

RICHMOND

NOW

YOU!

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NOW

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Welcome to **RICHMOND NOW YOU!**

RICHMOND NOW YOU! is a four-level English Secondary course which takes students from A1 to B1+ of the Common European Framework. The course features an eclectic approach which takes the best of the latest developments in ELT teaching methodology and carefully interweaves them within a communicative framework.



Learning threads

Elements of the course which **help to streamline** the learning and teaching experience. They **increase learning efficiency** and evolve alongside the students' cognitive development. This in turn motivates the children to connect with the learning process.



Learner-centred approach

Personalisation exercises throughout the course make every student the focus of their own learning journey and help to consolidate language and skills. **Learning to learn tools** provide students with tips and tricks for more effective learning.



Vloggers

In every level of the course the student is accompanied by three vloggers who introduce the context of each unit in their **Vlogs**. The vloggers also narrate the **Culture videos**, creating a cultural link between the unit content and the wider world.



Flipped Learning

There are many tools at the teacher's disposal for implementing Flipped Learning with **RICHMOND NOW YOU!**, such as the fun **Grammar animations** which accompany every grammar point and table. The **Vlogs** and culture videos with their worksheets also present a great opportunity for introducing the lesson content outside of the classroom.



Project-based Learning

Multi-student project tasks are staged across two units and brought together in a final task. Students recap on the project tasks, prepare for a presentation and focus on **21st century skills**. Students are also asked to think carefully about the format of the project and to evaluate themselves and their peers, encouraging **Collaborative Learning**.



Attention to values

Reading content is further explored with speaking tasks, in which students focus on and discuss a specific **core value**.



Mediation

Info-gap pairwork activities for each unit are presented at the end of the book. They combine unit content with CEFR mediation strategies.



External exam preparation

The Review pages at the end of each book combine course content with external exam practice questions, ensuring students are familiar with the format and can apply their knowledge in an exam context.

FOR THE STUDENT

● STUDENT'S BOOK

A dynamic, attractive course book with a clear structure and lots of entertaining material to keep students engaged.



● WORKBOOK

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

● WORKBOOK AUDIO

LISTEN ON  Spotify

Also available to listen to and download on the course website

FOR THE TEACHER

● TEACHER'S BOOK

The Teacher's Book is your comprehensive guide to teaching **RICHMOND NOW YOU!** and the key methodologies on which the course is based. For each unit of the Student's Book there is an overview for fast lesson planning, plus complete teaching notes, audio transcripts and answer keys for the student's material.

● TEACHER'S RESOURCES

A wide range of ready-to-print and editable material is provided to complement and enhance your teaching.

- Vlog worksheets
- Culture videos worksheets
- Vocabulary worksheets at 3 levels of difficulty
- Grammar worksheets at 3 levels of difficulty
- Diagnostic, Unit, End-of-term and End-of-year tests at 2 levels of difficulty

● TEACHER'S AUDIO

All listening exercises used in the Student's Book, Workbook and Teacher's Resources.



RICHMOND NOW YOU! DIGITAL

The RICHMOND NOW YOU! digital offer will be available on the course website

www.nowyou.richmonddigital.net

● Student's i-book

The Student's i-book is a complete digital version of the Student's Book with integrated audio and video.

● Student's Interactive Practice

Additional interactive practice focusing on the real world is provided for students to consolidate the course content. This skills-based content is ideal for fast finishers or homework.

● Free App



Also available to purchase

A fully interactive, digital version of the Student's Book and Workbook which provides a complete tracking of the students' progress.

● Teacher's i-solutions

A fully interactive version of all teaching and learning materials for IWB use. The step-by-step lesson plans presented in the form of learning paths and the full video support provide you with the most effective, visual and easy-to-use classroom resource.

● Test Generator

An online interactive tool to edit or create your own personalised worksheets and tests using the Teacher's Resources.

UNIT

WALKTHROUGH

1 The **unit menu** outlines the key learning aims of each unit. The four points outline the general communication goal, the central grammar points and the writing task genre. This provides both teacher and student with a clear learning map for the unit.

2 The **lesson focus** tags highlight the main skills focus of each page. **Lessons 1 and 2** provide **grammar, vocabulary** and **listening** input. Speaking exercises throughout give students opportunities to practice the key grammar points and vocabulary sets. **Lessons 3** provides **reading** input with a focus on deepening the students' understanding of the unit language in an authentic context. **Lesson 4** guides **writing** output, putting the students' knowledge to practical use. **Lesson 5** is a **culture and communication** page where students are encouraged to recognise their place in global culture and interact with the world around them.

6 The **NOW YOU!** exercises at the end of the lesson challenge students to put their knowledge to practical use in the form of personalised speaking or writing exercises.

7 **Project tasks** develop and build towards a final presentation over two units. These tasks draw on the content of the lesson and promote collaborative work. In unit 9 students are given review tasks which encourage them to reflect on what they have learnt from units 1 to 9 and develop revision strategies. The bar helps students know how many tasks they have completed and have left to complete the project.

8 At the end of each lesson students are directed to their **Workbook** for further practice of the unit content.



3 Three **vloggers** provide engaging context for the unit content. The optional **Flipped Learning** tasks encourage students to take control of their learning by beginning the learning process outside of the classroom.

These videos provide exposure to the unit language aims and can be re-watched in order to capitalise on the content.

4 The **lesson objective** clarifies the grammar and vocabulary goals of each lesson. This provides an at-a-glance summary of the lesson for both the teacher and student.

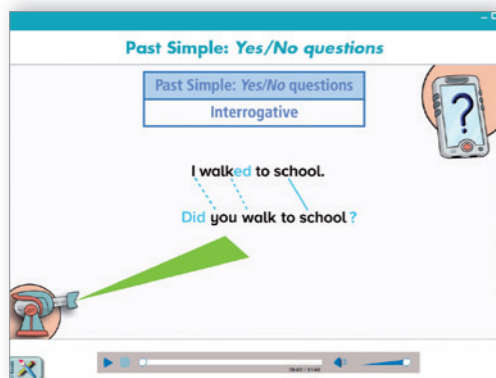
5 The **exercises** give students a variety of ways to practise what they are learning.

1 Through the unit students are asked to complete a variety of exercise that build on growing knowledge of the unit aims. Special effort has been made to ensure that all the content is visually appealing to students.

2 Each grammar lesson contains a **grammar table** that shows key structures. These tables show clear models which can be used as a quick reference to complete the accompanying exercises. The connected **grammar reference** page at the back of the Student's book includes a more detailed explanations of both form and use.



3 The **grammar animations** present the grammar in an appealing visual format to help to engage the students and consolidate their understanding of the grammatical structures. These animations also provide opportunities for **Flipped Learning**.



1.2 Vocabulary and listening

1 Listen and repeat. Point to the names of the countries when you hear them.

Argentina Australia Belgium Brazil Canada
Colombia France Germany India Ireland
Japan Peru Spain Switzerland Turkey

2 Copy and complete the table. Listen and check.

	Country	Nationality
Ends in -on	The USA	...
	Colombia	...
	...	Mexican
Ends in -ese	China	...
	Japan	...
	...	Portuguese
Ends in -ian	Brazil	...
	Italy	...
Ends in -ish	England	...
	Spain	...
	New Zealand	...
Irregular	Greece	...
	...	Dutch

3 Copy the table. Listen and complete. In pairs, match the people to the countries on the map.

Name	Country	Nationality	Age	Phone number	Address
1	...	Mexico	...	...	11 Santos St.
2	...	Dutch	16	...	...
3	...	China	...	106512079	...
4	...	Portuguese	12	...	...
5	Aleka Karami	...	...	694034857	...
6	Trish Henry	...	...	...	4B Waterloo St.

FAST FINISHERS Add your own information to the table from exercise 3.

PROJECT TASK 2 Survey

In your teams, write two more survey questions. Include a question about nationality.

Design a form to collect answers. Write your questions on the left-hand side and leave space on the right for your classmates' answers.

Workbook pages 6 and 7

1

4

4 There is a **fast finishers** exercise in every lesson to keep stronger students challenged and engaged if they finish other exercises quickly. These are short, personalised writing exercises that students can complete alone and could keep as part of a language diary.

5 There is a **Learning to learn tool** for each skill across the unit which give students strategies to help develop their listening, speaking, reading and writing skills, as well their ability to acquire, retain and use vocabulary. The colour coding will help students identify the skills at a glance:

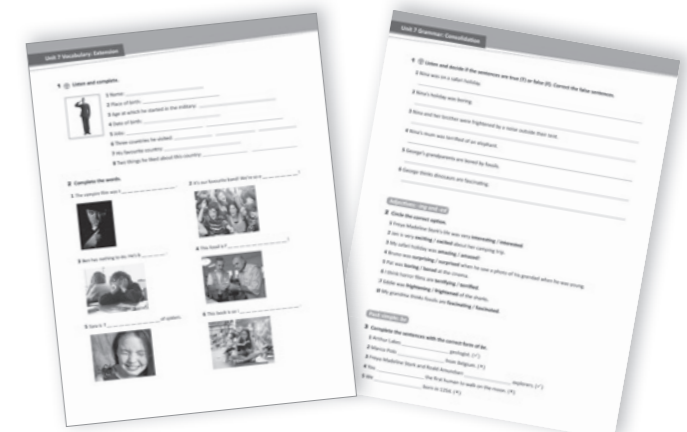
- Listening tools
- Reading tools
- Speaking tools
- Writing tools
- Vocabulary tools

6 There is a **pronunciation** exercise in each unit to develop students' ability to recognise and produce the different features of spoken English.

The **extra worksheets** included in the **Teacher's Resources** provide students with further practice of both vocabulary and grammar at their level — ideal for mixed-ability classes. Each worksheet comes at three levels of difficulty:

- Reinforcement — lower level
- Consolidation — course level
- Extension — higher level

7 Further practice of the lesson content can be found in the **Workbook**.



3

5

6

7

2

1.3 Reading

1 Copy and complete the table.

action	animated	basketball	cherries
classical	comedy	folk	ice cream
jazz	pizza	R&B	rollerblading
sashimi	series	surfing	swimming

READING TOOLS

Before reading a text, make sure you know what kind of text it is and why you're reading it. This will help you to understand. Here, it's a series of celebrity profiles and you're collecting information for fact files.

2 Copy the headings. Read and complete a fact file for each celebrity.

Name(s) ...
Nationality ...
Profession(s) ...
Famous for ...
Like(s) ...

3 Decide if the sentences are true or false. Correct the false sentences.

- Lorde is from the UK. *False. She's from New Zealand.*
- The Williams sisters are American.
- Lorde is only a singersongwriter.
- Liam Hemsworth is an only child.
- The Williams sisters aren't friendly with each other.
- Lorde likes tuna sashimi.
- Liam Hemsworth's favourite food is chicken.
- Serena and Venus Williams have got nine Olympic gold medals between them.

4 Complete the sentences.

apart from hit rivals supportive vegan

- A ... only eats food that's not from animals.
- ... are people who compete with each other.
- If you're ..., you help people.
- The Beatles have got more ... songs than any other band.
- ... singing. Lady Gaga is also an actress.

5 Work in pairs. Take turns to say a sentence and guess which celebrity it is about.

This person is from Australia and he likes surfing.

Is it Liam Hemsworth?

CORE VALUES Diversity

6 Copy the fact file headings onto a piece of paper. Complete them for you.

- Favourite sport
- Favourite film
- Favourite music
- Favourite food

7 Work in small groups and follow the instructions.

- Swap fact files.
- Take it in turns to read the fact files aloud and guess who the person is.
- Talk about each category and say which answers are similar and which are different.
- Count how many different answers there are for each category. Then count the total differences.
- Compare your total with the rest of the class. Which group has the most diverse range?

8 In pairs, make a list of five advantages and disadvantages about having the same interests as other people.

Advantages:

- You can do things together.

Disadvantages:

- You can't learn new things from each other.

FAST FINISHERS Finish this sentence:
Diversity is important because...

Workbook pages 8 and 9

1

3

4

1 The **reading** lesson contains exercises that guide students through the process of effective reading. They include pre-reading exercises, comprehension exercises and follow-up vocabulary and speaking exercises.

2 There are a range of **reading texts** that provide an accessible, authentic context and connect the content of the unit with the world outside the classroom.

3 The **core values** section provides an opportunity for students to reflect on ideas and beliefs that are considered important in society and what effect these values have on how we behave. The emphasis is on understanding and respecting ourselves and others. This contextualisation of values helps to deepen the student's connection with the reading material and give a clear, communicative resolution to the lesson.

4 More reading practice can be found in the **Workbook**.

1.3 Reading

PERSONAL PROFILE

1.4 Writing

PERSONAL PROFILE

1

2

4

3

5

1.4 Writing

A personal profile

Focus on linking language

1 Complete the sentences and say which celebrity from pages 14-15 they are about.

also and apart from but like

- She's a singer ... she writes her own songs.
- He's Australian, ... he lives in the USA.
- ... a lot of sisters with similar interests, they are good friends.
- ... tennis, she likes fashion and music.
- His brothers are ... famous actors.

2 Read the profile and answer the questions.

- How old is Karen?
- Where does she live?
- What languages does she speak?
- List her three hobbies.
- What is her favourite food?

3 In pairs, say how Karen's life is similar to or different from yours.

4 Did you notice?

4 Read the profile from exercise 2 again and write the expressions Karen uses to...

- introduce herself.
- say her age.
- say she likes something.
- talk about the climate in her country.
- introduce a new idea.

NOW YOU! → Workbook page 10

5 PLAN Decide what information you want to include in your personal profile and write a plan. Try to include some unusual or surprising facts.

Name ...
Age ...
Nationality ...
Favourite food ...
Hobbies ...

WRITING TOOLS

Using a model text can really help improve your writing. Try to copy the style and format of the model, and find and copy words and phrases to use in your writing.

6 WRITE Use your plan and the model to write your profile. Copy expressions from the models where appropriate.

7 CHECK Read your profile and check that it includes everything in your plan. Check for spelling and grammar mistakes.

PROJECT TASK 3 Survey

- In your teams, write two more questions for your survey. Include a question about hobbies.
- Now practise! Interview your team and collect their answers on the form you have designed. This will help you to identify any design problems and make improvements.

→ Workbook page 20

16 A profile / Linking language I

1 The **focus on** section gives students an opportunity to revise language they have learnt that will be useful in producing the writing task.

2 A **model text** of the same type required in the writing task provides students with an appropriate scaffold of structure, style and language. The texts are of a range of genres and cover text types and linguistic conventions required in external exams.

3 The **Did you notice?** section highlights contextualised language, style and structural features of the model text for the students to include in their writing.

4 The **NOW YOU!** plan, write and check sections of the lesson give students a step-by-step guide to producing an appropriate written text, drawing on language they have learnt.

5 The **Workbook** contains a dedicated area per unit for students to complete the writing task. This allows students to build up their own portfolio of writing work.

1.4 Writing

PERSONAL PROFILE

Lesson 5 Culture and Communication

1 The lesson starts with a **culture video** introduced by the **unit vlogger** that gives students a window on the world from a cultural perspective using natural language.



As with the vlog at the beginning of the unit, students' responses to the discussion questions will be informed by the content of the video; however, the questions can also be answered by students who have not seen the video.

Understanding of the video is consolidated in the optional **culture video worksheets** available in the **Teacher's Resources**.

2 Themed sets of **idioms and expressions** highlight natural, everyday language and phrases. This increases students' confidence by deepening understanding of English as spoken by native speakers and developing fluency.

3 The **pairwork** exercises, Student A and Student B, provide communicative tasks in line with CEFR mediation descriptors. Students analyse, interpret, exchange and request information using key language from the unit.

Culture and communication 1.5

Irish dancing

Discuss the questions.

- What are your hobbies?
- What do you like most about them?
- How often do you do or practise them?
- Do you do them with other people?

1 Listen and complete the information.

Name: ... Country: ... Favourite part of hobby: ...

2 Match the expressions you heard with their meanings.

- reach for the stars
- throw in the towel
- practice makes perfect

a To do something many times, until you are very good at it.

b To be ambitious and aim to do something difficult.

c To stop doing something because it's too difficult.

3 Read and choose the correct option. Listen and check your answers.

My name's Sarah. I'm / She's from England. I like dancing to hip-hop. It's not easy to learn the dance moves, but practice makes perfect / good! Hip-hop's main instruments are drum machines and synthesizers. I like hip-hop lyrics about politics and family.

My best friend is Lisa. She's from Ireland. He's / She's 13 years old, like me! Lisa plays the guitar really well. She likes reggae. She practises every day and she never throws / puts in the towel. She wants to be famous. I believe she can do it. Reach for the stars / sun, Lisa!

4 NOW YOU! Tell your partner about your hobbies. Try to use the new expressions in exercise 2.

PAIRWORK
Student A: go to page 99
Student B: go to page 103

Unit 1 Review page 99
Workbook pages 117-120

Workbook page 11

Idioms and expressions

2 Match the expressions you heard with their meanings.

3 SPEAKING TOOLS
Listen to audios a few times while you read, and say the words at the same time in your head. Can you say the words in the same way?

4 NOW YOU! Tell your partner about your hobbies. Try to use the new expressions in exercise 2.

PAIRWORK
Student A: go to page 99
Student B: go to page 103

Unit 1 Review page 99
Workbook pages 117-120

Workbook page 11

Pairwork 3

Unit 1 • Student A

1 Look at the pictures of famous young people. Do you know who they are? What do you think you can say about them?

2 Look at the text below about the young women and make a list of their hobbies. Then use the text to answer Student B's questions about the women. When you finish, look at each other's books to check the information is correct.

Unit 2 • Student A

1 You and Student B have the same school timetable but with different classes missing. Ask Student B questions to find out your missing classes and the time you have to remember about them.

2 Now answer Student B's questions about their missing classes, and tell them the three important things you want to be remembered about them.

Unit 1 • Student B

1 Look at the pictures of famous young people. Do you know who they are? What do you think you can say about them?

2 Ask Student A questions about the young women and make a list of their hobbies. Then use the text to answer Student B's questions about the women. When you finish, look at each other's books to check the information is correct.

3 Student A have the same school timetable but with different classes missing. Answer Student A's questions about missing classes, and tell them the three important things you want to be remembered about them. Student B's questions to find out your missing classes and the time you have to remember about them.

Pairwork 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Maths	English	History	Geography	Physical Education
Maths	English	History	Geography	Physical Education
Maths	English	History	Geography	Physical Education
Maths	English	History	Geography	Physical Education
Maths	English	History	Geography	Physical Education
Maths	English	History	Geography	Physical Education
Maths	English	History	Geography	Physical Education
Maths	English	History	Geography	Physical Education
Maths	English	History	Geography	Physical Education
Maths	English	History	Geography	Physical Education

Old preparation for project! Bring USB memory stick!

3 Discuss with Student B. What is your favourite subject at school? Is your timetable similar to this one? What time do you start school? What time do you finish? Do you play any sports? What?

Lesson 5 Culture and Communication

4 The **unit reviews** help students to revise the language from the unit and practise for external exams. The reading, writing, listening and speaking tasks mirror external exam format and provide comprehensive exam practice.

Unit 1 Review 1

1 Listen and choose the correct option.

EXAM TIP
You will hear the recording twice. Listen the first time to choose an answer and the second time to check it.

1 This is from ...
a The Netherlands.
b Greece.
c France.

2 Ella likes ...
a basketball.
b rollerblading.
c swimming.

3 Ella and Yoko want to go to ...
a Victoria Park.
b the supermarket.
c Stanley Park.

4 Ella is good at ...
a going backwards.
b going forwards.
c doing stunts.

5 The bus leaves at ...
a 10 o'clock.
b 10.20.
c 10.37.

2 Create a new identity for yourself using the headings. Ask your partner questions about their new identity and answer questions about yours.

IDENTITY CARD

Name: ...
Age: ...
Nationality: ...
Favourite food: ...
Favourite sport: ...
Hobbies: ...
Pets: ...

3 Make a group of four with another pair and ask and answer questions about each other's partners.

4 Choose a celebrity and write a personal profile about them. Include their job, nationality and interests, and say why you like them.

Workbook page 103

6 In the **Workbook** students will find further practice the Idioms and expressions along with an opportunity for self-assessment in the form of 'I can' statements.

Culture and communication 1.5

1 Choose the correct option.

1 Don't stop when something gets difficult.
a reach for the stars.
b throw in the towel.
c practice makes perfect.

2 I'm not going to give up this time. I think I'll ...
a reach for the stars.
b throw in the towel.
c practice makes perfect.

3 I study English every day and I love to speak English with my friends from Australia. As you know, ...
a practice makes perfect.
b practice makes perfect.
c practice makes perfect.

2 Read and complete the dialogue with the answers to exercise 1.

Right: Hey, Eric, how's tennis going?
Eric: Really nice, but some of the games are really difficult.
Right: Yes, I know. But don't ...
Eric: Yes, I know tennis's important. And ...
Right: You are so ambitious! Keep working hard and ...
Eric: Thanks, Right!

3 NOW YOU! Reflect on your learning.

Read the statements and tick (✓) to evaluate your learning.

Reading
I can understand and use vocabulary to give personal information about myself.
I can understand and use vocabulary to make formal and informal greetings and introductions.
I can speak and use vocabulary for common and uncommon situations.
I can use the present simple of the verb to be in affirmative sentences.
I can ask and answer questions using the present simple of the verb to be.

Listening
I can listen for key information and search answers for the main question.
I can understand myself and others.
I can understand short texts to get the main idea and to answer comprehension questions.

Writing
I can use a model text to plan a personal profile.
I can use ideas and expressions for determination.

Speaking
I can use ideas and expressions for determination.

Grammar
I can do it very well. I can do it. I'm not sure about it. I need to review it.

Workbook pages 117-120

5 The **wordlist** for each unit helps students to revise the main vocabulary from the unit. The wordlists include key and high frequency words from the unit. There is also an irregular verb list for reference.

Wordlist

Irregular verbs

BASE FORM	PAST TENSE	PAST PARTICIPLE	PRESENT PARTICIPLE	INFINITIVE
be	was/were	been	being	to be
become	became	become	becoming	to become
begin	began	begun	beginning	to begin
bring	brought	brought	bringing	to bring
break	broke	broken	breaking	to break
brush	brushed	brushed	brushing	to brush
burn	burned	burned	burning	to burn
buy	bought	bought	buying	to buy
catch	caught	caught	catching	to catch
choose	chose	chosen	choosing	to choose
climb	climbed	climbed	climbing	to climb
close	closed	closed	closing	to close
come	came	come	coming	to come
cost	cost	cost	costing	to cost
cut	cut	cut	cutting	to cut
do	did	done	doing	to do
draw	drew	drawn	drawing	to draw
drive	drove	driven	driving	to drive
eat	ate	eaten	eating	to eat
fall	fell	fallen	falling	to fall
fight	fought	fought	fighting	to fight
find	found	found	finding	to find
fly	flew	flown	flying	to fly
forget	forgot	forgot	forgetting	to forget
freeze	froze	frozen	freezing	to freeze
get	got	got	getting	to get
give	gave	given	giving	to give
go	went	gone	going	to go
grow	grew	grown	growing	to grow
guess	guessed	guessed	guessing	to guess
have	had	had	having	to have
hear	heard	heard	hearing	to hear
hide	hid	hidden	hiding	to hide
hit	hit	hit	hitting	to hit
hold	held	held	holding	to hold
hurt	hurt	hurt	hurting	to hurt
keep	kept	kept	keeping	to keep
know	knew	known	knowing	to know
leave	left	left	leaving	to leave
learn	learned	learned	learning	to learn
lead	led	led	leading	to lead
live	lived	lived	living	to live
lose	lost	lost	losing	to lose
love	loved	loved	loving	to love
make	made	made	making	to make
mean	meant	meant	meaning	to mean
meet	met	met	meeting	to meet
move	moved	moved	moving	to move
pay	paid	paid	paying	to pay
put	put	put	putting	to put
read	read	read	reading	to read
run	ran	run	running	to run
say	said	said	saying	to say
see	saw	seen	seeing	to see
send	sent	sent	sending	to send
set	set	set	setting	to set
show	showed	shown	showing	to show
sleep	slept	slept	sleeping	to sleep
stand	stood	stood	standing	to stand
stop	stopped	stopped	stopping	to stop
take	took	taken	taking	to take
tell	told	told	telling	to tell
think	thought	thought	thinking	to think
throw	threw	thrown	throwing	to throw
turn	turned	turned	turning	to turn
use	used	used	using	to use
visit	visited	visited	visiting	to visit
wait	waited	waited	waiting	to wait
wake	woke	woken	waking	to wake
wear	wore	worn	wearing	to wear
win	won	won	winning	to win
write	wrote	written	writing	to write

UNIT 1

UNIT 2

The **Teacher's Resources** contain tests which can be used at the end of every unit, term and year. Students can be tested on their knowledge of vocabulary and grammar along with their skills development at two levels of difficulty:

- Consolidation — course level
- Extension — higher level

Unit 1 Test: Consolidation

Marie Curie

Marie Curie was a pioneer and a scientist. She is famous for her scientific discoveries. Marie Curie was born in Warsaw, Poland on 7th November 1867. Her parents were both teachers. Marie could read and write at a very young age. Marie was the youngest of five children. Her family didn't have a lot of money, so it was difficult to pay for her education. Marie worked as a teacher, teaching children how to read and write. Sadly, Marie's parents died when she was young.

Marie was very intelligent, but she wanted to be a physicist. She wanted to become a scientist and she was interested in Maths and Physics. She studied hard and went to the Sorbonne University in Paris to study Physics. In 1894 she met her husband, Pierre Curie, who was also a scientist.

Pierre and Marie worked together and made a fascinating discovery – radium. In 1903 Marie and her husband were awarded the Nobel Prize for Physics. She was the first woman to win the prize. She was also the first person to get the Nobel Prize. Scientists were keen to see Marie study with Marie. Later she also discovered how to use X-rays to find out what was wrong with people who were sick.

Marie died on 4th July 1935, but her discoveries are still very important today for doctors and scientists. She is a very important and important figure in medicine and science. Her discovery, along with the discovery of radium, led to the development of X-rays and the discovery of radium.

1 Marie was very intelligent, but she wanted to be a physicist. She wanted to become a scientist and she was interested in Maths and Physics. She studied hard and went to the Sorbonne University in Paris to study Physics. In 1894 she met her husband, Pierre Curie, who was also a scientist.

2 Pierre and Marie worked together and made a fascinating discovery – radium. In 1903 Marie and her husband were awarded the Nobel Prize for Physics. She was the first woman to win the prize. She was also the first person to get the Nobel Prize. Scientists were keen to see Marie study with Marie. Later she also discovered how to use X-rays to find out what was wrong with people who were sick.

3 Marie died on 4th July 1935, but her discoveries are still very important today for doctors and scientists. She is a very important and important figure in medicine and science. Her discovery, along with the discovery of radium, led to the development of X-rays and the discovery of radium.

Unit 1 Test: Consolidation

1 Complete the text with was, were or weren't. Total: ... / 5

Marie was very intelligent, but she wanted to be a physicist. She wanted to become a scientist and she was interested in Maths and Physics. She studied hard and went to the Sorbonne University in Paris to study Physics. In 1894 she met her husband, Pierre Curie, who was also a scientist.

2 Marie was very intelligent, but she wanted to be a physicist. She wanted to become a scientist and she was interested in Maths and Physics. She studied hard and went to the Sorbonne University in Paris to study Physics. In 1894 she met her husband, Pierre Curie, who was also a scientist.

3 Marie was very intelligent, but she wanted to be a physicist. She wanted to become a scientist and she was interested in Maths and Physics. She studied hard and went to the Sorbonne University in Paris to study Physics. In 1894 she met her husband, Pierre Curie, who was also a scientist.

Unit 2 Test: Consolidation

1 Complete the text with was, were or weren't. Total: ... / 5

Marie was very intelligent, but she wanted to be a physicist. She wanted to become a scientist and she was interested in Maths and Physics. She studied hard and went to the Sorbonne University in Paris to study Physics. In 1894 she met her husband, Pierre Curie, who was also a scientist.

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3 Marie was very intelligent, but she wanted to be a physicist. She wanted to become a scientist and she was interested in Maths and Physics. She studied hard and went to the Sorbonne University in Paris to study Physics. In 1894 she met her husband, Pierre Curie, who was also a scientist.

1 At the end of lessons 1, 2, and 4 of each unit students complete a project task. There are six tasks spread over two units. These tasks build towards a final project. The **RECAP** section reflects on the six project tasks students have undertaken over the course of these units. Each of these tasks requires students to apply the knowledge they have acquired in each lesson which helps boost their motivation.

2 The **FINAL TASK** is where students come together to organise, refine and present their work. The projects are conceived as multi-skill activities that stimulate collaborative work to express students' knowledge, aptitudes, interests and feelings.

3 The **USEFUL EXPRESSIONS** are a list of phrases that students can incorporate into the final presentation.

4 The **21st CENTURY SKILLS** focus shows students how the soft skills they have developed during the project can be useful to them outside the classroom. This helps the students to see how they can apply broader skills they have developed in the classroom to the real world.

PROJECT: Survey

1 RECAP

- In this project, you designed and carried out a survey, and organised your results.
- In **units 1 and 2**, you learnt how to introduce yourself, ask questions and write personal information.
- Now you are ready to present the information from your survey to your class!

TASK 1 Practise introducing yourself and asking questions.
TASK 2 Design a form.
TASK 3 Test and improve the form.
TASK 4 Carry out a survey.
TASK 5 Check and review the information.
TASK 6 Organise and analyse the information.

2 FINAL TASK: Present your data

- Think about which person in your team will do which part of the presentation. Choose:
 - a leader to organise and introduce the presentation.
 - a presenter to explain the information you have collected.
 - a manager to look after the materials.
- Now you are ready to present the information from your survey to your class. Get all the prompts and notes you need, and rehearse. Remember to ask your classmates if they have got any questions.
- Ask your classmates to give you feedback on your information and presentation.
- How does the feedback make you feel? Motivated? Frustrated? Why?

USEFUL EXPRESSIONS

- This is (name) and I am (name), nice to meet you.
- In the survey, (number) people are male and (number) people are female.
- The age of the participants is (age).
- They are from (country).
- (number) students like (hobby), but they don't like (hobby).

21st CENTURY SKILLS

Collaboration
Teamwork is important at school, at work and at home.

Good teams:

- ✓ identify all the tasks.
- ✓ think about each person's skills and time.
- ✓ distribute tasks accordingly.
- ✓ analyse their performance and learn from the experience.

EVALUATION

Answer the questions in your team.

- How did you perform as an individual? Did you enjoy your role?
- How did your team perform? Was the teamwork experience positive or negative?
- Did you have any disagreements? How did you solve problems?

3 **GO BEYOND**

WHAT ARE SURVEYS?

Surveys are used to collect information. The steps to design and do a survey are:

- > Create questions.
- > Choose which people you are going to talk to.
- > Ask the questions and collect the answers.
- > Analyse the information.
- > Present and use the information.

People and companies collect information to help them to make decisions. For example, before a company makes a new product, they often ask their customers about problems with the old product.

Marketing companies collect information to help them sell products. When you watch television, you see adverts for toys on children's TV channels and adverts for cars in the evenings, after programmes for adults. This is because companies have got information about when people watch TV. This information is useful for companies, but we need laws about how they can collect and use it. This is so that your information cannot be collected without your permission or used to change your ideas.

Answer the questions in pairs.

- Why do companies need to collect information about people?
- Is it a problem if companies know lots of information about you? Why?
- How can companies collect information about you without your permission?
- What surveys would you like to carry out in your school?

7

7 In the **Workbook** the students are provided with an organiser to complete each of the project tasks. This ensures that students have all the notes and ideas at hand, creating a portfolio of students' work which they can look back on for evaluation purposes.

PROJECT: Survey

Team members

TASK 1 Expressions for introductions and saying goodbye.

TASK 2 Four questions.

TASK 3 Two questions.

TASK 4 Design ideas.

TASK 5 Two questions.

TASK 6 Design problems and solutions.

FINAL TASK

10 survey participants

Team roles: Leader, Presenter, Manager

How I feel about the feedback:

5 The **EVALUATION** questions help students to evaluate individual and team performance from the context of the 21st century skills. This process of reflection promotes a thoughtful approach to the learning process.

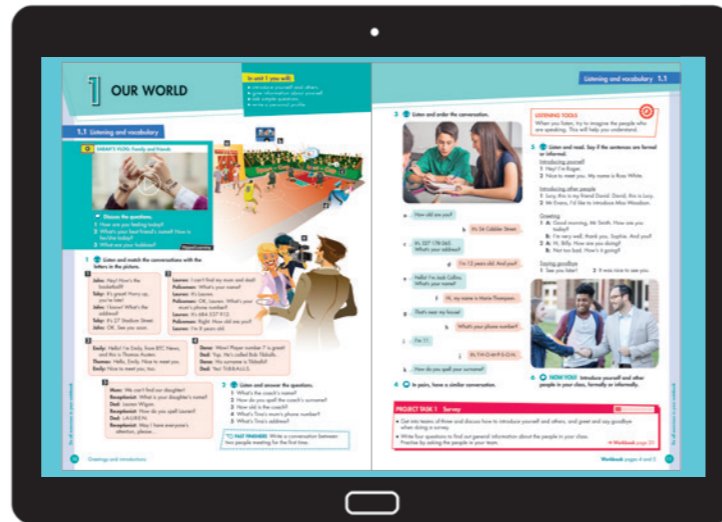
6 The **GO BEYOND** section takes a closer look at an aspect of the project theme. This can be used as a vehicle for class discussion, or as a fast finishers activity for students who complete the final task ahead of time.

FOR THE STUDENT

Student's i-book

Online multi-device version of the Student's Book to access the course material at home.

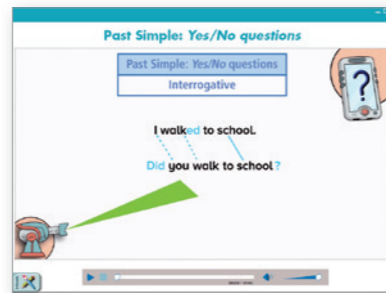
- Student's i-tools to personalise the book
- Video material
- Audio material



Video material



Vlogs



Grammar animations



Culture videos

Student's Interactive Practice

Additional interactive practice to consolidate the course content and to appreciate more the concept of English for life. The activities are contextualised in real-world situations. This helps to make the acquisition of language more meaningful for the students.

The **Student's Interactive Practice** includes learning progress and it is ideal for fast finishers or for homework.

Free App



Also available to purchase on the fully interactive, digital version of the Student's Book and Workbook provides a complete tracking of the students' progress.



FOR THE TEACHER

Offline and online multi-device versions available

Teacher's i-solutions

The **RICHMOND NOW YOU! Teacher's i-solutions** for the classroom includes the **Teacher's i-book** with its fully interactive teaching and learning materials organised into step-by-step lesson plans in the form of **learning paths**. The learning paths work as quick lesson guides, and tips for all the material are available at the click of a button. The **Teacher's i-solutions** also provides teachers with a wide range of videos to enhance their teaching, allow for variety and motivate the students.

Step-by-step Lesson Plans

Every lesson in the course is presented in the form of a **Learning path** so that the teaching sequence to follow is clear at a glance. All the teaching and learning materials in the course are included on this Learning path. The resources are colour-coded to identify what is core material and what is optional material. Teachers can therefore choose activities according to their timetable.

Videos



- Vlogs
- Culture videos
- Grammar animations



Extra interactive games for continuous assessment are also provided.

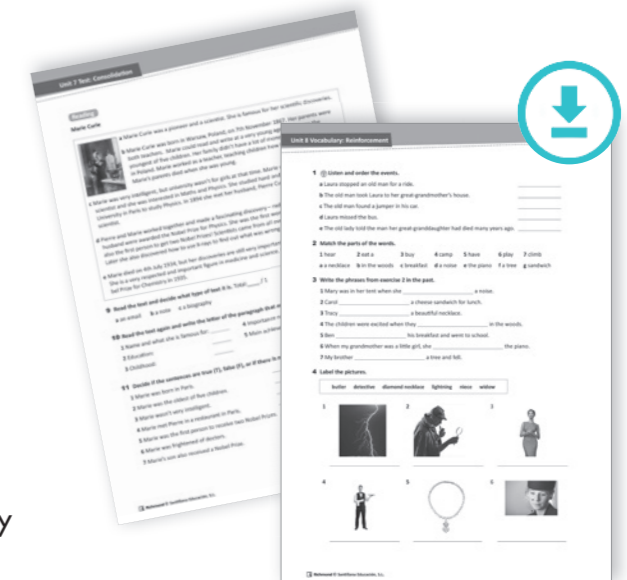
Test Generator

An online interactive tool to edit your own personalised worksheets from the **Teacher's Resources**.

Downloadable material

The **Teacher's Resources** are available in PDF and Word format:

- Vlog worksheets
- Culture videos worksheets
- Vocabulary worksheets at 3 levels of difficulty
- Grammar worksheets at 3 levels of difficulty
- Diagnostic, Unit, End-of-term and End-of-year tests at 2 levels of difficulty



Try a DEMO

CONTENT MAPS

LEVELS 1-4

CONTENTS NOW YOU! 1

GET STARTED! page 6 • Classroom language and objects • Prepositions of place • Possessive pronouns • Saxon genitive • Articles • Punctuation

Unit	Grammar	Vocabulary	Speaking	Listening	Reading	Writing	Culture and communication	Project
1 OUR WORLD page 10	Present simple be Present simple be : <i>wh</i> - questions	Greetings and introductions Countries and nationalities Hobbies and interests	Asking for and giving personal information Pronunciation /aɪ/	Introductions	Language in context: Celeb facts! Core values Diversity	A profile Focus on linking language I	Irish dancing Idioms and expressions for determination Pairwork Exchanging personal information	Survey pages 26 - 27 21 st century skills Collaboration Go beyond What are surveys?
2 TIME FOR SCHOOL page 18	Present simple be : negative Present simple be : <i>yes/no</i> questions Prepositions of time	Dates Time Personality adjectives	Asking for and telling the date and time Pronunciation /θ/ and /ð/	Time and dates	Language in context: Multiple intelligences Core values Self-awareness	An email Focus on punctuation	The Fringe Festival Idioms and expressions with time Pairwork Interpreting a timetable	
3 DIFFERENT PEOPLE page 28	Plural nouns: spelling Subject pronouns and possessive adjectives	Body parts Body actions Physical appearance	Talking about what people look like Pronunciation /s/, /z/ and /ɪz/ endings	Descriptions of people	Language in context: Can you judge a book by its cover? Core values Keeping an open mind	A description Focus on adverbs of degree	School uniforms Idioms and expressions with body parts Pairwork Describing people	Scrapbook pages 44 - 45 21 st century skills Feedback Go beyond Scrapbooking
4 LIFESTYLE page 36	Demonstrative pronouns Present continuous <i>-ing</i> verbs: spelling	Clothes Patterns The environment	Talking about what people are doing and wearing Pronunciation /ŋ/	Descriptions of clothes and actions	Language in context: Going green Core values Conservation	A blog entry Focus on linking language II	Australia Idioms and expressions with clothes Pairwork Requesting information	
5 THE GREAT OUTDOORS page 46	Present simple Adverbs of frequency I	Weather and seasons Outdoor adventure and sports On the farm	Discussing the weather and seasonal activities Pronunciation /ɪ/ and /iː/	Conversations about weather and seasons	Language in context: Make the most of your Easter! Core values A sense of adventure	A postcard Focus on present tenses	Road trips Idioms and expressions with weather Pairwork Comparing hobbies and interests	Tourist leaflet pages 62 - 63 21 st century skills Cultural awareness Go beyond Tourist information
6 OUT AND ABOUT page 54	<i>There is</i> and <i>There are</i> Third person <i>-s</i> : spelling Adverbs of frequency II	Places in a city Directions Historical monuments	Asking for and giving directions and personal information Pronunciation /e/	Descriptions of places and routines	Language in context: Wonder where the best jobs are? Core values Heritage	A note Focus on adverbs of frequency	Shetland Islands Idioms and expressions about travel Pairwork Describing daily routines	
7 A SPIRIT OF ADVENTURE page 64	Adjectives: <i>-ing</i> and <i>-ed</i> Past simple be Past simple be : questions	Adjectives: <i>-ing</i> and <i>-ed</i> Travelling Famous explorers	Talking about interesting people Pronunciation <i>was</i> and <i>were</i>	Biographical information	Language in context: Edmund Hillary Core values Achievement	A biography Focus on linking language III	African safari Idioms and expressions for experiences Pairwork Interpreting information	Memorabilia chest pages 80 - 81 21 st century skills Communication Go beyond Why study the past?
8 TELL ME A STORY page 72	Past simple: regular and irregular Past simple: questions	Time expressions Ghost stories Parts of a story	Telling and retelling stories Pronunciation /t/, /d/ and /ɪd/ endings	Anecdotes and stories	Language in context: The Canterville Ghost Core values Empathy	A story Focus on the past simple	Sherlock Holmes Idioms and expressions for mysteries Pairwork Analysing clues	
9 HEALTHY FOOD page 82	Nouns: countable and uncountable Quantifiers	Food Units of measurement Nutrition	Talking about food, quantities and recipes Pronunciation compound noun stress	Descriptions of food and recipes	Language in context: Know your food Core values Healthy eating	A report Focus on quantifiers	Time for a cookout Idioms and expressions with food Pairwork Describing a recipe	Review Mind maps

Unit reviews • External exam practice pages 90 - 98

Pairwork pages 99 - 106

Grammar reference pages 107 - 115

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CONTENTS NOW YOU! 2

GET STARTED! page 6 • *There is* and *There are* • Quantifiers • Possessive adjectives • Subject Pronouns • Countable and uncountable nouns • Demonstrative pronouns

Unit	Grammar	Vocabulary	Speaking	Listening	Reading	Writing	Culture and communication	Project
1 ALL ABOUT ME page 10	Present simple: affirmative and negative Present simple: questions	Adjectives Interests Personality traits	Talking about pets and interests Pronunciation /eə/ and /ɪə/	Descriptions of people and pets	Language in context: What makes you who you are? Core values Altruism	An article Focus on linking language	The Isle of Man Idioms and expressions about friendship Pairwork Requesting information	School magazine pages 26 - 27 21st century skills Negotiating
2 DAILY LIFE page 18	Time expressions and adverbs of frequency Present simple and present continuous	Home Daily routine World geography	Discussing daily life and routines Pronunciation /æ/	Information about homes and daily life	Language in context: Five students, five continents Core values Routines	A personal profile Focus on punctuation	Country life in India Idioms and expressions about sleep Pairwork Asking and answering questions	Go beyond Ethical media
3 ART FORMS page 28	Past simple Used to	Irregular verbs Culture Art forms	Talking about different art forms Pronunciation question intonation	Facts about artists and works of art	Language in context: Turning points in the arts Core values Creativity	A description Focus on adjectives	On display Idioms and expressions about likes and dislikes Pairwork Comparing information	Biography pages 44 - 45 21st century skills Fact checking
4 A SPECIAL DAY page 36	There was and There were Past continuous	Parties Entertainment Festivals and celebrations	Talking about parties and surprises Pronunciation /ɑː/	Descriptions of special events	Language in context: What are we celebrating? Core values Community	A story Focus on adverbs	Saint Patrick's Day Idioms and expressions about feeling surprised Pairwork Summarising	Go beyond Paparazzi
5 GET CONNECTED page 46	Imperatives Future with will	Technology Phrasal verbs Future technologies	Discussing technology Pronunciation /dʒ/ and /ʒ/	Instructions and conversations about technology	Language in context: A whole new world Core values Being prepared	A customer review Focus on compound nouns and verbs	Made in Scotland Idioms and expressions about understanding Pairwork Comparing ideas	Invention pages 62 - 63 21st century skills Making connections
6 STAYING HEALTHY page 54	Modal verbs: advice, permission, rules and necessity	Health and illness Accidents Healthcare professionals	Talking about accidents and illnesses Pronunciation /m/ and /n/	Information about health	Language in context: Jobs in healthcare Core values Health	A list of tips Focus on language of obligation and advice	Australia's flying doctors Idioms and expressions about feeling unwell Pairwork Interpreting information	Go beyond Young inventors
7 TRAVEL THE WORLD page 64	Present perfect: affirmative, negative, <i>already</i> and <i>yet</i> Present perfect: questions, <i>ever</i> and <i>never</i>	Transport Air travel Abstract nouns	Talking about transport and travel Pronunciation /f/	Descriptions of travel and holidays	Language in context: It's just like it is in the movies! Core values Appreciation of beauty	A travel diary entry Focus on sequencing	Fasten your seatbelts Idioms and expressions with transport Pairwork Completing information	Eco-tourism holiday pages 80 - 81 21st century skills Flexibility
8 OUR WORLD page 72	Zero and first conditional Future with going to	Environment Nature Global warming	Talking about the environment Pronunciation /aʊ/	Conversations about climate change	Language in context: Global warming – can we make a difference? Core values Solidarity	A leaflet Focus on indefinite pronouns	Disappearing villages Idioms and expressions about taking action Pairwork Defending ideas	Go beyond Staycations
9 FARAWAY FRIENDS page 82	Too and enough Can and be able to Comparatives and superlatives	Shopping Hobbies Adjectives	Discussing hobbies, likes and dislikes Pronunciation /j/	Conversations about activities and places	Language in context: Unusual hobbies Core values Accepting differences	An email Focus on informal language	The mysterious Vivian Maier Idioms and expressions about telling lies Pairwork Comparing information	Review Flip cards

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Pairwork pages 99 - 106

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Irregular verbs and wordlists pages 118 - 120

CONTENTS NOW YOU! 3

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

Unit	Grammar	Vocabulary	Speaking	Listening	Reading	Writing	Culture and communication	Project
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	Language in context: Just who do you think you are? Core values Identity and belonging	A profile Focus on pronouns and determiners	Rites of passage Idioms and expressions with clothes Pairwork Interpreting a timetable	Presentation on diversity pages 26 - 27 21 st century skills Challenging stereotypes
2 CELEBRATIONS page 18	Indirect questions Relative clauses	Celebrations Stereotypes Generation Z	Discussing festivals and celebrations Pronunciation /ʊə/	Information about celebrations around the world	Language in context: How true are your country's stereotypes? Core values Openness	A blog entry Focus on linking language I	Winter solstice Idioms and expressions for travel Pairwork Exchanging information	Go beyond Pre-presentation nerves
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	Language in context: Talented people Core values Self-belief	An autobiography Focus on language for life events	What next? Idioms and expressions for ambition Pairwork Requesting information	Vlog pages 44 - 45 21 st century skills Decision-making Go beyond Pirate radio
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	Language in context: The eight basic film plots Core values Imagination	A film review Focus on film vocabulary	The silver screen Idioms and expressions for emotional reactions Pairwork Summarising stories	
5 WEATHER REPORT page 46	Modal verbs: <i>could</i> , <i>might</i> , <i>should</i> and <i>had better</i> Wish and <i>If only</i>	Weather Extreme weather Global warming	Talking about different types of weather Pronunciation /tʃ/ and /ʃ/	Facts about weather and its effects	Language in context: An ever warmer world Core values Environmental awareness	A formal letter Focus on modal verbs	Drop, cover, hold Idioms and expressions with weather Pairwork Analysing clues	News programme pages 62 - 63 21 st century skills Social responsibility Go beyond Targeted advertising
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	Language in context: What's new in the news? Core values Information and responsibility	An article Focus on headlines	Oyez, oyez, oyez! Idioms and expressions about communication Pairwork Comparing opinions	
7 A BIT OF ADVICE page 64	Modal verbs: <i>should</i> , <i>have</i> , <i>could have</i> and <i>must have</i> Tag questions	Career steps Adjective and preposition pairs II Giving advice	Asking for and giving advice Pronunciation /h/	Conversations about advice and life steps	Language in context: Ask Andrea Core values Vulnerability	An email Focus on language for advice	Best of luck Idioms and expressions for giving advice Pairwork Interpreting stories	Talk show pages 80 - 81 21 st century skills Time management Go beyond Talk shows
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	Language in context: Mindfulness Core values Emotional awareness	An essay Focus on linking language II	The future is now Idioms and expressions about motivation Pairwork Completing information	
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	Language in context: Guinness World Records Core values Exploiting your talents	A speech Focus on word formation	Strange sports Idioms and expressions with the word <i>ball</i> Pairwork Asking and answering questions	Review Study styles

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CONTENTS NOW YOU! 4

GET STARTED! page 6

• Present perfect and past simple

• Adjective and preposition pairs

• Wish and *If only* with past perfect

• Indirect questions

• Verb patterns

Unit	Grammar	Vocabulary	Speaking	Listening	Reading	Writing	Culture and communication	Project
1 A HEAD FOR BUSINESS page 10	Verb tense review: present simple, past simple and present perfect Verb tense review: questions	Skills and strengths Business Jobs	Discussing types of intelligence Pronunciation /əʊ/	Information about types of intelligence	Language in context: Brain power Core values Learner autonomy	An article Focus on tenses	Prepare for landing Idioms and expressions for making decisions Pairwork Discussing images	Entrepreneurs pages 26–27 21 st century skills Leadership Go beyond Business for the future
2 THE BIG TIME page 18	Past perfect: affirmative Past simple and past perfect	The entertainment industry Inventions Success and failure	Talking about different types of success Pronunciation /ɒ/	Biographical information	Language in context: Secrets to success Core values Perseverance	An email Focus on vocabulary for success	A winning story Idioms and expressions for success Pairwork Exchanging information	Comic strip pages 44–45 21 st century skills Problem solving Go beyond The Funnies
3 MYTHS AND LEGENDS page 28	Past simple and past continuous Direct speech and reported speech	Storytelling The natural world Myths	Talking about and telling stories Pronunciation /k/ and /ks/	Myths and legends	Language in context: Thor and the stolen hammer / Pandora's box Core values Respect for other cultures	A legend Focus on narrative tenses	Books on the go Idioms and expressions from myths and legends Pairwork Requesting information	A mystery pages 62–63 21 st century skills Critical thinking Go beyond Presentation skills
4 OUR UNIVERSE page 36	Past perfect: negative and questions Zero, first and second conditional	The Earth The Universe Space exploration	Talking about the Universe Pronunciation /u:/ and /ʊ/	Information about space and the planets	Language in context: Why explore space? Core values Humility	An essay I Focus on noun phrases	The pale blue dot Idioms and expressions with planets and stars Pairwork Completing information	Dragon fire Idioms and expressions about secrets Pairwork Refuting a story
5 UNSOLVED MYSTERIES page 46	Modals verbs for speculation Third conditional	Ancient monuments UFOs and aliens Mysteries	Speculating on famous mysteries Pronunciation contraction of <i>have</i>	Facts about unsolved mysteries	Language in context: Crop circles Core values Critical awareness	A review Focus on vocabulary for mystery	Real-life superheroes Idioms and expressions for coming to conclusions Pairwork Interpreting clues	Online communities Idioms and expressions for communication Pairwork Requesting information
6 SUPER SLEUTHS page 54	Verb patterns Tag Questions: various tenses	Phrasal verbs Detective work Investigation	Discussing crimes and interviewing a criminal Pronunciation tag question intonation	Detective stories	Language in context: A suspicious mystery Core values Withholding judgement	A short story Focus on verb forms	Light years ahead Idioms and expressions with technology Pairwork Discovering information	The greatest generation Idioms and expressions about change Pairwork Defending ideas
7 DIGITAL COMMUNICATION page 64	The passive voice Modal verbs with the passive voice	Communication I The internet Academic honesty	Discussing forms of telecommunication Pronunciation /eɪ/	Information about modern technology	Language in context: Cheating in the age of the internet Core values Honesty	A description Focus on the passive	An essay II Focus on essay structure	Review
8 TECHNOLOGY VS. SOCIETY page 72	Relative clauses: defining Relative clauses: non-defining	Communication II Publicity Technological advances	Giving and agreeing or disagreeing with opinions Pronunciation /ɔ:/ and /ɔɪ/	Facts about issues with modern technology	Language in context: The information and communication revolution Core values Socialising	A list of tips Focus on language of cause and effect	Quiz	
9 CHANGING TIMES page 82	So and such So with quantifiers So and neither	Human achievements The 20 th century The environment	Talking about historical events Pronunciation /ɜ:/	Facts about important historical changes	Language in context: The price of progress Core values Thinking globally	An essay II Focus on essay structure		

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