form of the verb. Listen and check.

- 1 Eleanor 'Ellie' Simmonds --- (win) two gold medals for Great Britain in the 2008 Summer Paralympics.
- 2 She --- (be) only 13 years old in 2008.
- 3 So far, Ellie --- (win) gold, silver and bronze medals. She --- (set) many new world records.
- 4 In 2014, she --- (visit) Kampala in Uganda and --- (make) a film for charity.
- 5 Since her trip, Ellie --- (speak) about the problems of living with no access to safe water.

Do all exercises in your notebook



Time expressions / Questions

- 2 In pairs, write the questions for these answers.
- 1 She has been interested in fashion since she was a child.
 - 2 The first item she designed was a jacket.
 - 3 She presented her first collection at her graduation in 1995.
 - 4 No, she has never used fur or leather in her designs.
 - 5 Yes, she has designed collections for the Olympics and the Paralympics.



3 Copy and complete the table. Interview your classmates.

FIND SOMEONE WHO...	NAME	EXTRA DETAILS
has bought music online.	...	What did they buy?
went to a stadium last year.	...	When did they go?
watched a documentary on TV last month.
has been to a concert recently.
...
...

4 NOW YOU! In pairs, tell your partner about the information you found.

Daniel has bought music online. What did he buy?

FAST FINISHERS Write a paragraph about what you have done so far this year.

Grammar and vocabulary 3.2

TIME EXPRESSIONS

Expressions used with present perfect
Use **for** to talk about a period of time like days, weeks, months, etc.
How long have you studied English?
I've studied English for five years.
Use **since** to talk about a specific time like 1995, April, my first day of school, etc.
John has worked here since Christmas.

Expressions used with past simple
Use **ago** to talk about how long before now something happened.
When did Alison arrive?
She arrived ten minutes ago.
Use expressions like **last month**, in the 1960s, on Wednesday, etc.
We went to the cinema last Wednesday.

Grammar reference page 105

LISTENING TOOLS

Before listening, read the text and guess the answers. This way, you will be more prepared when the audio starts.

5 Listen and complete.

Will Smith has been a well-known actor for decades. He began his career as a rapper. He won a Grammy Award when he was only 20 years old. He became famous as an actor around thirty years. Then, he has starred in award-winning films such as Independence Day. His first Oscar nomination was for Best Actor for his role in Ali. He has been one of the most recognisable faces in Hollywood for a very long time.



6 Choose the correct option.

- 1 The Harry Potter theatre production has been running for / since a few years.
- 2 Batman has protected Gotham City for / since many years.
- 3 Jennifer Lawrence has been an actress for / since she was 16 years old.
- 4 The Twilight Saga has earned millions of dollars for / since 2008.
- 5 Toy Story has been popular for / since more than 25 years.

7 NOW YOU! Ask and answer questions with a partner using the information.

- 1 How long / The Simpsons / on television? (1989)
- 2 When / Jurassic Park I / released? (1993)
- 3 How long / Tom Hanks / a famous actor? (about 30 years)
- 4 When / first Star Wars film released? (over 40 years)
- 5 When / first Spider-Man film made? (almost 20 years)



How long has The Simpsons been on television?

It's been on television since 1989.

PROJECT TASK 2 Vlog

In pairs, check the questions you have written for your interview and correct any errors. Write each question clearly on a separate piece of card.

Roleplay the interview so you can practice asking the questions.

When you are ready, film your interview. You will edit the video in the final task.

Workbook page 38

Workbook pages 24 and 25

ANSWER KEY

Pages 30-31

- 1 1 won
2 was
3 has won; has set
4 visited; made
5 has spoken

2 Suggested answers:

- 1 How long has she been interested in fashion?
- 2 What was the first item she designed?
- 3 When did she present her first collection?
- 4 Has she ever used fur or leather in her designs?
- 5 Has she ever designed a sports collection?

3 Student's own answers

4 Student's own answers

- 5 1 for
2 in the eighties
3 in 1989
4 ago
5 Since
6 in 2002
7 for

- 6 1 for
2 for
3 since
4 since
5 for

- 7 1 How long has The Simpsons been on television? It's been on TV since 1989.
2 When was Jurassic Park I released? It was released in 1993.
3 How long has Tom Hanks been a famous actor? He's been a famous actor for about 30 years.
4 When was the first Star Wars film released? It was released over forty years ago.
5 When was the first Spider-Man film made? It was made almost 20 years ago.

LESSON FOCUS

Grammar Time expressions

Vocabulary Sport and film

Listening Sporting achievements

Speaking Asking and answering questions

Project task 2 Prepare and film an interview

LISTENING TOOLS



Write a list of contracted forms on the board (e.g. *I'm, She's, We don't, It wasn't*, etc.) and ask students to tell you the long form (e.g. *I am, She is, We do not, It was not*, etc.). Remind students that we use the long form in more formal situations.

Warmer

Get students to look at the photo at the top of the page and ask what it shows (a group of British Olympians and Paralympians). Ask them to write as many Olympic sports as they can in a minute. See who can come up with the most, and who can think of the most unusual sports.

- 1 **1.24** See if they can identify Ellie Simmonds in the line-up and say what sport she won medals in (swimming). Get the students to look at the sentences and say which tenses they'll use to complete them (present perfect and past simple). Refer them back to the **Grammar table** on page 29 if they need to identify when to use each. Students then complete the exercise.
- 2 Check if any students recognise Stella McCartney and, if not, get them to skim read the sentences to see what her profession is (fashion designer). Elicit the first question as an example and then get the students to complete the exercise.
- 3 Model the exercise by asking students, 'Have you bought music online?' until a student says yes, and ask them the 'EXTRA DETAILS' question. Then get students to copy the table into their notebooks, write the name of the student who answered yes in the first name box and their answer to the extra question in note form. Elicit and practise the questions they need for the rest of the table and a couple more questions from the students. Students then complete the exercise.
- 4 **NOW YOU!** After the exercise, get students to report any information they found interesting.

FAST FINISHERS Students can complete this exercise alone or in pairs.

TIME EXPRESSIONS

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference when completing exercises.

- ▶ Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 109 of their Student's Book for further information on form and use.

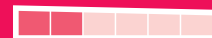
→ See page xxx for **Flipped Learning** ideas

LISTENING TOOLS



Get students to look at the first sentence in the text in exercise 5 and guess the answer. Encourage them to notice the **Grammar table** to get their answer, but don't confirm the answer yet. Get them to read the listening tool and ask them if they feel more confident about doing the listening task correctly having prepared the first answer.

- 5 **1.25** Get the students to continue reading and guessing the answers. Encourage them to consult the **Grammar table** and to justify their answers. Then play the audio for them to check.
- 6 Call out a series of time periods and specific times at random and get students to say 'for' for the periods and 'since' for the specific times. Students then complete the exercise.
- 7 **NOW YOU!** Get the students to close their books. Put the question prompts on the board and elicit the questions. Elicit possible answers and correct students' grammar but don't give them the answers. Then get students to open their books and ask and answer the questions just using the prompts in the book. Elicit full sentence answers at the end of the exercise and ask what information students found surprising.

PROJECT TASK 2
Vlog

Students need to check the questions they wrote for the interview. Students should then role-play the interview so they can practise asking the questions. When students are ready, they can film the interview. Tell students that they need to keep their projects notes together in their **Workbook** (page 38) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

FURTHER PRACTICE

Workbook pages 24-25

- **Grammar reference and practice** pages 86 and 94
- **Wordlist and exercises** pages 99 and 103

Vocabulary and Grammar worksheets available to download and edit from

www.nowyou.richmondigital.net

→ See page xxx on how to work with **Mixed-ability classes**

1 In pairs, discuss what you know about the two people in the biographies.

READING TOOLS

Read texts twice in order to understand them fully. Read the first time for 'gist' or general meaning. Then read again and pay attention to the details.

2 Read the biographies and make a list of the things that Tim Burton and Beyoncé Knowles have in common.

3 Read the biographies again and answer the questions.

- 1 Who had their talent recognised when they were a child?
- 2 Who got a job as a result of work produced during their education?
- 3 Who had creative differences with their bosses?
- 4 Who had more success after a change of name?
- 5 Who has a style that's unusual in their industry?

4 Find these words in the text and decide if they are related to cinema, music or both.

- audience character choir
 direct genre perform record
 science fiction studio

5 Discuss the questions in pairs.

- 1 Do you have a favourite singer or a favourite film director? Who are they and what do you like about them?
- 2 Which of these factors do you think are most important in the success of a film director? What about a pop singer?

- charisma creativity
 determination originality
 physical appearance

- 3 Does success always require hard work? Are some people successful just because they are lucky?
- 4 Do you think that it is necessary to leave your comfort zone to achieve success?

TALENTED

TIMOTHY WILLIAM BURTON was born on 25 August, 1958 in Burbank, California. He was an introverted child who was interested in painting, drawing and films.



When he graduated from high school, he went to the Californian Institute of the Arts, and his work there attracted the attention of Walt Disney Studios. In 1980, he went to work there as an apprentice animator, but they found his work too dark and frightening for children.

In 1989, he left his comfort zone and accepted the role of director for *Batman*, but he had problems with the producers. They wanted *Batman* to be a masculine all-American hero, but Burton wanted the character to have a more complex and vulnerable personality. The film made \$100 million in the first 10 days, and it has influenced the superhero genre ever since.

Since then he has directed some of cinema's most successful fantasy and science fiction films, including *Edward Scissorhands*.

Burton's stories, with their imagination, humour and humanity, appeal to both adult and child audiences. In the film industry, he is truly one of a kind.



PEOPLE

BEYONCÉ GISELLE KNOWLES was born on 4 September, 1981 in Houston, Texas, and began performing at an early age. She sang with church choirs throughout her childhood. She also went to a special high school for the performing arts.



She was only eight years old when she and her friend Kelly Rowland auditioned for a girl band called *Girl's Tyme*. In 1996, they changed their name to *Destiny's Child*, and very soon they became one of the most popular R&B acts of all time.

Around this time, Beyoncé also started a solo career as an artist and an actress. Her first solo album, *Dangerously in Love*, was number one in the US charts and has sold over ten million copies since its release in 2003. Since then, she has sold over 100 million records, appeared in several big films, introduced a couple of women's fashion lines and won over 300 awards. She has also been involved in raising money for disaster relief, job creation and women's rights, among other causes.

She has often been called 'the most powerful female in entertainment'.



CORE VALUES Self-belief

6 In pairs, read the tips for increasing your self-belief. Order them from most to least effective and say if you think they would work for you.

- a Visualise your ideal version of yourself.
- b Say a positive personal affirmation like 'I deserve to be happy and successful' out loud every day.
- c Do something that scares you to help overcome your fears.
- d Join a team and learn a new sport or skill.
- e Set goals for yourself that you know you can achieve.
- f Set difficult goals for yourself that you're not sure you can achieve.
- g Ignore all the negative things in life.
- h Spend lots of time focusing on the positive things in life, and try to improve the negative things.
- i Help someone else with a problem.
- j Leave your comfort zone. Do something completely new and challenging for you.
- k Eat healthily, sleep plenty and get exercise.

FAST FINISHERS Write a list of tips about how to be successful.

ANSWER KEY

Pages 32-33

1 Student's own answers

2 Student's own answers

3 1 Beyoncé

2 Tim Burton

3 Tim Burton

4 Beyoncé

5 Tim Burton

4 **Cinema:** character, direct, science fiction

Music: choir, record

Both: audience, genre, perform, studio

5 Student's own answers

6 Student's own answers

LESSON FOCUS

Language in context Success

Core values Self-belief

Preparation Some celebrity magazines or pictures of celebrities, including photos of Tim Burton and Beyoncé

Warmer

Show the students the magazines or photos and see who they can recognise. Give them a minute to write down as many celebrities as they can. Then get them in pairs to write what professions they have. Elicit which professions feature most.

- 1 Show students the photos of Tim Burton and Beyoncé and see if they can identify them and their jobs. Ask what else they know about them. Then get them to scan the text to confirm their answers.

READING TOOLS



Ask students to tell you what the texts are about (short biographies of two talented people who have a few things in common). Tell them that they have just read for 'gist' and get them to read the **Reading tool** to clarify what this means.

- 2 **1.26** Get them to note the things they have in common, to compare answers and to say what they think is interesting.
- 3 Tell students they are now going to answer more specific questions about differences between the two that will require them to read the texts in more detail.
- 4 Put the headings *Cinema*, *Music* and *Both* on the board and elicit the first answer. As students complete the exercise, encourage them to find any unfamiliar words in the text so they can try and guess the meaning from context. Confirm correct guesses.
- 5 Encourage students to use information from the text to justify their answers. Elicit class answers about favourite singers and directors and what factors contribute most to artistic success in general.

CORE VALUES Self-belief

- 6 Discuss choices for the most and least effective tips and get the class to reach a consensus on the three most useful tips.

FAST FINISHERS Students can complete this exercise alone or in pairs.

FURTHER PRACTICE

Workbook pages 26-27

→ See page xxx for more on **Literature and drama**

3.4 Writing

3.4 Writing

An autobiography for your future self
Focus on language for life events

1 Match the sentences and check that you understand the underlined words.

- At the age of 12, Tony won an award.
- Danni wanted to do a degree.
- Eva studied hard and graduated.
- Steve did an apprenticeship.
- Emily had a very successful career.

a with honours from her university.
b as a saleswoman before becoming a teacher.
c at a record company and loved it.
d in science, but she wasn't accepted.
e for best young writer in his town.

2 Read the biography and answer the questions.

- What year is Samantha imagining herself to be living in now?
- What does she imagine her main achievements as being?

3 Did you notice?

3 Complete the sentences. Use exercise 1 and the biography to help you.

- You can do a degree ... a subject and if you complete it, you ... a degree.
- You can ... an apprenticeship ... something.
- You can ... an award, a prize or a competition.
- You can earn money by working, and you can organise an event to ... money for charity.
- You can have a career ... politics or sales or ... a politician or a salesperson, for example.

NOW YOU! → Workbook page 28

4 PLAN Imagine yourself at 40 years old. Think about what you would like to have achieved by then and imagine you have been successful. Plan three or four paragraphs for an autobiography for your future self.

WRITING TOOLS

When you learn a new word, make a note of the most important word pairs and grammar connections that relate to it. Then practise these pairs and connections in your writing.

5 WRITE Use your plan to write your autobiography. Try to use some of the key vocabulary from this page.

6 CHECK Check that you have followed your plan and used key vocabulary correctly.

PROJECT TASK 3 Vlog

- In pairs, choose a famous person. You are going to make a celebrity biography for your vlog.
- Think about what elements you would like to include and search for up to date information about the person. Classify the content into paragraphs and write the biography.
- Finally, film yourselves reading the celebrity biography. You will edit the video in the final task.

→ Workbook page 38

Samantha Smith was born in 2005 in Liverpool, in the UK. She was a sociable student who was quite good at sports. In fact, she broke the school record for the 100m in her final year.

She got a degree in business at Oxford University and found a job managing a clothing shop after graduation. Around the same time, she started making clothing from recycled material out of her parents' garage. They were very popular and soon she was able to buy her own shop and sell only her own clothing brand. Since then, she has won several fashion awards and her Samsrags label is famous worldwide.

But Sam is also known for her charity work and has raised money for campaigns that fight poverty and improve education at a national level. Is it possible that now, at the age of 40, she's considering a career in politics?

Do all exercises in your notebook

34 An autobiography / Language for life events

LESSON FOCUS

Focus on Language for life events

Writing An autobiography for your future self

Project task 3 Research, write and film a celebrity biography

Warmer

Ask the students to imagine themselves at the age of 40 and write questions on the board like: *What were your childhood ambitions?; What did you study or train for?; What was your first job?; Did you face any problems in your early career?; What is your job now?; How successful are you?; Have you won any awards?; What else do you do?; What aspirations do you have for the future?* Put them in pairs to answer the questions, and encourage them to think big in their answers.

Focus on linking language

- Tell students to match the sentences about the five people and guess the meanings of any unfamiliar words from context. Check their understanding by giving definitions and having them tell you the words.
- Get students to look at the photo and scan the text quickly to tell you what Samantha's job is (fashion designer). Answer the first question together and get students to note their answers to the second.

Did you notice?

- See how many of the gaps the students can fill without looking back at the text. Then get them to confirm any answers they didn't know by re-reading.
- PLAN** Ask students what information the different paragraphs in the model text contained (*Childhood, Education and work, Other activities and future*). Remind students of their answers to the questions in the warmer and get them to plan their answers into similar paragraphs.

WRITING TOOLS

Tell students to read the **Writing tool** and discuss why this would be helpful. Tell students that this is something they should remember when they reach the 'check' stage.

- WRITE** Before students start writing, make a checklist on the board of any grammar, vocabulary or punctuation and any other language elements they should consider.
- CHECK** Once students have checked their own biographies, they can swap with a partner and check theirs.

FURTHER PRACTICE

Workbook page 28

ANSWER KEY

Page 34

1 1 e 2 d 3 a 4 c 5 b

2 1 2045

2 Having a successful recycled clothing brand and charity work.

3 1 in; get 3 win 5 in; as
 2 do; in 4 raise

4 Student's own answers

5 Student's own answers

6 Student's own answers

PROJECT TASK 3

Vlog

Tell students to get into pairs to make a celebrity biography for their vlog. Get them to decide who to choose and what information to include and to take notes to plan the biography before writing it. Encourage them to practise reading before they film themselves. Tell students that they need to keep their project notes together in their **Workbook** (page 38) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

Culture and communication 3.5

What next?



Discuss the questions.

- 1 Would you like to go to university?
- 2 Does education cost a lot of money in your country?
- 3 Should everyone go to university?
- 4 Can people be successful without getting a university degree?

Listen and order the pictures. Answer the questions.

- 1 What did Alison really want to achieve?
- 2 Why did James' team have a lot of competition?
- 3 What did Melanie and her classmates do that was extra work?
- 4 When did Tim make a particularly big effort?





Idioms and expressions for ambition

PAIRWORK
Student A: go to page 100
Student B: go to page 104

Unit 3 Review • page 92
Wordlist • pages 117-120

Workbook page 29

LESSON FOCUS

Idioms and expressions Ambition

Listening Matching pictures with stories

Speaking Telling stories about experiences

Preparation Culture worksheet for each student

What next?

- In pairs, ask students to compare/complete the *What I know...* exercises on the Culture video worksheet.
- Show students the Culture video and ask them to check/complete the *What I learned...* exercises on the worksheet. If students are completing the exercises for the first time, they will need to watch the video twice.
- In pairs, students compare answers.
- In small groups, tell students to complete/discuss the *What I wonder...* exercises on the worksheet.

→ See page xxx for **Flipped Learning** ideas

Warmer

Write the following achievements on the board and see if students can match them with the people from the unit: e.g. UN Women Goodwill Ambassador (Emma Watson), FIFA World Player of the Year Award (Lionel Messi), over 100 million records (Beyoncé). You might want to add some fictitious future achievements from students' autobiographies from page 34.

- 1 Ask students what they think the people in the photos a-d have achieved. Play the audio and get them to check if they were right and to answer the questions.
- 2 **1.27** Ask students which story the first sentence comes from (Alison's – photo c). Ask them which verb would fit and in which tense. Tell them to refer back to the **Grammar table** on page 29 to check whether they should use the present perfect or past simple tense in each. Then play the audio and check their answers.

Idioms and expressions

- 3 Get students to do the exercise from memory. If they need it, help them by playing the audio with the sentences again or simply reading out the sentences containing the expressions for context.
- 4 **NOW YOU!** Get students to do the exercise in groups of three, and then ask members of the groups to report something another member said.

ANSWER KEY

Page 35

1 *Suggested answers:*

- 1 c, She wanted to clean up her local park.
- 2 b, Because they were playing the best team in the area.
- 3 a, They worked at the weekends.
- 4 d, Because he remembered all his lines.

- | | |
|--------------------------|----------------------------|
| 2 1 have wanted | 4 won; was |
| 2 started; didn't finish | 5 have done |
| 3 have known | 6 performed; didn't forget |

- | | | | |
|-------|-----|-----|-----|
| 3 1 d | 2 b | 3 a | 4 c |
|-------|-----|-----|-----|

4 *Student's own answers*

FURTHER PRACTICE

Unit 3 Review page 92

Workbook page 29

- Includes **Reflect on your learning self-assessment**
- **Wordlist and exercises** pages 99 and 103

Tests available to download and edit from

www.nowyou.richmonddigital.net

→ See page xxx for more on **Assessment**



PAIRWORK pages 100 and 104

Tell students that they have the same text but with different parts missing and they must ask each other questions to complete the text. Elicit the first question and let them continue. Give them time to write their questions if they need it.



Unit 3 Review

1 Read the text and choose the correct option.

I have been writing for six months and I absolutely love it. It's not always easy, but it's fun. When I'm writing, I don't think about anything else. It's a great because I forget about any problems in my life. I read a lot. A writer I really admire is Neil Gaiman. I have read all his books and comics.



When I was younger, I didn't know that I wanted to be a writer. I wanted to be an astronaut. But I wrote and drew a lot, mostly comics about humans travelling in outer space, based on my favourite TV shows. I enjoyed writing but I didn't know if I was good at it. And I didn't think it could be a job! My mum is a scientist and my dad is a vet. They have both been very supportive of my writing.

A year ago, my English language teacher suggested I enter a short story competition. I was very surprised when I won! It made me feel more confident about my writing. The first prize was a ten-week course in creative writing. It was a real honour to receive the award. I had to speak in front of a lot of people. That was hard because I'm quite shy, but thankfully my English teacher was there to support me. I have written every day since then. Last June, I signed a publishing deal. The last six months have been a time of personal growth for me. My debut is a collection of short stories. They're all about humans travelling in outer space! It's coming out next year. If I become a famous writer, I want to remember to keep my feet on the ground.

- Ezra loves writing because
 - it stops him worrying about anything in his life.
 - he imagines he is in a comic.
 - he wants to inspire other people.
 - he thinks it is easy.
 - When he was a child
 - Ezra's dream was to be a writer.
 - Ezra's dad wanted him to be a vet.
 - Ezra didn't know he was good at writing.
 - Ezra wanted to be a scientist.
 - When he won the award, Ezra
 - felt confident speaking at the ceremony.
 - knew his story was the best.
 - had difficulty speaking at the ceremony.
 - thanked his English language teacher.
 - Choose the best summary.
 - Ezra explains how to write a short story.
 - Ezra tells the story of how he became a writer.
 - Ezra gives advice on how to become a writer.
 - Ezra explains how to stay humble when you are famous.
- 2 Listen and complete the sentences with one or two words, or a number.**
- At school, Ari didn't think she was --- Maths.
 - Ari had private classes on --- mornings.
 - Ari finished her degree --- years ago.
 - The company Ari worked for won an award in the --- year of her apprenticeship.
 - Ari has been an architect for --- years.
- 3 Work in pairs. Take it in turns to ask and answer the questions.**
- What were you interested in five years ago?
 - What are you good at?
 - Have you ever won an award or a prize?
 - Who do you admire?

EXAM TIP
Write full, descriptive answers to the questions. You will give more information if you have question words (why, when, where) in your head while writing.

- Who is the person?
- What have they achieved?
- How have they inspired you?

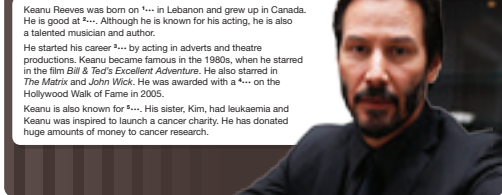
Do all exercises in your notebook

92 External exam practice

Pairwork

Unit 3 • Student A

- Read the biography. You and Student B have the same text, with different information missing. Ask Student B questions to help you complete your text.
- Answer Student B's questions to help them complete their text.



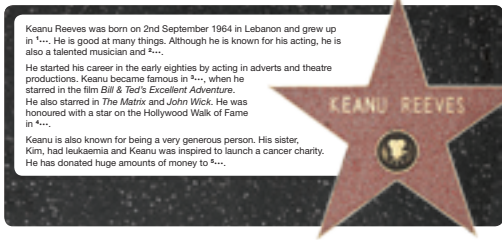
Keanu Reeves was born on *--- in Lebanon and grew up in Canada. He is good at *---. Although he is known for his acting, he is also a talented musician and author. He started his career *--- by acting in adverts and theatre productions. Keanu became famous in the 1980s, when he starred in the film *Bill & Ted's Excellent Adventure*. He also starred in *The Matrix* and *John Wick*. He was awarded with a *--- on the Hollywood Walk of Fame in 2005. Keanu is also known for *---. His sister, Kim, had leukaemia and Keanu was inspired to launch a cancer charity. He has donated huge amounts of money to cancer research.

Page 100

Pairwork

Unit 3 • Student B

- Read the biography. You and Student A have the same text, with different information missing. Answer Student A's questions to help them complete their text.
- Ask Student A questions to help you complete your text.



Keanu Reeves was born on 2nd September 1964 in Lebanon and grew up in *---. He is good at many things. Although he is known for his acting, he is also a talented musician and *---. He started his career in the early eighties by acting in adverts and theatre productions. Keanu became famous in *---, when he starred in the film *Bill & Ted's Excellent Adventure*. He also starred in *The Matrix* and *John Wick*. He was honoured with a star on the Hollywood Walk of Fame in *---. Keanu is also known for being a very generous person. His sister, Kim, had leukaemia and Keanu was inspired to launch a cancer charity. He has donated huge amounts of money to *---.

Page 104

ANSWER KEY

Page 92

- 1** 1 b 2 c 3 b 4 a
- 2** 1 b 2 e 3 d 4 a
- 3** Student's own answers
- 4** Student's own answers

Page 28, exercise 3

1.12

- 1 She is good at English.
- 2 My brother is interested in space travel.
- 3 The teacher is aware of the problem.
- 4 Who were you influenced by when you were a child?
- 5 We're collecting money for people affected by the earthquake.

Page 35, exercise 1 and 2

1.27 and 1.28

1 Alison: I have had my heart set on cleaning up my local park for a long time. So, last Saturday, my friends and I decided to do it. We started at 9:00am and didn't finish until 6:00pm. We were exhausted! But it was worth it. The park looks great now!

2 James: My school's basketball team played a great game yesterday. We've known each other since primary school and are a strong team. Anyway, yesterday was tough. We had to fight tooth and nail because we were playing the best team in the league. In the end, we won by two points.

3 Melanie: In 2018, my classmates and I won a Young Entrepreneur Award. Since then, we have done lots of interviews and our product has become famous. We worked very hard to win the award. In the weeks before the competition, we went the extra mile and worked at the weekends, too.

4 Tim: I'm so happy! A few hours ago, I performed in our school play and I didn't forget any of my lines! This is a big deal for me because I have always had trouble remembering lines. But I gave it my all in the last three rehearsals and it paid off. Woohoo!

Page 92, exercise 2

2.38 I have always been interested in how things are constructed. When I was at school, I was good at Art and Science. I thought I was terrible at Maths. It was my dream to become an architect. I knew that I needed Maths to do a degree in architecture. I talked to my parents. They didn't have much money, but they paid for a private Maths tutor once a week, on Saturday mornings. It turned out that I wasn't bad at Maths at all! The tutor was great. I had classes for two months and she gave me a lot of confidence. I went to university to do a degree in architecture. The course took five years to complete. I loved it and I learnt a lot. I became aware of many international styles of architecture. I graduated six years ago, and I came top of my class!

All my life, I have been interested in looking after the planet and protecting the environment. I started an apprenticeship with a group of architects, designing and building environmentally friendly houses. In the second year of my apprenticeship, we won an award. It was a real honour to go to the award ceremony. Some of the best modern architects in the world were there. I started working as an architect three years ago. I have had my own company since last summer. It hasn't been easy, but it has been an amazing experience. I have designed many beautiful houses, including my own, which I built two years ago. If you believe in yourself, you can achieve your dreams!

4

FILM REEL

Language objectives

Grammar

Passive voice: present simple

- Students practise using the passive voice simple in the present simple.

Past perfect

- Students practise using the past perfect.

Vocabulary

Film making: *actor, cast, costume, crew, genre, make-up, plot, prop, screenplay, script, sound, soundtrack, special effects, stunt*

- Students learn vocabulary for describing films.

Phrasal verbs: *dress up, let down, pick up, throw away, walk out*

- Students learn and practise separable and inseparable phrasal verbs.

Plots: *breaking social barriers, coming of age, conflict, enemy, escape, facing nature, fall in love, fictional, good against evil, hero, journey, love story, mythical, overcoming the odds, revenge, science-fiction, villain, war*

- Students learn vocabulary related to typical film plots.

Animation: *by hand, CGI, create, draw, edit, fibreglass, film, pattern, photograph, pictures, plastic, shade, shot, stop-motion, technique, texture, wood*

- Students learn vocabulary for talking about different types of animation in film.

Idioms and expressions

Emotional reactions: *laugh your head off, be on the edge of your seat, burst into tears, get goose bumps*

- Students look at idioms and expressions for talking about emotional reactions.

Recycled language

Present simple, past simple and past participles

Skills objectives

Speaking

- Students say what they can see in pictures related to film.
- Students learn and then talk about how animated films are made.
- Students discuss examples of types of films with certain characteristics.
- Students discuss features of films that they have reacted to personally.
- Students discuss the importance of imagination.
- Students discuss their emotional reactions to things.

Pronunciation: Students learn how to position their lips and tongue to make the /p/, /pl/ and /pr/ sounds.

Pairwork: Students use various mediation techniques in order to match film plot summaries in the passive voice with their films.

Listening

- Students listen for information about film making.
- Students listen to the passive voice in a context of film animation.
- Students listen to phrasal verbs in context.
- Students listen to a personal anecdote in order to take notes to retell it using the past perfect.
- Students listen to idioms and expressions in context.

Reading

- Students read an article about 8 summaries of film plots to match them with their headings.
- Students read an article to identify specific features of film plots.
- Students scan the text to find specific words.


Core values: Students think of and discuss examples of effective use of **imagination** in film and the value of imagination in the wider world.

Writing


- Students practise using phrasal verbs in sentences.
- Students rewrite a story in their own words.
- Students plan, write and check a film review.


Focus on film vocabulary: *awards, cast, directed, screenplay, soundtrack, starring*


Learning to learn tools

 **SPEAKING TOOLS** Students practise using new language in personalised contexts to help them remember it.

 **LISTENING TOOLS** Students learn to listen for information expressed in different ways.

 **READING TOOLS** Students practise using headings to help them understand the general meaning of a text.

 **WRITING TOOLS** Students practise engaging the reader without giving spoilers in a review.

 **VOCABULARY TOOLS** Students practise processing vocabulary in different ways to help remember it. Students learn to distinguish separable phrasal verbs from inseparable ones.

Project objectives: Vlog


Task 4 Students plan, research and write a film quiz.

Task 5 Students write anecdotes and film each other's reactions to them.

Task 6 Students write a film review and record themselves reading it.

Audiovisual objectives

 **Vlog:** Students watch and listen to Peter talk about a class short film project.

 **Culture:** Students watch and listen to Peter talk about the Toronto International Film Festival.

 **Grammar animations:** Students watch an animated video on the unit grammar.

Key competences



Linguistic
pages 36-39, 42, 45



Mathematical and Science and Technology
pages 36, 37



Digital
pages 37, 39, 42



Social and Civic
pages 40, 41



Cultural awareness and expression
pages 36, 37, 40-43



Learning to learn
pages 36, 38, 40, 42, 43



Sense of initiative and entrepreneurship
pages 37, 39, 42

→ See pages xxx for more on **Key competences**

Resources

- **Workbook**
- **Teacher's i-solutions**

Also available to download from www.nowyou.richmonddigital.net

- Student's Book audio
- Workbook audio
- Vlog and worksheet
- Culture video and worksheet
- Vocabulary worksheets – reinforcement, consolidation, extension
- Grammar worksheets – reinforcement, consolidation, extension
- Tests – consolidation, extension
- Worksheets audio
- Tests audio

4.1 Vocabulary and listening

4 FILM REEL

In unit 4 you will:

- talk about films and film making.
- use the past perfect.
- practise using the passive voice.
- write a film review.

4.1 Vocabulary and listening

PETER'S VLOG: Lights, camera... action!

Discuss the questions.

- What is your favourite film? Why do you like it?
- Is there a kind of film you don't like?
- Do you prefer to watch films at home or at the cinema?

VOCABULARY TOOLS
Processing new vocabulary in different ways makes it easier to remember. Use this trick to help you when you study for an exam.

1 Listen and choose the correct option.

Most people enjoy watching films and have a favourite ¹ **soundtrack** / **genre**, whether it's horror or romance. But how are films made? Well, first the story is created and the ² **stunt** / **screenplay** is written. The screenplay is the full version of the ³ **script** / **crew**, with all the directions included. The ⁴ **plot** / **prop** of a film can come from many places, from true life or a work of literature.

Then the actors for the film, also known as the ⁵ **make-up** / **cast**, is chosen. The ⁶ **special effects** / **crew** is also selected at this time. These are the people who work the cameras and choose the actors' ⁷ **plot** / **costumes** and ⁸ **make-up** / **genre**. Nowadays, the ⁹ **screenplay** / **special effects** are often created on a computer. Also, dangerous ¹⁰ **stunts** / **scripts** are usually filmed using motion capture suits and a green screen.

FAST FINISHERS Write a paragraph about the plot of your favourite film.

Grammar and vocabulary 4.1

PASSIVE VOICE, PRESENT SIMPLE

The **passive voice** is used to focus on the object of an action. It is formed with **be + past participle**. Use the **passive voice** when the 'doer' of the action is not known, not important or not obvious.

	Active	Passive
Affirmative	The author writes a story.	The story is written .
Negative	The production company doesn't announce the actors before they sign the contract.	The actors aren't announced before they sign the contract.
Question	How does the sound director choose a song?	How are the songs chosen ?

5 Complete the text using the passive voice. Listen and check.

In traditional animation, the pictures ¹ **(draw)** by hand onto plastic sheets. Then, the pictures ² **(photograph)**, and the photographs ³ **(edit)** into a film. In modern studios, the images ⁴ **(create)** using computer-generated imagery, also known as CGI, or techniques like stop-motion.

Stop-motion animation ⁵ **(film)** using long camera shots. The camera ⁶ **(stop)**, the model is moved slightly and then the camera ⁷ **(start)** again. When the recording is finished, the model looks like it is moving.

6 Use the verbs below to complete the sentences using the passive voice.

make need provide record use

- A lot of people ... to make an animated film.
- The most profitable animations ... by Pixar and Disney.
- Plastic, fibreglass and wood ... to make stop-motion models.
- Usually, the main character's voice ... by a famous actor.
- The audio ... in a studio after the animation is finished.

7 Rewrite these sentences in the passive voice. Listen and check.

- The producers pay the actors huge amounts of money.
Actors are paid huge amounts of money.
- How do the writers develop a storyline?
A storyline is developed by the writers.
- Panels of experts nominate films for awards.
Films are nominated for awards by panels of experts.
- Specialist artists add textures, shades and patterns to the images.
Textures, shades and patterns are added to the images by specialist artists.
- Why do animation studios use scale models?
Scale models are used by animation studios.

8 NOW YOU! Close your books. In pairs, talk about how animated films are made. Use the passive voice and vocabulary from this section.

So, first the story is written. Then...
Then the pictures are drawn. What next?

PROJECT TASK 4 Vlog

- You are going to write a short film quiz in pairs.
- Research information and create the questions for your quiz. The questions could be true/false, multiple choice, etc. Be creative!
- Finally, join together with another pair to film yourselves doing the quizzes. Take turns conducting the quizzes and being contestants.
- You will edit your video in the final task.

→ Workbook page 38

ANSWER KEY

Pages 36-37

1 1 genre

2 screenplay

3 script

4 plot

5 cast

6 crew

7 costumes

8 make-up

9 special effects

10 stunts

2 1 script

2 genre

3 special effects

4 plot

5 costume

6 crew

7 cast

8 screenplay

3 /pl/ plot, play, plastic

/pr/ production, prequel, prop

/p/ part, post, performance

4 Student's own answers

5 1 are drawn

2 are photographed

3 are edited

4 are created

5 is filmed

6 is stopped

7 is started

6 1 are needed

2 are made

3 are used

4 is provided

5 is recorded

7 1 Actors are paid huge amounts of money. (example provided)

2 How is a storyline developed (by the writers)?

3 Films are nominated for awards (by panels of experts).

4 Textures, shades and patterns are added to the images (by specialist artists).

5 Why are scale models used (by animation studios)?

8 Student's own answers

LESSON FOCUS

Grammar Passive voice: present simple

Vocabulary Film making; Animation

Listening Film making and animation

Speaking Talk about animation in films

Project task 1 Write a film quiz

Preparation Vlog worksheet for each student

 PETER'S VLOG: Lights, camera... action!

- In pairs, ask students to compare/complete the *Before you watch* exercises on the Vlog worksheet.
- Show students Peter's Vlog and ask them to check/complete the *While you watch* exercises on the worksheet. If students are completing the exercises for the first time, they will need to watch the vlog twice.
- In pairs, students compare answers.
- In small groups, tell students to complete/discuss the *After you watch* exercises on the worksheet.


→ See page xxx for **Flipped Learning** ideas

Warmer


Think of a film your students will know and tell them you are going to give some key names, words or phrases associated with the film so that they can guess. (For example, *animation, supervillain, minions, Gru – Despicable Me.*) Have the students continue the game.


 VOCABULARY TOOLS

Ask students what they need to know in order to be able to remember and use new vocabulary correctly: spelling, pronunciation, its component parts, lexical field, synonyms and antonyms, etc. Remind them that the more different things they notice about a word, the more likely they are to remember it accurately.

- 1**  **1.29** Give students time to read and guess the correct words from their current knowledge of film vocabulary. Tell them there are definitions of the words in the next exercise they will do and get them to pay attention to the pronunciation of the words as they listen and check.
- 2** After students have done the exercise, check their pronunciation as they read out the answers.


Pronunciation 

- 3**  **1.30** Write the 'p', 'pl' and 'pr' on the board and get the students to pronounce each. If they have difficulty, show them where your lips and tongue are as you say the sounds. Students then do the exercise.



- 4**  Draw students' attention to the pictures and ask which words from exercise 1 they can see (*special effects, cast, stunts*), and then get them to say what they think is happening in the picture. Encourage them to use full sentences and to speculate.

PASSIVE VOICE

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference when completing exercises.

-  Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 110 for further information on form and use.

→ See page xxx for **Flipped Learning** ideas

- 5**  **1.31** Ask students what the text is about (animation) and which three types are mentioned (traditional, CGI and stop-motion). Do the first example together and get students to complete the exercise. Tell them that at the end of the lessons they will have to try to remember the information about how animated films are made.
- 6** Tell students that this exercise gives them more information about animated films.
- 7** Give students more time for this exercise and help them if necessary by finding the subject of the sentences together as a class.
- 8**  **NOW YOU!** To help students do this exercise, write keywords on the board to help them remember (e.g. *story / write, pictures / draw / photograph, photographs / edit, images / create / using computer, camera / stop, model / move, camera / start again*, etc.) You may want to have one of each pair keep and notebook open so they have the answers to check against the other and then swap roles.

PROJECT TASK 4
Vlog 

Put students in pairs to research and write the quiz. Encourage them to ask questions with answers that other students may know and will want to know. Tell students that they need to keep their projects notes together in their **Workbook** (page 39) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

FURTHER PRACTICE

Workbook pages 30 and 31

- **Grammar reference and practice** pages 87 and 94
- **Wordlist and exercises** pages 99 and 103

Vocabulary and Grammar worksheets available to download from

www.nowyou.richmonddigital.net

→ See page xxx on how to work with **Mixed-ability classes**

4.2 Vocabulary and listening

4.2 Vocabulary and listening

1 Listen and complete the text with the phrasal verbs.

Carla here! The last time I went to the cinema it was a disaster! The film I wanted to see was sold out, so I had to choose one at random. I had the tickets and waited for my friend Abby. She was very late, and I was starting to think she was going to ... when I saw someone wearing a panda costume! I had told Abby that I was going to ... for the cinema, and she said she would too. She thought I meant to wear a costume!

She apologised for being late, went to the bathroom and took off the costume. The film was awful! People started to ... of the cinema because it was so bad. I didn't have a good time, but poor Abby had had a terrible day. And she couldn't even return the costume because she had ... the receipt by mistake!



Phrasal verbs / Past perfect

2 Say if the sentences are true or false. Correct the false sentences.

- Abby picked up the cinema tickets.
- Carla was worried Abby was going to let her down.
- Both girls dressed up for the cinema.
- People walked out of the cinema because Abby was dressed up.
- Abby accidentally threw away the receipt for her costume.

3 Match the phrasal verbs with the meanings.

- | | |
|------------|--------------|
| 1 dress up | 4 throw away |
| 2 let down | 5 walk out |
| 3 pick up | |
- To fail or disappoint someone.
 - To leave suddenly because you are upset.
 - To collect something.
 - To dress in formal clothes or a special costume.
 - To put something in the bin.

VOCABULARY TOOLS

Remember that some phrasal verbs are separable, and some are not. Make a note of this information.
Inseparable: walk out
Separable: dress up, let down, pick up, throw away

4 Complete the sentences below with the phrasal verbs from exercise 2 in the correct form.

- I'm hungry, why don't we go and ... a pizza?
- I always feel really self-conscious when I ...
- I ... of the concert because it was so bad.
- My brother forgot to come to my performance, he ...
- I always keep my old tickets, I hate to ...

5 NOW YOU! Write your own sentences using the phrasal verbs. In pairs, read your sentences without the phrasal verbs and ask your partner to guess them.

I have never ... of a cinema in the middle of a film.

walked out?

FAST FINISHERS Write about the last film or concert you saw. Use the phrasal verbs.

Grammar and listening 4.2

PAST PERFECT

Use the **past perfect** to refer to an event that happened before another event in the past. It is formed with **had + past participle**.

Affirmative	When we arrived, the film had started . The film started, then we arrived.
Negative	I tried to buy my ticket but I had lost my money. I lost my money, then I tried to buy a ticket.
Question	Had your friends seen the film before?

6 Read and choose the correct option. Listen and check.

One day I **had walked / was walking** down the street and I saw a poster with a big spider on it. I love spiders and I **had bought / bought** a pet tarantula a few months before. The poster was an advert for a film being made in my city and they **needed / had needed** a spider to use in a scene. I **had sent / sent** an email to the address on the poster and they called me the next day!

I **arrived / had arrived** early on the day of filming, they **sent / had sent** a taxi to my house to pick us up.

After they **had shot / shot** the scene, I went to pick my Tarantula up and I found her surrounded by a group of famous actors! They all wanted to hold her, as most of them **haven't held / hadn't held** a tarantula before. It was such an exciting day!



7 Put these events from the anecdote in order. Check your answers in pairs.

- The girl picked the spider up.
- The girl saw a poster looking for film extras.
- The taxi arrived.
- They shot the scene.
- The girl bought a tarantula.

8 Listen and take notes using the verbs. Look at the photos to help you understand.

break down do dream have perform take tell want



9 NOW YOU! Write the story in your own words. Use the past perfect and your notes to help you.

PROJECT TASK 5 Vlog

- Write about something funny, embarrassing or scary that has happened to you. Don't show your anecdote to your partner.
- In your pairs, film yourselves reading your anecdotes to each other. Your partner will react to your story and should ask you questions about it.
- You will edit the video in the final task.

→ Workbook page 39

Workbook pages 32 and 33

ANSWER KEY

Pages 38-39

1 1 picked up

2 let me down

3 dress up

4 walk out

5 thrown away

2 1 F Carla picked up the cinema tickets.

2 T

3 T

4 F People walked out of the cinema because the film was so bad.

5 T

3 1 d

2 a

3 c

4 e

5 b

4 1 pick up

2 dress up

3 walked out

4 let me down

5 throw them away

5 Student's own answers

6 1 was walking

2 had bought

3 needed

4 sent

5 arrived

6 had sent

7 had shot

8 hadn't held

7 e, b, c, d, a

8 Student's own answers

9 Student's own answers

LESSON FOCUS

Grammar Past perfect


Vocabulary Phrasal verbs

Listening Film and TV anecdotes

Project task 5 Write an anecdote and tell it on camera

Warmer


Write these words on the board: *cinema, tickets, meet friends, seats, noise*. Ask students to think of things that they usually do when they go to the cinema and things that can go wrong (e.g. going to the wrong cinema, forgetting to buy tickets, not being able to find their friends, someone sitting in their seat, people next to them making a lot of noise).


- 1  **1.32** Draw attention to the pictures and ask students to quickly scan the text to find out how they're connected with the story. Students then complete the exercise.
- 2 Tell the students to guess the meaning of any vocabulary they don't understand, and point out that they will check meanings in exercise 3.
- 3 Help students by drawing their attention to the context of the phrasal verbs in exercise 1.

VOCABULARY TOOLS




Ask students subject and object questions about the phrasal verbs (e.g. *Who picked up what?*) and point out that the object 'her' in 'let her down' separates the phrasal verb. Have students read the **Vocabulary tool** and tell them that all separable verbs have objects and that if the object is a pronoun it must separate the phrasal verb. Give them examples and practice if you have time: *Where do you pick up tickets? You pick them up at the cinema. What don't you want to do to a friend? Let her/him down. What do you do to rubbish? Throw it away.*

- 4 Remind students not to forget the object in the phrasal verbs.
- 5  **NOW YOU!** Encourage students to think of personal sentences to help them remember the new vocabulary. You could add that the sentences should be a mix of true and false sentences and that the student listening must also guess whether it's true or false.




 **FAST FINISHERS** Students can complete this exercise alone or in pairs.

PAST PERFECT

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference when completing exercises.

-  Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 114 for further information on form and use.

→ See page xxx for **Flipped Learning** ideas

- 6  **1.33** Ask students what connection the picture might have to the topic of film. Get them to skim read to see if they were right. Students then complete the exercise.
- 7 Make sure students know they have to order the events as they happened, not as they are mentioned in the story. Draw a timeline on the board if you think it helps.
- 8  **1.34** Ask students what they think can break down (machines or vehicles). Ask them to predict what happens in the story.
Help students by writing the words on the board with a bit of extra context: *(not know what) want (to do), (teacher) tell (me about an apprenticeship), do (plays at school), (actor's car) break down, have (auditions), (never) perform, (director) tell (me to try), (get it on first) take.*
- 9  **NOW YOU!** Check students' use of tense as they write their stories. Once they've finished, you could get them to try to retell them in pairs just from their notes.

PROJECT TASK 5

Vlog



Review the stories the students have heard in the unit and ask if something similar has happened to them. Encourage them not to tell their partners their stories until they've written them so that their reactions on filming will be more natural.

Tell students that they need to keep their projects notes together in their **Workbook** (page 39) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

FURTHER PRACTICE

Workbook pages 32 and 33

- **Grammar reference and practice** pages 87 and 94
- **Wordlist and exercises** pages 99 and 103

Vocabulary and Grammar worksheets available to download from

www.nowyou.richmonddigital.net

→ See page xxx on how to work with **Mixed-ability classes**

4.3 Reading

1 In pairs, read the glossary of film terms and think of an example of each.

franchise: a series of films with similar titles and characters
sequel: a film that continues the story of another film
prequel: a film that precedes the story of another film
spin-off: a film or TV show involving characters from another
remake: a new version of an old film

READING TOOLS

Headings help you to get an idea of the general meaning of a text. Make sure you understand the headings first and try to predict what the text might be about.

2 Read and match the headings with the descriptions of the movie plots.

Breaking social barriers Coming of age
 Facing nature Good against evil Love story
 Overcoming the odds Revenge War

3 According to the article, decide which film plots...
 1 can contain a happy ending.
 2 can end badly.
 3 can be about a real-life story.
 4 can be seen in different film genres.
 5 might not have a good effect on the audience.
 6 involve the protagonist learning something about themselves.

4 Find these things in the article.
 1 three genres of film
 2 four words for types of character
 3 two words meaning types of conflict
 4 two things a character has to face

5 In pairs, name films with these eight plots and say why you have chosen them. Use the pictures to help you.

The EIGHT BASIC film plots

We live in the golden age of the movie franchise. From James Bond, to Harry Potter and Star Wars. There are sequels, prequels, spin-offs and remakes. Are we telling the same stories over and over again? Since the beginning of cinema, we have created films that belong to eight basic plot categories.

1... A hero is confronted by evil and defeats it. They are often an ordinary person who finds inner strength during their battle against evil, which is usually a villain or some kind of monster.

2... Here, a young character faces challenges that will help them become an adult. Many of these films portray an adult looking back at themselves as a child and remembering an event that helped them come of age.

3... These stories revolve around great battles: real, fictional or mythical. Real battles from history have sometimes been turned into propaganda films, showing one side as heroic and the other as the enemy. Nowadays, many films deal with the effects of war on soldiers and society in general.

4... In this narrative, the protagonist is wronged by a villain and goes to seek their revenge. It doesn't usually end well for the villain, nor sometimes for the protagonist. This plot is quite common in Westerns and modern action films, and there is usually quite a lot of violence.

5... Nature is all powerful, and natural disasters are devastating in these plot lines. Often, a character must face the harsh realities of the natural world and sometimes, they must escape or survive. The protagonist often goes through a journey of self-discovery as the plot develops.

6 In groups, think of as many examples of these as you can.
 1 a film character that you could relate to
 2 a film that helped you understand a type of person very different from you
 3 part of a film that you thought was silly or unrealistic
 4 a film that annoyed you because you had read the book
 5 a scene in a film that had lots of suspense

7 Discuss the statements below. Do you agree? Why/Why not?
 1 Imagination is important when you watch a film.
 2 Films don't develop your imagination as much as books.
 3 Imagination is more important than knowledge.

FAST FINISHERS Compare two films you like. Say how the plots are similar or different.

Workbook pages 34 and 35

Reading 4.3

1 In pairs, read the glossary of film terms and think of an example of each.

franchise: a series of films with similar titles and characters
sequel: a film that continues the story of another film
prequel: a film that precedes the story of another film
spin-off: a film or TV show involving characters from another
remake: a new version of an old film

READING TOOLS

Headings help you to get an idea of the general meaning of a text. Make sure you understand the headings first and try to predict what the text might be about.

2 Read and match the headings with the descriptions of the movie plots.

Breaking social barriers Coming of age
 Facing nature Good against evil Love story
 Overcoming the odds Revenge War

3 According to the article, decide which film plots...
 1 can contain a happy ending.
 2 can end badly.
 3 can be about a real-life story.
 4 can be seen in different film genres.
 5 might not have a good effect on the audience.
 6 involve the protagonist learning something about themselves.

4 Find these things in the article.
 1 three genres of film
 2 four words for types of character
 3 two words meaning types of conflict
 4 two things a character has to face

5 In pairs, name films with these eight plots and say why you have chosen them. Use the pictures to help you.

The EIGHT BASIC film plots

We live in the golden age of the movie franchise. From James Bond, to Harry Potter and Star Wars. There are sequels, prequels, spin-offs and remakes. Are we telling the same stories over and over again? Since the beginning of cinema, we have created films that belong to eight basic plot categories.

1... A hero is confronted by evil and defeats it. They are often an ordinary person who finds inner strength during their battle against evil, which is usually a villain or some kind of monster.

2... Here, a young character faces challenges that will help them become an adult. Many of these films portray an adult looking back at themselves as a child and remembering an event that helped them come of age.

3... These stories revolve around great battles: real, fictional or mythical. Real battles from history have sometimes been turned into propaganda films, showing one side as heroic and the other as the enemy. Nowadays, many films deal with the effects of war on soldiers and society in general.

4... In this narrative, the protagonist is wronged by a villain and goes to seek their revenge. It doesn't usually end well for the villain, nor sometimes for the protagonist. This plot is quite common in Westerns and modern action films, and there is usually quite a lot of violence.

5... Nature is all powerful, and natural disasters are devastating in these plot lines. Often, a character must face the harsh realities of the natural world and sometimes, they must escape or survive. The protagonist often goes through a journey of self-discovery as the plot develops.

6 In groups, think of as many examples of these as you can.
 1 a film character that you could relate to
 2 a film that helped you understand a type of person very different from you
 3 part of a film that you thought was silly or unrealistic
 4 a film that annoyed you because you had read the book
 5 a scene in a film that had lots of suspense

7 Discuss the statements below. Do you agree? Why/Why not?
 1 Imagination is important when you watch a film.
 2 Films don't develop your imagination as much as books.
 3 Imagination is more important than knowledge.

FAST FINISHERS Compare two films you like. Say how the plots are similar or different.

Workbook pages 34 and 35

ANSWER KEY

Pages 40-41

1 Student's own answers

- 2**
- 1 Good against evil
 - 2 Love story
 - 3 Overcoming the odds
 - 4 Breaking social barriers
 - 5 War
 - 6 Revenge
 - 7 Coming of age
 - 8 Facing nature

3 Student's own answers

- 4**
- 1 science-fiction, Western, action
 - 2 protagonist, hero, villain, monster
 - 3 war, battle
 - 4 challenges that will help them become an adult, the harsh realities of the natural world

5 Student's own answers

6 Student's own answers

7 Student's own answers

LESSON FOCUS

Language in context Plots

Core values Imagination

Preparation Pictures or posters of films, if possible one that's part of a franchise



Warmer

Show the pictures or posters to the class and choose one that you can speak about for a while. Tell the class you're going to speak as long as you can without hesitation and get them to time you and stop you when you hesitate. Then get them to do the same exercise in pairs or groups. Tell them that they can say anything they know about the film but they mustn't give any spoilers.



- 1 Elicit an example of a franchise and get the students to complete the exercise in pairs.


READING TOOLS

Check students remember the word 'plot' in the heading and get them to guess what the article is about. Point out the headings in exercise 2 and check that they understand them.

- 2  **1.35** Students skim read the text to complete the exercise.
- 3 Give students more reading time to do this exercise and make sure they understand there can be more than one answer for each question.
- 4 This is mainly a vocabulary exercise. Check students' pronunciation of the answers.
- 5  Suggestions from the films in the photos: *Alive* (Facing nature), *The Hunger Games: Mockingjay – Part 2* (Revenge), *Billy Elliott* (Breaking social barriers), *Braveheart* (War), *The Karate Kid* (Overcoming the odds), *Inside Out* (Coming of age), *Titanic* (Love story) *Spider-Man* (Good against evil). Tell students that many films contain aspects of more than one of the plots, and encourage them to find the aspects and give reasons for their opinions.

CORE VALUES Imagination

- 6  The purpose of this exercise is to show students how our imagination is engaged in films (see notes for exercise 7). Encourage them to think of at least one example for each and give reasons.
- 7  For the first statement, draw on their answers to exercise 6 to show the importance of imagination in film. Imagination is an extension of our knowledge of the world; we know how things we see work and extrapolate that knowledge to speculate on things we haven't seen. When a film jars with how we imagine a situation should play out, it annoys us. But good films engage our imagination and can help us empathise with others and help us understand things beyond our immediate experience. Good books do the same and allow more room for the imagination. Tell them that the last quote is from Albert Einstein.

 **FAST FINISHERS** Students can complete this exercise alone or in pairs.

FURTHER PRACTICE

Workbook pages 34-35

→ See page xxx for more on **Literature and drama**

4.4 Writing

4.4 Writing

A film review
Focus on film vocabulary

1 In pairs, complete the sentences and try to identify the films.

awards cast directed screenplay soundtrack starting

1 This film about virtual reality was ... by Steven Spielberg and released in 2018.
 2 ... Tom Cruise as a special agent, this film is the sixth installment in the series.
 3 This biographical film about Freddie Mercury won lots of ... and featured an amazing ...
 4 The ... of this superhero film includes Bradley Cooper. The ... has some hilarious dialogue.

2 Read the film review and copy and complete the fact file.

Film:	...	Cast:	...
Genre:	...	Plot category:	...
Director:	...	Recommended?	...

Rogue One: A Star Wars Story ★★★★★

The Star Wars science-fiction series is back with *Rogue One*. Directed by Gareth Edwards, this prequel takes place just before the first film. Research scientist Galen Erso, played by Mads Mikkelsen, is forced to build a superweapon called the Death Star for the evil Empire. Galen's wife is killed and their daughter Jyn (Felicity Jones) leads a group of rebels who will attempt to destroy the Death Star. Newcomers to the series can enjoy a diverse cast and a classic story of good versus evil. If you're already a fan, you'll find it maintains the feel of the series, with wide sweeping shots of space and dramatic music.

Did you notice?

3 Answer the questions about the style and structure of the review.

- What is the purpose of each of the paragraphs?
- Which tenses are used to describe the plot?
- What two ways are used to mention the cast?
- What features of the film does the writer praise?

NOW YOU! → Workbook page 64

4 **PLAN** Choose a film and use the questions to plan paragraphs for a film review.

- Would you recommend the film? Who would you recommend it to?
- What did you particularly like or dislike about the film?
- What other details do you think a reader should know about the film (genre, director, cast, etc.)?
- What can you say about the plot without spoiling the ending?

WRITING TOOLS
 Give your reader enough information to decide if they want to watch the film, but don't tell them everything.

5 **WRITE** Use your plan to write your review.

6 **CHECK** Check that you have followed your plan and that you have given clear reasons for recommending the film or not.

PROJECT TASK 6 Vlog

- In your pair, choose a film. You are going to film yourselves reviewing it.
- Research and write notes to help you talk about it; who is in the film, where it was filmed, what the story is about, etc.
- Film your review together. Use your notes to help you but don't read directly from them.
- You will edit the video in the final task.
- Next, do the final task on page 44.

→ Workbook page 39

ANSWER KEY

Page 42

- 1 directed – *Ready Player One*
 - 2 Starring – *Mission Impossible*
 - 3 awards; soundtrack – *Bohemian Rhapsody*
 - 4 cast, screenplay – *Guardians of the Galaxy*
- Film:** *Rogue One: A Star Wars Story*
Genre: Science-fiction
Director: Gareth Edwards
Cast: Mads Mikkelsen, Felicity Jones
Plot category: good versus evil
Recommend? Yes

 - 1 1st: introduction; 2nd: plot synopsis; 3rd: specific reasons for recommendation
 - 2 The passive voice and the present simple
 - 3 The phrase 'played by' and the name of an actor in parentheses
 - 4 The cast, the classic story, maintains feel of the other films in the series, shots of space, dramatic music
- Student's own answers*
- Student's own answers*
- Student's own answers*

FURTHER PRACTICE

Workbook page 36

LESSON FOCUS

Focus on Film vocabulary

Writing A film review

Project task 6 Write and record a film review

Warmer

Tell students to turn the **Wordlist** on page 118. Think of a film and choose three words from the Wordlist to use in describing it. Try to use at least one of the words from exercise 1. Ask students to tell you the film and which three words you used. Then get them to do the same in groups or pairs.

Focus on linking language

- Students complete the exercise.
- Ask if anyone has seen the film and, if so, what they thought of it. Students complete the exercise. Compare the review with students' own opinions.
- Did you notice?**
- Point out that film reviews follow similar styles and structures and have the students complete the exercise.
- PLAN** Ask the students to think of films they think they could review. Remind them they don't need to like the film they're reviewing but that their opinion should be clear in the review.

WRITING TOOLS

Tell students to read the **Writing tool**. If there's a film you know everyone has seen (or any story they all know), use it as an example of what they could write in the review and what not to write.

- WRITE** Before students start writing, make a checklist on the board of any grammar, vocabulary or punctuation and any other language elements they should consider.
- CHECK** Once students have checked their own film reviews, they can swap with a partner and check theirs.

PROJECT TASK 6 Vlog

Tell students to get into pairs to choose a film to review. If you like, let them choose one that they've used in their writing. Remind them they're reviewing the film to camera, and make sure they make notes to use in giving the review and don't write full sentences to simply read out. Tell students that they need to keep their project notes together in their **Workbook** (page 39) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

Culture and communication 4.5

1 **the silver screen**



1 Discuss the questions.

- Have you ever been to a film festival?
- Can a film change the way you feel about the real world?
- Do you enjoy black and white films?
- Should foreign language films be subtitled or dubbed? Why?

LISTENING TOOLS
Remember that in listening exercises, the information is often expressed in a different way to how it is written on the page.

1 Look at the photos, listen and take notes. Complete the sentences.



BILL



CATHY



JOHN



LOUISE

- Bill chose the film because ...
- John usually doesn't watch horror films because ...
- Cathy was shocked because ...
- Before they put the film on, Louise ...

2 **Read and choose the correct answer. Listen again and check.**

- Bill had a good time because
 - the film was good.
 - the film made him laugh.
 - he likes romantic films.
- John had agreed to watch the film because
 - he likes horror films.
 - he hadn't seen it before.
 - his sister asked him to.
- Cathy and her friends were upset because
 - the film was boring.
 - the film was moving.
 - there was no popcorn.
- Louise wasn't excited about the film because she
 - had seen it before.
 - doesn't like watching films at home.
 - doesn't like action films.

Idioms and expressions

3 Match the expressions you heard with the meanings.

- laugh your head off
- be on the edge of your seat
- burst into tears
- get goose bumps

- When you suddenly begin to cry.
- When you laugh very hard or for a long time.
- When you get bumps on your skin because you are afraid, nervous or cold.
- When you are very excited about or interested in something.

SPEAKING TOOLS
Practise new language by talking about your own life. This helps you to remember expressions and vocabulary.

4 **NOW YOU!** Discuss the questions in pairs.

- When is the last time you laughed your head off? What made you laugh?
- What kind of films keep you on the edge of your seat?
- Do you burst into tears easily? When was the last time you cried?
- Do you get goose bumps? When?

PAIRWORK
Student A: go to page 100
Student B: go to page 104

Unit 4 Review • page 93
Wordlist • pages 117–120
Workbook page 37

ANSWER KEY

Page 43

- 1**
- his brother had recommended it.
 - they really scare him.
 - she hadn't expected to be so moved.
 - didn't think it was going to be very good.

- 2**
- | | | | |
|-----|-----|-----|-----|
| 1 b | 2 c | 3 b | 4 c |
|-----|-----|-----|-----|

- 3**
- | | | | |
|-----|-----|-----|-----|
| 1 b | 2 d | 3 a | 4 c |
|-----|-----|-----|-----|

- 4** Student's own answers



PAIRWORK pages 100 and 104

Tell students that they each have some very short summaries of films to complete and read aloud for their partners to guess the films.
For answers to the passive exercise, see page 28.
For exercise 4, encourage students to copy the style of the sentences and use passive sentences.

FURTHER PRACTICE

Unit 4 Review page 93

Workbook page 37

- Includes **Reflect on your learning** self-assessment
- Wordlist and exercises** pages 99 and 103

Tests available to download and edit from www.nowyou.richmonddigital.net

→ See page xxx for more on **Assessment**

LESSON FOCUS

Idioms and expressions Emotional reactions

Listening Matching pictures with stories and multiple-choice sentence completion.

Speaking Discussing emotional reactions to things.



The silver screen

- In pairs, ask students to compare/complete the *What I know...* exercises on the Culture video worksheet.
- Show students the Culture video and ask them to check/complete the *What I learned...* exercises on the worksheet. If students are completing the exercises for the first time, they will need to watch the video twice.
- In pairs, students compare answers.
- In small groups, tell students to complete/discuss the *What I wonder...* exercises on the worksheet.

→ See page xxx for **Flipped Learning** ideas

Warmer

Mime an emotion (amused, sad, frightened, excited, tense, bored, etc.) and have the students guess which one it is. Write several emotions on the board for students to choose from and have them continue the activity in groups.

LISTENING TOOLS

Have students look at the two listening exercises and say in which exercise the **Listening tool** is particularly helpful (exercise 2).

- 1** **1.36** Tell students to look at the pictures in the order they appear in the audio – Bill, John, Cathy and Louise – and say which emotion the people are feeling. Students then complete the exercise.
- 2** **1.37** Remind students of the **Listening tool** and give them time to read the questions and note their answers. Then play the audio for them to check. Ask them if they remember exactly what was said in the audio to compare with the correct answers.

Idioms and expressions

- 3** Ask the students which expression came from which speaker (1 was Bill, 2 Louise, 3 Cathy and 4 John) and then get them to complete the exercise. You could also highlight other language related to emotions that's used in the audio (Bill – hilarious, glad; John – scare, terrified; Cathy – shocked; Louise – bored).

SPEAKING TOOLS

Tell students that exercise 4 is an opportunity to practise this.

- 4** **NOW YOU!** Model one of the questions with a personal answer of your own to motivate them. Encourage them to ask questions of you and of each other as they do the exercise.



Unit 4 Review

1 Work in pairs. You are going to the cinema. Look and decide which film to see.

EXAM TIP
Don't make a decision quickly. Discuss each option in detail. Respond to your partner's ideas and ask questions.

MOVIE THEATRE
THIS WEEK'S RELEASES

CAPTAIN CAPABLE A comedy about a failed superhero

TO THE TOP OF THE WORLD Documentary about climbing Mt Everest

SPACE TREK: THE VOYAGE OF THE ROOMED Episode 3 of the science fiction franchise

SAM THE INVINCIBLE Animation about a young girl with an amazing imagination

THE ROAD TO FRANKSTON Drama about a group of friends growing up in a small town

2 Read and write one word for each gap.

A trip to the movies

Last night, my older brother and I went to the cinema to see the first film in the *The Lord of the Rings* trilogy. He **1**... already seen it and he wanted me to see it because he knows I like fantasy. We picked **2**... the tickets early so we didn't have to stand for too long in the queue. The film is directed **3**... Peter Jackson, who I've heard is a very good director, so I had high expectations. It didn't let me **4**... It's true that the plot is quite complicated and the film is very long: a couple of people even walked **5**... before the end. But I thought the fantasy world was fantastic and the special **6**... and make-up were amazing. If you like fantasy and you haven't seen it, I highly recommend it.

3 Listen to an interview with a young filmmaker and choose the correct answer.

- Why did Steve make a film?
 - His parents had given him a camera.
 - A film club at school inspired him.
 - He had always wanted to make a film.
- The film is about
 - a person who throws away their mobile phone.
 - a place where mobile phones aren't allowed.
 - a person who is transported to the past.
- Steve's grandparents
 - helped Steve to make the props.
 - are actors in the film.
 - provided music for the soundtrack.
- Write a story that begins with this sentence.
When Lucy woke up, everything had changed.
- Work in pairs. Take it in turns to ask and answer the questions.
 - What was the last film you saw at the cinema?
 - Did you like the film?
 - Had you heard anything about it before you went to see it?
 - Have you ever walked out of the cinema?

External exam practice 99

ANSWER KEY

Page 93

1 Student's own answers

2 1 had 3 by 5 out
 2 up 4 down 6 effects

3 1 b 2 c 3 c 4 a 5 b

4 Student's own answers

5 Student's own answers

Unit 4 • Student A

1 Complete the sentences below using the passive voice in the present simple.

- A boy --- (bite) by a spider and gets superpowers.
- A fish --- (steal). The fish --- (find) by his father and his father's friends.
- A lion --- (kill) by his brother. The lion's son --- (help) by singing animals.
- A boy --- (tell) that he is a wizard by a man with a beard.

2 Read the sentences aloud to Student B. They should try to guess the films that are being described. The answers are:

1 Spider-Man 2 Finding Nemo 3 The Lion King 4 Harry Potter

3 Listen to Student B's sentences and try to guess the films they are describing.

4 Think of three more (well known) films and describe them for Student B.

CEFR Medication

Page 100

Unit 4 • Student B

1 Complete the sentences below using the passive voice in the present simple.

- A dangerous event --- (plan) by a bad person. The world --- (save) by a British spy.
- A dangerous space weapon --- (design) by a man who has lost his children.
- A huge gorilla --- (take) from an island and causes problems in a city.
- A powerful ring --- (give) to a little man with hairy feet.

2 Listen to Student A's sentences and try to guess the films they are describing.

3 Read your sentences aloud to Student A. They should try to guess the films that are being described. The answers are:

1 James Bond 2 Star Wars 3 King Kong 4 Lord of the Rings

4 Think of three more (well known) films and describe them for Student A.

CEFR Medication

Page 104

ANSWER KEY

Page 42

Answers to passive exercise:

Student A: 1 is bitten; 2 is stolen; is found;
 3 is killed; is helped; 4 is told

Student B: 1 is planned; is saved; 2 is designed;
 3 is taken; 4 is given

Page 65, exercise 4

1.34 I've just come back to school after one of the best summers of my life. Back in May, I really wasn't sure what I wanted to do. My teacher told me about an apprenticeship at a TV production company, I applied, and I got the position. She thought I would be interested because I had done several plays at school and had got quite a bit of praise.

Something amazing happened during the first week of the apprenticeship. I was on set with the camera operators, sound technicians and director and we were waiting for the actor to arrive to begin filming an ad. When it was almost time to start shooting, the actor called and said his car had broken down and that he wouldn't make it on time. The director was worried and asked us if we had any ideas. I immediately thought about suggesting myself as a replacement actor, but I wasn't sure... I had had a couple of auditions before, but I'd never performed on camera. Nevertheless, I raised my hands and suggested I give it a try. The director told me to go ahead and... it went really well! In the past, it had always taken me a few takes to get it right, but that day we got the ad on the first take!

I went on to act in three other ads during the summer and I have another audition next week. It looks like my dream is coming true!

Page 43, exercises 1 and 2

1.36 and 1.37

1

My friend Tom and I saw a great comedy last night. It was hilarious! We really laughed our heads off. Tom didn't think it was going to be very good, but I decided to watch it anyway because my brother had recommended it. I'm so glad he did!

2

My sister asked me to watch a horror film with her the other day, even though she knows I don't usually want to because they really scare me. And this one was no different. The story really gave me goose bumps. I was so terrified I nearly walked out of the living room a few times.

3

My friends and I had heard about a really sad drama and we decided to watch it yesterday. Jenny picked up some popcorn on the way to my house, and we sat down to watch it. I was shocked. I hadn't expected to be so moved! About fifteen minutes in, we all burst into tears.

4

I was so bored yesterday. My mate Christine suggested watching an action film she had heard about. I didn't think it was going to be very good before we put it on, because action isn't my favourite genre. Well, I was so wrong! We were on the edge of our seats the whole time! Ten out of ten!

Page 93, exercise 3

2.39 Interviewer: I'm talking to young director Steve Smith, who has made a short film. Can you tell us why you made a film, Steve?

Steve: Well, I'm very imaginative. I have always written a lot of stories. My mum is a director and she had a camera at home, but I hadn't used it and I hadn't thought about making a film before. Last summer, I joined a film club at my school. That's where it all started. I realised that a lot of my stories could be made into films.

Interviewer: Can you explain what the film is about?

Steve: Yes. It's based on a short story I had written about time travel. A girl drops off on the bus and is transported

back in time. When she wakes up everything is different. For example, in the past there were no mobiles or computers because nobody had invented them yet.

Interviewer: The film really looks like it is set in the past. Where did you find the costumes and the props?

Steve: The props and the costumes came from my grandparents. They helped me a lot. They had a lot of old clothes and things from their grandparents, which they had kept for a long time. The clothes were perfect for the film. And a lot of their old music is played in the film's soundtrack, too.

Interviewer: Can you tell us about the cast?

Steve: Most of the actors are friends from school. The main actor, Mia, is a friend from film club. Before I made the film, she had talked a lot about being an actor. She showed me some short films she had acted in. I thought she was brilliant, and I asked her to star in my film. Some of the scenes in the film are written by Mia.

Interviewer: Where is the film shot?

Steve: Most of the scenes are filmed in an old village in the countryside. The special effects are done by me on my computer in my bedroom. The film was edited in the computer room at my school. I hadn't edited a film before. Mrs Green, who runs the film club, taught me a lot.

PROJECT: Vlog

RECAP

- In this project, you have recorded videos for a vlog: an interview, a celebrity biography, a human-interest anecdote and a film quiz and review.
- In units 3 and 4 you talked about achievements and experiences. You wrote a biography and a film review. You also practised three different ways of talking about the past. You know how and when to use the passive voice, too.
- Now you're ready to edit and present your vlog to the class!

TASK 1 Plan and write questions for an interview with a person you admire.


TASK 2 Check, prepare and film the interview.

TASK 3 Research, write and film a celebrity biography.

TASK 4 Plan, research and write a film quiz. Film the quizzes in groups of four.

TASK 5 Write anecdotes. Film yourselves reading and reacting to them.

TASK 6 Make notes and film a review of a film.



FINAL TASK: Edit and present your vlog

- Create a catchy name for your vlog. You could also write a catchphrase to use when you are presenting the different videos.
- Find special effects and background music to add where you think necessary.
- Watch the videos you have filmed. Think about the order you will present them in. Remember that you can use specialist software, or simply name and save the files in the order you want to show them.
- Use the useful expressions and film yourselves introducing, ending and connecting the different videos.
- When you are ready, play your vlog to your classmates. Remember to answer the evaluation questions about them while you watch.

USEFUL EXPRESSIONS

Introducing

- Hello everyone!
- I'm (name), this is (name) and you're watching (vlog name).

Connecting


- Coming up next, we will...
- Next, we'll be talking to...

Ending

- Catch us again next week for...
- Well everyone, that was...

21ST CENTURY SKILLS

Decision-making
Sometimes we make decisions based on logic, and sometimes we make decisions based on feeling and intuition. For effective decision-making, it's always good to start with the facts and be logical. Once you've done that, ask yourself how you really feel about the decision.



44 Workbook pages 38 and 39


Project • Units 3 and 4

GO BEYOND

PIRATE RADIO

Before modern-day podcasts and vlogs allowed us to make and broadcast shows from our homes, people had to be a little more inventive. In 1960s England, legal radio stations did not play rock or pop. So, music lovers turned to *Radio Caroline*, a pirate station that operated off the coast of England from 1964 until 1990, when their boat sank.

In general, radio frequencies are regulated by governments, who issue licences allowing stations to broadcast. Pirate radio stations, however, operate without a legal licence. They might be part of a political movement, or they may just be run by amateurs who enjoy sharing their ideas or music with others. Sometimes, they broadcast legally in one country, but their signal crosses illegally into another country. Although later pirate stations broadcast from boats and offshore oil platforms. At sea, they could avoid national laws and this is where the 'pirate' name came from.



EVALUATION

Answer the questions while you listen.

- List two of each vlog's strengths and two things you would improve.
- Rate the vlogs. Which was the most interesting/amusing/professional?
- Decide which vlog was the best and say why.
- When you have finished listening, combine your answers with your partner's and agree on your decisions.

Answer the questions in pairs.

- Have you ever listened to a pirate radio station? Would you like to?
- Do you think that the government should control radio frequencies? Why?
- What other means of communication are controlled by the government? How?
- How are modern day podcasts and vlogs similar to pirate radio stations?

45

RECAP

Tell students to read the information carefully and make sure that they have all their notes (see **Workbook** pages 38-39) and material.

FINAL TASK: Edit and present your vlog

Students must now edit the videos that they have recorded in their pairs and present them together as a vlog. Remind students that they should try to create a style that unifies all of the videos into one vlog. Help students as much as you can for ideas of how to edit the individual videos to create this, with whatever effects and music they can use to achieve this. They should also think of how to link the videos – who's presenting which part, whether they want a catchphrase to give it an identity, etc.

USEFUL EXPRESSIONS

Remind students about the key grammar and vocabulary they have looked at in units 3 and 4 along with the language provided.

21ST CENTURY SKILLS

Tell students to read the information and discuss why this would be helpful for their presentation.

EVALUATION

Before students discuss the questions as a group, give students time to prepare notes about their experience in the project. Remind students to be supportive and give constructive criticism where appropriate, with ideas on how to make things better.

GO BEYOND

Before students read the text, ask them to look at the title *Pirate Radio* and say what they think it refers to. Use the pictures to help them. Ask when they think the top picture was taken and what the connection with the boat is. Get them to read the text to check their answers. The questions can be discussed in pairs or the students' project groups.

Unit 3 Grammar reference

Present perfect and past simple

Use the present perfect to talk about <ul style="list-style-type: none"> experiences without saying when they happened. something that started in the past and continues to the present. 		Use the past simple to <ul style="list-style-type: none"> give more information about an experience. say when something happened. 	
Affirmative	Negative	Affirmative	Negative
I have been to Europe a few times. She has played tennis since 2010.	I haven't been to Asia. He has never played tennis.	I went to Paris and visited the Eiffel tower. They won a competition last month.	I didn't go to school so I didn't see you. We didn't buy the book yesterday.
Yes/No questions		Yes/No questions	
Have you ever been to a concert? Yes, I have . Has she ever been to France? No, she hasn't .		Did you go to the cinema last month? Yes, I did . Did they eat pizza on Sunday? No, they didn't .	

We don't use the present perfect to give specific details about a past event, especially if we say when the event occurred. We use the past simple.

My aunt **gave** me this scarf as a birthday present.

I **swam** with dolphins on my trip to Mexico.

I **bought** this key ring in New York.

NOT I've bought this key ring in New York.

We often start a conversation in the present perfect and then give more information with the past simple.

Have you ever **been** to the USA?

Yes, I **have**. I **went** with my parents to New York last summer. We **had** a great time!

Time expressions

Expressions used with present perfect	Expressions used with past simple
Use for to talk about a period of time like days, weeks, months, etc. How long have you studied English? I've studied English for five years.	Use ago to talk about how long before now something happened. When did Alison arrive ? She arrived ten minutes ago .
Use since to talk about a specific time like 1995, April, my first day of school, etc. John has worked here since Christmas.	Use expressions like last month , in the 1960s, on Wednesday, etc. We went to the cinema last Wednesday .

The present perfect is usually used with time expressions like:

since + day/date/month/year/moment in the past
for + period of time

I've been a member of the tennis club since 2017.

NOT I've been a member of the tennis club since three years ago.

Jenny has known Samantha for five months.

NOT Jenny has known Samantha since five months.

In general, we use **for** with periods of time (**three months**, **a minute**, **a long time**) and **during** with named time periods (**summer**, **the holidays**, **Christmas**).

I attended a sports camp for two weeks.

I attended a sports camp **during** the summer holidays.

NOT I attended a sports camp **during** two weeks.

The present perfect is also used with time expressions which refer to a time that hasn't finished yet, like **today**, **this month**, **this year**, **recently**.

The past simple is used with time expressions that refer to finished times in the past, like:

- **in** + year
- **at** + day or date
- **at** + time of day
- **following** when
- **last** + week, month, year

Workbook pages 93–96

Do all exercises in your notebook

Unit 4 Grammar reference

Passive voice: present simple

The **passive voice** is used to focus on the object of an action. It is formed with **be** + **past participle**. Use the **passive voice** when the 'doer' of the action is not known, not important or not obvious.

	Active	Passive
Affirmative	The author writes a story.	The story is written .
Negative	The production company doesn't announce the actors before they sign the contract.	The actors aren't announced before they sign the contract.
Question	How does the sound director choose a song?	How are the songs chosen ?

In a passive sentence, the subject is not the agent (the person or thing that does the action). The object of an active sentence becomes the subject of a passive sentence.

agent object
Active: **Children write the stories.**
Passive: **The stories are written by children.**
subject agent

We often use the passive when we consider the action more important than the agent, so it is useful when we talk about science, technology or processes.

The songs **are recorded** in a studio, and then they're **converted** into CD format and **sent** to be packaged and distributed.

We also use the passive so that we can start the sentence with something known to the listener or reader and end it with something we think is surprising or new.

Did you know that most of the world's cars **are made** in China? (The word 'China' is the new information here.)

We form the present simple passive with the present simple of **be** + **past participle**.

The desks **are cleaned** every morning.

Football **is played** in almost every country in the world.

We can also use **can** or **can't** in the passive, simply by adding **be** + **the past participle**. We can form the passive of all modal verbs in this way.

Olives **can't be eaten** straight off the tree.

The bottle **must be closed** tightly or the drink loses its fizz.

Past perfect

Use the **past perfect** to refer to an event that happened before another event in the past. It is formed with **had** + **past participle**.

Affirmative	When we arrived, the film had started . The film started , then we arrived.
Negative	I tried to buy my ticket but I had lost my money. I lost my money, then I tried to buy a ticket.
Question	Had your friends seen the film before?

The past perfect is formed with **had** + **past participle**, and we often use the contracted forms of the affirmative and negative.

I **had finished** my homework when you called. = I'd finished my homework when you called.

She **had not been** to Iceland before last winter = She **hadn't been** to Iceland before last winter.

We use the past perfect to talk about something that happened before something else in the past. The verb that is expressed in the past perfect indicates which action happened first.

Marie **had left** the café when we arrived.

Marie **left** we **arrived**

Colin **sat** down to watch TV when he **had finished** his dinner.

Colin **finished** dinner sat down to watch TV

We can also use the past perfect to explain a situation or give a reason.

I was nervous because I **hadn't flown** in a plane before.

I **had already eaten** a sandwich, so I wasn't hungry.

Past perfect questions are used in the same situations as the affirmative and negative forms.

We use the contracted form (**hadn't**) in negative short answers in the past perfect, however, we do not use the contracted form (I'd, you'd, he'd, etc.) in affirmative short answers.

Had the weather improved when you got to the beach? No, it **hadn't**.

Had you started driving when I called? Yes, I **had**.

NOT Yes, I'd.

110 Workbook pages 93–96

Do all exercises in your notebook

Irregular verbs

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

116 Irregular verbs

Do all exercises in your notebook

Wordlist

UNIT 3

Adjective and preposition pairs I

affected by
aware of
destined for
good at
influenced by
interested in
involved in

Activism

activist
Ambassador
campaign
education
equality
fair-trade
gender
health
inspire
issues
natural disasters
poverty
social
the UN
women's rights

Success

attention
award
creativity
determination
distinctive
luck
originality
physical appearance
powerful
talented

UNIT 4

Film making

actor
cast
costume
script
crew
genre
make-up
plot
prop
screenplay
sound
soundtrack
special effects
stunt

Phrasal verbs

dress up
let down
pick up
throw away
walk out

Plots

breaking social barriers
coming of age
conflict
enemy
escape
facing nature
fall in love
fictional
good against evil
hero
journey
love story
mythical
overcoming the odds
revenge
science-fiction
villain
war

Animation

by hand
CGI
create
draw
edit
fibreglass
film
pattern
photograph
pictures
plastic
shade
shot
stop-motion
technique
texture
wood

118 Workbook pages 102–104

Do all exercises in your notebook

Page 22

1 1 in 2 by 3 at 4 in 5 of

2 1 interested in 4 affected by
2 involved in 5 good at
3 aware of

3 1 T 2 F 3 T

4 1 teenager
2 built something useful
3 bad at
4 how to recycle
5 70 plastic bags
6 create something from plastic

Page 23

5 1 c 2 b 3 a 4 d 5 e

6 1 humble 4 debut
2 shy 5 honour
3 award

7 1 b 2 a 3 b 4 b 5 b 6 b

8 1 Did Alex play tennis last Saturday? Yes, he did.
2 William been to Morocco; he hasn't
3 Jenny and Tom seen the new stadium; they have
4 the team lose the match; they didn't
5 Mya become famous in 2012; she didn't
6 France ever won the World Cup; it has

Page 24

1 1 arrived 6 haven't seen
2 flew 7 didn't pack
3 took 8 has lived
4 Have; been 9 has written
5 started 10 did; pass

2 a ✓ b ✓ d ✓

3 1 F. He has seen it 11 times.
2 T
3 F. Tom wins the pass.
4 T
5 F. He wins 12 tickets.
6 F. One artist has won 27 Grammy Awards.
7 T

Page 25

4 1 almost ten years 4 my first day of school
2 2005 5 in the 1960s
3 ago 6 last week

5 1 How long have you had this award?
2 How long have you worked here?
3 How long have they been interested in acting?
4 How long has Jack lived in Hollywood?
5 How long have we worked on this presentation?

6 1 I have had this award for a long time.
2 I have worked here for many years.
3 They have been interested in acting since they were seven years old.
4 Jack has lived in Hollywood since he was a child.
5 We have worked on this presentation for a few months.

7 *Student's own answers*

Page 26

1 1 inspires 5 creative
2 award 6 ambitious
3 support 7 powerful
4 visualise

2 1 c 2 a 3 b

3 1 T 3 L 5 T 7 L
2 M 4 M 6 M 8 T

4 1 interested 4 inspiring
2 originality 5 determination
3 creativity

Page 28

1 *Student's own answers*

2 *Student's own answers*

3 *Student's own answers*

Page 29

1 1 a 2 b 3 b 4 b

2 1 gone the extra mile
2 fight tooth and nail
3 had my heart set on it
4 have given it your all

Page 22, exercises 3 and 4

11 and 12

Jamie: What are you reading, Paula?

Paula: It's an article about teenagers who are involved in projects in their local communities.

Jamie: What kind of projects?

Paula: Projects to make the world a better place. Did you know that there is a teenager in West Africa who studied to become an engineer without going to school or university?

Jamie: What an achievement!

Paula: That's not all. Then he built a machine from recycled materials to bring electricity to his village. He's even started his own community radio station. He also wants to start a school there in the future.

Jamie: Wow. That's incredible! What an inspiring story. What could we do to help our local community?

Paula: Well, one thing we could do is make people aware of the importance of recycling. Supermarkets still use a lot of plastic and I don't think people around here are very good at recycling.

Jamie: What about creating a campaign? Just like we did about social justice issues last year. We can give people tips about how to recycle properly. We could publish the tips on social media platforms so everybody can share them.

Paula: I think that would be a great start. What about collecting plastic products and making them into something else, too? I read about how one teenager used 70 plastic bags that she found on the streets to make colourful belts and wallets. I think that's something we could do and it would be fun!

Jamie: Perfect! I'm going to ask our teachers if we can give a presentation at school about it. Or... wait! What about a competition to make things out of plastic? We could offer prize money for the best entry to motivate students.

Paula: What a great idea! Re-creations! In fact, that's what we can call our campaign!

Page 24, exercises 2 and 3

13 and 14

Presenter: Welcome to *The Big Time*, the game show that tests just how much you know about the worlds of film, music and all things celebrity. Our contestants today are Lara and Tom. They will compete to win a range of amazing prizes, but more about those later. Hi guys, are you ready to play?

Lara: Yes!

Tom: We're ready!

Presenter: Great. OK, first question. How many awards has the famous film *Titanic* won?

Lara: I know!

Presenter: Go ahead, Lara.

Lara: It's 12... no wait... 14!

Presenter: Oh, that's the wrong answer. Tom, what do you think?

Tom: It's 11. The same amount of times that I've watched it.

Presenter: Correct! Now, for an extra point Tom, when was the film released?

Tom: It was released in 1997! The same year that I was born!

Presenter: Correct. Tom, you win a year long pass to the Natural History Museum.

Tom: Wow! Great! There's a brilliant exhibition of dinosaurs I want to see there!

Presenter: Next question. Lara, what are the Golden Raspberry awards?

Lara: I'm not sure. An awards ceremony where celebrities talk about... their favourite fruit?

Presenter: Wrong answer. Tom?

Tom: It's an awards ceremony where they decide which are the worst films of the year, and why.

Presenter: Correct! Tom, you win 12 tickets to a cinema of your choice!

Tom: Amazing! That's a lot of films I can see!

Presenter: Now, this is our final question. Lara, what is the greatest number of Grammy Awards one singer has ever won in one night?

Lara: Oh no! I don't know! 32?

Presenter: I'm so sorry but that's not correct, Lara.

Lara: No...!

Presenter: Sorry, we have to pass the question to Tom.

Tom: Is it 27?

Presenter: Correct again Tom! You have won a brand-new mountain bike worth £1,000!

Tom: Woah!

Presenter: And that's all we have time for today, folks. I'll see you again in two weeks time because this time next week I'll be on holiday, lying on a sandy beach in ...

Page 30

- 1** 1 cast; crew
2 props
3 special effects
4 stunts
5 dialogue; soundtrack
6 script; screenplay
7 costumes; make-up

- 2** 1 soundtrack
2 make-up
3 costumes
4 cast
5 stunts
6 special effects
7 crew

- 3** 1 d 2 b 3 e

- 4** 1 very long
2 really tired
3 the actors
4 really sad
5 lunch

Page 31

- 5** 1 are taken
2 are added
3 is used
4 are created
5 is known
6 are drawn

- 6** 1 are made in China
2 is written (by students)
3 are actors chosen
4 isn't worn (by most students)
5 is watched (by a lot of people)
6 is not accepted

- 7** 1 are filmed
2 is created
3 are written
4 are drawn
5 are edited
6 is recorded

- 8** *Student's own answers*

Page 32

- 1** 1 dress up
2 throw away
3 let down
4 walked out
5 pick me up

- 2** 1 dress up
2 pick up
3 walked out
4 let down
5 throw away

- 3** 1 c 2 b 3 a

- 4** 1 A fifteen-minute short film.
2 Get started today.
3 In a quiet place (where you feel creative).
4 To collect ideas.
5 Believe in yourself.

Page 33

- 5** 1 b; had shot
2 c; had been
3 f; had dressed up
4 a; hadn't bought
5 e; had walked out
6 d; hadn't sung

- 6** 1 had sent
2 had remembered
3 had finished
4 hadn't shot
5 hadn't thought

- 7** 1 had left
2 had thrown away
3 hadn't told
4 had heard
5 hadn't bought

Page 34

- 1** 1 remakes
2 franchise; sequels; prequels
3 spin-offs
4 reboot

- 2** 1 months of the year that Antarctica is in darkness
2 number of organisms in the Great Barrier Reef
3 year the Ratatouille Disneyland Paris attraction opened

- 3** 1 b 2 c 3 c 4 a 5 a

- 4** 1 destination
2 protagonist
3 villain
4 darkness
5 landmark
6 unforgettable

Page 36

- 1** *Student's own answers*

- 2** *Student's own answers*

- 3** *Student's own answers*

Page 37

- 1** 1 laugh your head off; b
2 be on the edge of your seat; d
3 burst into tears; a
4 get goose bumps; c

- 2** 1 burst into tears
2 got goose bumps
3 on the edge of my seat
4 laughed my head off

UNIT 4 TRANSCRIPTS

Page 30, exercises 3 and 4

16 and 17

Mum: Hi kids. How was your school trip today?

Terry: Really interesting, Mum. I can't believe we went to a film set. An actual film set! We got to see the cast and crew working on a film. And guess what?

Mum: What?

Jane: Now we all want to work in the film industry! I want to be a make-up artist. I watched the make-up artists work today and it was fascinating. It was definitely my favourite part of the trip. Although days on a film set are very long. I was really tired at the end of the trip!

Mum: I'm not surprised, Jane. Their days are long. And what about you, Terry? Do you still want to be a stuntman?

Terry: No, I've decided that I don't want to be a stuntman. Did you know that lots of films don't even use specialist stuntmen anymore? So, I've decided that I'm going to be a director one day. My favourite part of the trip today was watching the director give advice to the actors. I was really sad when they said that it was time to leave!

Mum: Well, I have to say that I'm glad you don't want to perform stunts. It's quite dangerous. What about you Ricky? Do you still want to be an actor?

Ricky: Hmm. I'm not sure anymore. I thought that I was destined for fame in front of the cameras but now I'm not sure. My favourite part of today was lunch!

Mum: Well, I guess the world of film isn't for everyone.

Ricky: Oh, I still want to work on films, but I think that I want to be a screenplay writer.

Mum: Really?

Ricky: It would be the perfect thing for somebody like me. I don't want to spend all day in one place. I was so bored by the end of the trip today!

Page 32, exercises 3 and 4

18 and 19

Teacher: OK, class. Today, instead of our usual English class, screenplay writer and acting coach Daisy Williams is going to talk to you. Remember that next week, you will shoot a fifteen-minute short film that will be shown at the end of term. So, pay attention!

Daisy: Hi guys, I'm Daisy. I'm here today to tell you how to write an effective script. My first tip is easy. Get started today! A lot of people don't feel confident enough to write a script. But in fact, the hardest part is getting started. My advice is to find a quiet place where you feel creative and start writing. Next, my second tip. Create interesting scenes that keep the audience's attention. Don't include boring scenes that make your audience fall asleep. Think about what emotions your main characters will experience, like being angry, frightened, happy or sad and create a story around this. Any questions so far? Yes, what's your name?

Jim: Jim. My problem isn't finding time to write. It's just that I don't have any ideas! How can I find things to write about?

Daisy: Great question, Jim. I always carry a notebook with me everywhere I go to collect ideas.

Elena: I have a question! I'm Elena. I love writing and I have a lot of ideas for interesting characters and stories, but I don't want to show my stories to other people. I don't think that people want to read a script written by a teenager. What advice can you give me?

Daisy: My first piece of advice is simple: believe in yourself. I think that everyone has great ideas and I'm sure you do too. In fact, I have read some really good scripts written by teenagers that tell stories about teen lives in a way that adults can't. Start by showing your stories to a good friend to build your confidence and join a writing group.

