

RICHMOND

NOW YOU!

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Richmond

WORKBOOK **3**

STUDENT'S BOOK CONTENTS

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

Unit	Grammar	Vocabulary	Speaking	Listening
1 IDENTITY 	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 	Indirect questions Relative clauses	Celebrations Stereotypes Generation Z	Discussing festivals and celebrations  Pronunciation /ʊə/	Information about celebrations around the world
3 REAL LIFE STORIES 	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 	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 	Modal verbs: <i>could</i> , <i>might</i> , <i>should</i> and <i>had better</i> <i>Wish and If only</i>	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 	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 	Modal verbs: <i>should 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
8 MOTIVATION 	<i>Wish</i> 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 	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

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

Reading	Writing	Culture and communication	Project
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 21st century skills Challenging stereotypes Go beyond Pre-presentation nerves
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
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 21st century skills Decision-making Go beyond Pirate radio
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	
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 21st century skills Social responsibility Go beyond Targeted advertising
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	
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 21st century skills Time management Go beyond Talk shows
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	
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

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

1 Choose the correct option to complete the headlines.

Local boy involved ¹ in / at / on international project to help people affected ² on / by / to natural disasters.

New report shows that we are not as good ³ of / in / at recycling as we think.

More and more musicians interested ⁴ to / in / on using their fame for positive causes.

Community not aware ⁵ on / in / of hero living in their own town.

2 Use the underlined expressions from exercise 1 to complete the conversation.

Maddy: Have you finished your essay yet? I can't think of anything to write.

Jess: Yes, I finished it last night. Why don't you write about something that you are ¹ _____? The teacher said we could choose anything. I wrote about my aunt. She's ² _____ a lot of projects and she's made me really ³ _____ social justice issues.

Maddy: That's a great idea. I guess I could write about my favourite football player. I read a book about her difficult childhood and I was really ⁴ _____ it. She was really ⁵ _____ football but her parents didn't want her to play.

Jess: Yes, that's a good idea!

3 Listen and write true (T) or false (F).

- 1 Jamie is interested in Paula's article. ___
- 2 Paula doesn't agree with Jamie's ideas. ___
- 3 Jamie and Paula decide to organise a competition. ___

4 Listen again and choose the correct option.

- 1 The article talks about a **teacher / teenager / engineer** working on a project in a local community.
- 2 It says that he **started a school / is a journalist / built something useful**.
- 3 Paula thinks people are **good at / bad at / interested in** recycling.
- 4 Jamie suggests creating a campaign to make people aware of **social media / how to recycle / social justice issues**.
- 5 Paula read about a girl who made objects from **17 plastic wallets / 70 plastic bags / 17 plastic belts**.
- 6 Students who want to enter the competition have to **do a presentation / pay money / create something from plastic**.



5 Match the words with the definitions.

- 1 award (*noun*) ___
- 2 honour (*noun*) ___
- 3 debut (*noun*) ___
- 4 humble (*adjective*) ___
- 5 shy (*adjective*) ___

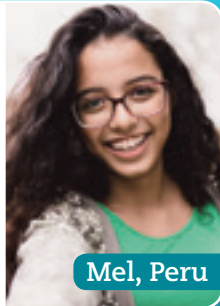
- a The first time somebody performs.
- b Something that makes you feel pleased or proud to do.
- c You give this to somebody when they achieve something.
- d A person who isn't proud or doesn't think that they are very important.
- e A person who isn't confident.

6 Complete with the words from exercise 5.

Who INSPIRES you?

People who are

- 1 _____ or even
 - 2 _____ inspire me.
- It doesn't matter if you are the best at something; you shouldn't be overly confident or proud.



Mel, Peru



Ted, Sweden

I'm inspired by people who work hard to make people aware of issues like poverty. You don't need to win an
3 _____ or a lot of prizes to be a hero to me.

My favourite singer made her
4 _____ in 1960, before I was born. I met her last year after a concert. It was an
5 _____ to meet her and an amazing day.



Mari, Dublin

7 Choose the correct option to complete the sentences.

- 1 They haven't
a went to the new stadium yet
b been to the new stadium yet
- 2 Have you ever ... ?
a met somebody famous
b meet somebody famous
- 3 The people
a hasn't paid for their tickets yet
b haven't paid for their tickets yet
- 4 Did you ... ?
a watched the new comedy series last night
b watch the new comedy series last night
- 5 ... seen the new Disney film? It's great!
a Did you
b Have you
- 6 I didn't find anything that I liked
a so I didn't to buy anything
b so I didn't buy anything

8 Write the questions and answers.

- 1 Alex / play tennis last Saturday
Did Alex play tennis last Saturday _____ ?
Yes, he did _____.
- 2 William / go to Morocco
Has _____ ?
No, _____.
- 3 Jenny and Tom / see the new stadium
Have _____ ?
Yes, _____.
- 4 the team / lose the match yesterday
Did _____ ?
No, _____.
- 5 Mya / become famous in 2012
Did _____ ?
No, _____.
- 6 France / ever win the World Cup
Has _____ ?
Yes, _____.

3.2 Listening and grammar

1 Complete the email using the present perfect or the past simple.

To: Harry Clarke From: Karen Moulton
Subject: RE: Summer camp

Hi Harry,

Thanks for your email. I ¹ _____ (arrive) in Ireland last week. We ² _____ (fly) to Dublin and ³ _____ (take) a bus to Cork. It's lovely. ⁴ _____ you ever _____ (be) here? My sister and I ⁵ _____ (start) camp last Tuesday. We have lessons every day and we even play a traditional Irish sport called hurling at breaktime. We're going to a big stadium to watch a live hurling match on Sunday. I'm really excited. I ⁶ _____ (not see) one yet.

I wanted to take lots of pictures but I can't because I ⁷ _____ (not pack) my camera. We are staying with my aunt, Deya. She ⁸ _____ (live) here since 2011. She is really interested in history, like me. In fact, she ⁹ _____ (write) two books about local history. She really inspires me and I hope I'm as successful as her when I grow up.

Write soon and tell me your news. Oh, ¹⁰ _____ you _____ (pass) your exam last week?

Hugs,
Karen

2 Listen and tick the prizes that you hear.



3 Listen again and write true (T) or false (F). Correct the false sentences.

1 Tom has seen the film *Titanic* 14 times.

2 *Titanic* was released in 1997.

3 Lara wins the pass to a museum.

4 Lara hasn't seen the Golden Raspberry Awards on TV.

5 Tom wins two tickets to the cinema.

6 One artist has won 72 Grammy Awards.

7 Tom wins an expensive bike.

4 Complete the interview with the correct words or numbers.

2005 ago almost ten years in the 1960s
last week my first day of school

Interviewer: Thank you for meeting me today, Mya.

I've been a massive fan of your music for
1 _____! How long have you been
performing for?

Mya: Well, I made my professional debut in

2 _____. That's a long time
3 _____ now! I love music though.
I couldn't imagine doing anything else.

Interviewer: When did you know that you wanted
to be a musician?

Mya: I've known since 4 _____. My
teachers always said that I was talented.

Interviewer: Who has been your inspiration?

Mya: I am inspired by a lot of people and
particularly by the music that people made
5 _____. That was a great era. In
fact, the album I released 6 _____ is
totally inspired by that time.

Interviewer: I can't wait to listen to it. Thanks for
your time Mya!

5 Write questions using the present perfect.

1 How long / you / have / this award / ?

How long have you had this award?

2 How long / you / work / here / ?

3 How long / they / be / interested in acting / ?

4 How long / Jack / live / in Hollywood / ?

5 How long / we / work / on this presentation / ?

6 Answer the questions in exercise 1. Write full sentences and use for or since.

1 a long time

I have had this award for a long time.

2 many years

3 they were seven years old

4 he was a child

5 a few months

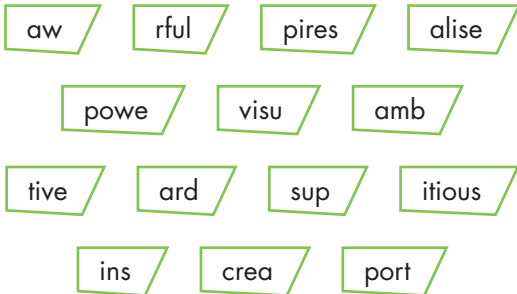
7 NOW YOU! Use time expressions to write sentences about your life.



3.3 Reading

BEFORE YOU READ

1 Match the pairs of boxes and use the words to complete the sentences.



- 1 Who or what _____ you? For me it's the dream of being rich one day!
- 2 I can't believe this _____ is for me! Thank you so much!
- 3 None of this would have been possible without my sister's _____.
- 4 Before I get out of bed, I close my eyes and _____ my day going really well.
- 5 My grandma was a very _____ person; she made so many beautiful things.
- 6 I'm really _____. Nothing will stop me from getting to the top!
- 7 There's nothing more _____ than a truly determined person with a talent and a dream.

WHILE YOU READ

2 Read the text and match the sentences with the gaps.

- a I had to stay focused on my dream.
- b He always said that I was destined for success.
- c None of this would be possible without self-belief and visualisation.

3 Read the text again and say if the sentence describes Trish (T), Louis (L) or Meg (M).

- 1 This person has won awards. _____
- 2 This person was inspired by somebody in their family. _____
- 3 This person believes that you should also focus on things that you do well. _____
- 4 This person believes that successful people shouldn't be too confident. _____
- 5 This person uses their fame for positive causes. _____
- 6 This person composes music and writes lyrics. _____
- 7 This person had to work a lot to develop their talent. _____
- 8 This person thinks about achieving their goal every day. _____

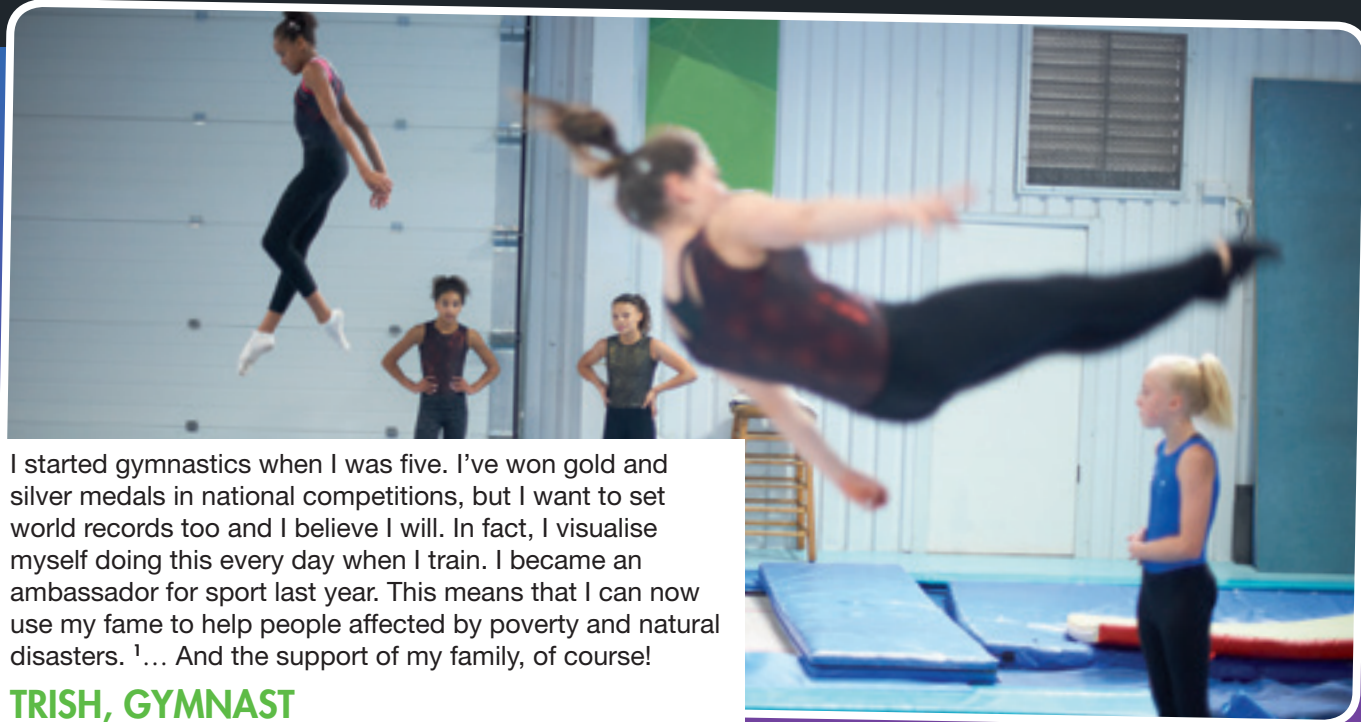
AFTER YOU READ

4 Complete the sentence with the correct form of the word.

- 1 People should work in areas that they are _____ (**interest**) in.
- 2 I think _____ (**origin**) and charisma are the most important things to have if you are an artist.
- 3 I'm not very good at art. My sister is incredible and I'm always inspired by her _____ (**create**).
- 4 My aunt is only 30 and she already has her own company. I think she's _____ (**inspire**).
- 5 You need ambition and _____ (**determine**) if you want to succeed.

How to develop YOUR T★LENT

Everybody has something that they are good at. Sometimes, however, it can be difficult to really believe in yourself and take your talent or ambition to the next level. This week, our experts give tips on how to develop your talents based on their experiences and real-life stories.



I started gymnastics when I was five. I've won gold and silver medals in national competitions, but I want to set world records too and I believe I will. In fact, I visualise myself doing this every day when I train. I became an ambassador for sport last year. This means that I can now use my fame to help people affected by poverty and natural disasters. ¹... And the support of my family, of course!

TRISH, GYMNAST



I have always been interested in fashion design. However, it wasn't easy to develop my talent and become a successful designer. ²...

Many people think that originality and creativity are the most important things in my industry. These things are important, but I think the key is to set clear goals for yourself and celebrate your achievements. Sometimes being aware of what you are doing well is just as important as working on what you want to develop.

LOUIS, FASHION DESIGNER



I think that surrounding yourself with people who inspire you is really important. I don't mean that you need to spend a lot of time with celebrities. Successful people who are ambitious but also humble are the most inspirational, in my opinion. Somebody like my uncle, for example, who is a successful painter. ³... He also told me that with hard work and determination, anything is possible. That and believing in yourself. He's right. I wrote and released my first album last year, and I was nominated for an award last week!

MEG, SINGER

3.4 Writing



NOW YOU! An autobiography for your future self

- 1 **PLAN** You are going to imagine yourself at 40 years old and write an autobiography of your future self. Think about what you would like to have achieved by then and use the ideas to plan your writing.

Childhood: Mention the year you were born, place you grew up, your family, things you were good at when you were at school, etc.

Education and work: Include information about the subject you got a degree in, the university you graduated from, your career, any awards that you have won, etc.

Now: Write about what you do now (at 40 years old!) and how you spend your free time, etc.

- 2 **WRITE** Use your plan to write your autobiography.

LANGUAGE FOR LIFE EVENTS

- apprenticeship
- award
- career
- degree
- graduate

- 3 **CHECK** Read your autobiography and check it using the list below.

I followed my plan and included personal information.

I used paragraphs and ordered the information logically.

I checked my use of vocabulary for life events.

I checked for grammar and spelling mistakes.

1 Choose the correct option.

- 1 Our teachers are really hard-working; they are always prepared to ... for us.
 - a go the extra mile
 - b go extra miles
- 2 I hope Katherine gets the job. It would be perfect for her and she really
 - a has her heart set in it
 - b has her heart set on it
- 3 I'm going to ... to become famous. You wait and see!
 - a fight teeth and nails
 - b fight tooth and nail
- 4 I'm sure Frank will pass his exams. He really has
 - a given it all
 - b given it his all

2 Complete the conversation using the correct form of the expressions from exercise 1.

Cathy: Good luck tomorrow! You definitely deserve to win. You guys have worked harder than all the other teams on your project – you really have ¹ _____.

Sam: Thanks, Cathy. We're going to ² _____ on Sunday. The other teams better watch out! This has been my dream since I was little – I've ³ _____ for so long!

Cathy: I'm sure you'll do a great job. Everyone in your team has worked so hard to do their best. You have ⁴ _____ and you can't do more than that. Good luck!

NOW YOU! Reflect on your learning

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



Vocabulary	I can understand and use adjective and preposition pairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can understand and use vocabulary related to activism and success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	I can identify when to use the present perfect and past simple.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can use time expressions to talk about the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	I can listen to specific details to check if statements are true or false.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	I can scan a text to find relevant information in order to complete a comprehension task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	I can order a sequence of life events to write an autobiography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	I can talk about achievements and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idioms and expressions	I can use idioms and expressions for ambition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can do it very well.

I can do it.

I'm not sure about it.

I need to review it.

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

1 Match the words with the descriptions.

cast costumes crew dialogue make-up props
screenplay script soundtrack special effects stunts

- | | | | |
|--|-------|---|-------|
| 1 People who work on a film set. | _____ | 5 Something the audience listens to. | _____ |
| 2 Objects used on film sets. | _____ | 6 Things that the crew read. | _____ |
| 3 Something created on computers. | _____ | 7 Things that actors wear on film sets. | _____ |
| 4 Exciting actions that people perform in films. | _____ | | |

2 Complete the text with words from exercise 1.

How film making has changed

In 1895, the Lumière brothers presented the first film to an audience in Paris. Since then, film making has changed a lot!



The music Nowadays, films have dialogue and a

1 _____, but early films didn't have any sound and they were filmed in black and white.

The costumes From the 1920s, actors started to wear

2 _____ on their faces. The 3 _____, or clothes, worn by the 4 _____ were used to tell the story and are still very important today.

The action In the past, dangerous 5 _____

were performed by specially trained performers but, nowadays, a lot of directors use a green screen which is much safer.

The set Using 6 _____ to create fantasy worlds

became popular in the 1980s. At first, scale models were built by the 7 _____ who work on a film set. Today, however, they are often made on computers.

3 Listen and match the person with their dream job. There are two jobs you don't need.

- 1 Jane _____
2 Terry _____
3 Ricky _____

- a stuntman
b director
c actor
d make-up artist
e screenplay writer

4 Listen again and complete the sentences.

- 1 Jane says days on a film set are _____.
- 2 Jane was _____ at the end of the trip.
- 3 Terry liked watching the director give advice to _____.
- 4 Terry felt _____ when it was time to leave.
- 5 Ricky's favourite part of the trip was _____.

5 Use the verbs to complete the sentences in the passive voice.

add create draw know take use

- 1 Hundreds of photographs _____ of the models.
- 2 Textures, shades and patterns _____ to the animation.
- 3 A fascinating technique called stop-motion _____ to make models come alive.
- 4 Models _____ using plastic, fibreglass and wood.
- 5 'Computer-generated imagery' _____ as 'CGI'.
- 6 In some types of animation, the pictures _____ by hand.

6 Read the first sentence. Complete the second sentence using the passive voice.

- 1 They make these cameras in China.
These cameras _____.
- 2 The students write the school play every year.
The school play _____ every year.
- 3 How do directors choose actors for films?
How _____ for films?
- 4 Most students don't wear make-up at school.
Make-up _____ at school.
- 5 A lot of people watch this film every Christmas.
This film _____ every Christmas.
- 6 This cinema doesn't accept payment by card.
Payment by card _____ at this cinema.

7 Order the letters to make verbs and complete the text using the passive voice.

Do you want to develop your creative talents? If so, our free two-day workshops are exactly what you need.

Film making

With our expert teachers, you will learn how scenes ¹ _____ (ilfm) using professional cameras and how a film set ² _____ (reatec). You will also learn how scripts ³ _____ (rtiew) by listening to presentations by professional script writers.

Animation

If you prefer animated films, then this is the class for you. Our experts will show you how the pictures ⁴ _____ (rawd) and how they ⁵ _____ (dite) to make a film.

Acting

Learn all about the basics of acting from our experts. At the end of the workshop, a five-minute video ⁶ _____ (coredr) of each student, to show to casting directors.



8 **NOW YOU!** Say which class from exercise 7 you would like to attend and why.

4.2 Vocabulary and listening

1 Choose the correct option to complete the messages.

Ali

Hi Jerry, don't forget to ¹ **walk out / dress up** for my party tonight! Please don't wear that beanie again...

Billy

Mum, don't ² **throw away / pick up** any plastic rubbish this week. I need it for Art class on Friday!

Elena

Derek, please be on time to the meeting tomorrow. Don't ³ **let down / walk out** the team again!

Liam

Did you hear what Ana said to me today at lunch? I was so angry I ⁴ **picked up / walked out** of the canteen!

Lisa

Dad! Can you ⁵ **pick me up / let me down** from the cinema tonight? The film finishes at 10:00. Thanks! You're a ★

2 Write the second sentence so that it means the same as the first sentence. Use the phrasal verbs in bold from exercise 1.

1 You should wear a costume to the party.

You should _____
for the party.

2 I can collect the award tomorrow.

I can _____
the award tomorrow.

3 Mario left the meeting because he was upset.

Mario _____
of the meeting because he was upset.

4 I don't want to disappoint my parents.

I don't want to _____
my parents.

5 I'm going to tidy my study and put all these old pens and notebooks in the bin.

I'm going to tidy my study and _____
all these old pens and notebooks.

3 Listen and choose the correct answer.

- 1 What are the class listening to?
a A talk on learning English.
b A talk on acting.
c A talk on writing a script.
- 2 What does Jim ask for advice on?
a How to find time to write.
b How to think of things to write about.
c How to plan his day.
- 3 What does Elena ask for advice on?
a Who to show her stories to.
b How to create interesting characters.
c How to write like an adult.

4 Listen again and answer the questions

- 1 What will the class make next week?

- 2 What is Daisy's first tip?

- 3 Where does Daisy say that you should write?

- 4 Why does Daisy carry a notebook?

- 5 What is Daisy's first piece of advice for Elena?



5 Match the parts of the sentences. Then complete them using the past perfect.

- 1 The actor walked out _____
 - 2 When the film finally started, _____
 - 3 We went to the party in jeans and T-shirts, _____
 - 4 They told us that we needed tickets to _____
 - 5 I arrived so late at the restaurant, _____
 - 6 I was really nervous _____
- a** get in, but we _____ (not buy) any.
- b** before the director _____ (shoot) the last scene.
- c** we _____ (be) in the cinema for over an hour.
- d** because I _____ (not sing) in front of an audience before.
- e** my friend Lizzie _____ (walk out) five minutes earlier.
- f** but everyone else _____ (dress up) in costumes!

6 Choose the correct form of the verbs to complete the sentences.

didn't think/hadn't thought had finished/finished had sent/was sending
 hadn't shot/didn't shoot remembered/had remembered

7 Complete the exchanges with the verbs in the past perfect.

hear leave not buy not tell throw away

- 1 Why did you go back to the cinema?
Because I _____ my wallet on the seat.
- 2 Why was Jill angry?
Because somebody _____ her script by accident.
- 3 Why were their parents worried?
Because they _____ them where they were going.
- 4 Why did the director call him?
Because she _____ that he was a good scriptwriter.
- 5 Why did Frank buy another ticket?
Because he realised that he _____ one for his sister yet.

To: Petra1999 From: jenjones Subject: So exciting!

Hi Petra,

What an exciting weekend! My cousin took me to the film set of his latest movie on Saturday. I learned so much. I arrived in a HUGE black car because my cousin ¹ had sent it to pick me up. I think people thought that I was a celebrity. Luckily, I ² _____ to bring my sunglasses!

By the time I got there, they ³ _____ hair and make-up. My cousin looked so different! The film that he is making is a horror film so he actually looked quite scary. They ⁴ _____ any scenes before I got there so I got to spend the whole day watching the cast and crew work. Before that day, I ⁵ _____ about a career in film but now I think it's exactly what I want to do.

What do you think?

Talk soon! Jen



4.3 Reading

BEFORE YOU READ

1 Complete the words by adding vowels.

- 1 I don't usually like r ___ m ___ k ___ s of old films.
I prefer the original versions.
- 2 I'm not sure how many films there are in the Star Wars fr ___ nch ___ s ___, there are so many s ___ q ___ ___ ls and pr ___ q ___ ___ ls!
- 3 Sp ___ n - ___ ffs are really popular nowadays.
I love it when my favourite characters get their own show.
- 4 I really hope that they r ___ b ___ ___ t some of the old fantasy films from the 1980s.

WHILE YOU READ

2 Read the text quickly. Say what these numbers refer to.

- 1 four to six _____
- 2 billions _____
- 3 2014 _____

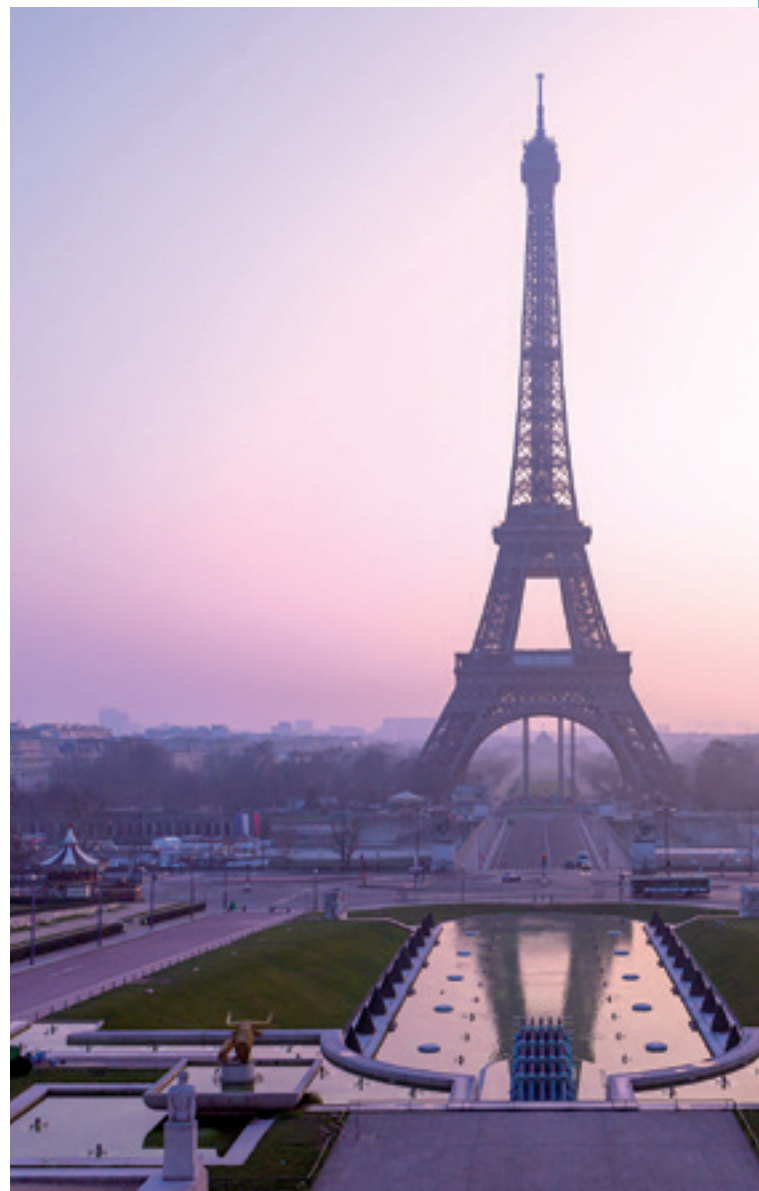
3 Read the text again and choose the correct option.

- 1 Audiences love to watch
 - a villains fight against difficult conditions.
 - b characters fight against nature.
 - c villains discover more about themselves.
- 2 It's difficult to shoot in Antarctica because
 - a there is four to six hours of darkness.
 - b there's too much light.
 - c equipment can be damaged by the temperature.
- 3 If you want to film on the Great Barrier Reef
 - a you have to protect the reef.
 - b you have to like animals.
 - c you have to be allowed to film there.
- 4 The animated film *Ratatouille* was set in
 - a a place where it costs a lot of money to eat.
 - b Disneyland.
 - c the famous landmark, the Eiffel Tower.
- 5 In the Disneyland attraction, technology
 - a makes you feel as small as Remy.
 - b allows you to explore Paris.
 - c allows you to eat in a restaurant.

AFTER YOU READ

4 Find a word in the text that means:

- 1 a place someone wants to go. _____
- 2 the main character in a play, film or story. _____
- 3 a bad person in a book or film. _____
- 4 little or no light. _____
- 5 a building or place that is famous. _____
- 6 something that you cannot forget. _____



ANTARCTICA

Used as the setting for animated films like *Happy Feet* and documentaries like *Arctic Tale*, the icy, white landscape of Antarctica is a truly magical place. Films set in Antarctica often show characters as they face danger or go on a journey of self-discovery. Audiences love to watch as the protagonist fights against the harsh conditions of nature to overcome the odds or confront and defeat a villain in the sub-zero temperatures. Shooting films here, however, isn't easy. The extreme cold can damage cameras and make filming difficult. Light is also an issue for film crews as four to six months of the year are spent in total darkness.

REEL GUIDES:

BRINGING THE MAGIC ALIVE

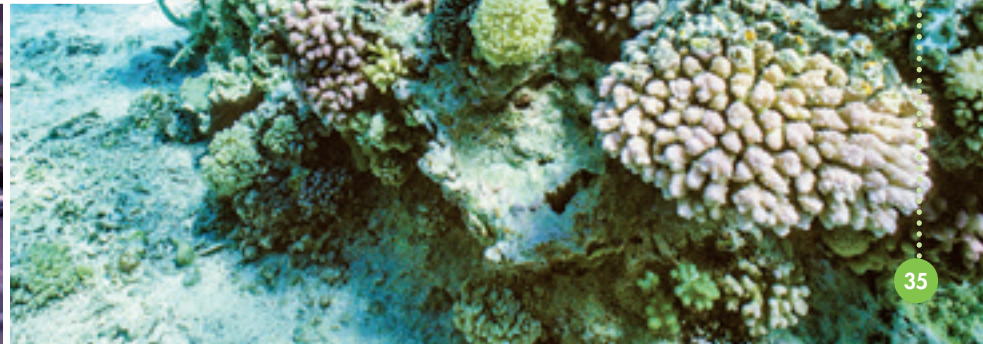
Have you ever wanted to visit the magical places where your favourite films are set? This week, we visit three of the most popular film locations in the world. If you visit these beautiful destinations, you're sure to feel like you're actually in the film!

PARIS, FRANCE

If you liked the Pixar film *Ratatouille* and you enjoy good food, then this is the place for you. Visit the famous restaurant, *La Tour d'Argent* (one of the most expensive restaurants in Paris) where the film was set or spend time exploring the famous landmarks that appeared in the film, such as the Eiffel Tower. Super-fans can also visit the Disneyland Paris attraction, which opened in 2014. Here, 4D special effects are used to make you appear the same size as Remy the Rat, the protagonist, as you experience the sights and smells of Gusteau's restaurant while listening to the unforgettable soundtrack from the film.

THE GREAT BARRIER REEF, AUSTRALIA

This destination is famous for its huge variety of fish and sea creatures. It is made up of billions of tiny organisms and, in fact, it is so big that it can be seen from space! Used as inspiration for the big hit *Finding Nemo*, this is a place where you can see a lot of different animals such as clown fish and sea turtles, or as we like to think of them, our favourite film characters in real life! You need permission from local authorities to make films here, however, as the reef is protected.





NOW YOU! A film review

- 1 PLAN** You are going to write a film review. Choose a film and think of answers to the questions below. Use your notes to plan your review.

Introduction: What film are you writing about? What general information can you include to interest the reader?

First paragraph: What can you say about the plot to summarise the film? (Don't spoil the ending!)

Second paragraph: What other details do you think a reader should know about the film (genre, director, etc.)?

Final paragraph: What did you like or dislike about the film? Would you recommend the film? Who to? Why?

- 2 WRITE** Use your plan to write your review.

USEFUL LANGUAGE

- It was released in
- The dialogue is
- It was directed by
- The cast is
- The film stars

- 3 CHECK** Read your review and check it using the list below.

I ordered my review logically and followed my plan.

I made it clear whether or not I recommend the film.

I included key language from the unit to describe the film.

I checked for grammar and spelling mistakes.

1 Order the words to make expressions. Then match them to the pictures.

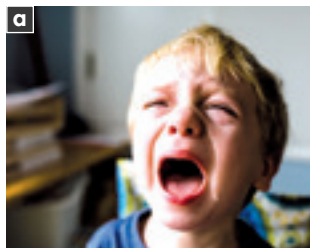
1 head / your / laugh / off

2 be / the / seat / of / your / edge / on

3 tears / into / burst

4 goose / get / bumps

1 ___ 2 ___ 3 ___ 4 ___



2 Complete the sentences with the correct form of the expressions from exercise 1.

- When I told her the sad news, she _____.
- Did you hear that noise? I'm frightened. Look, I've _____.
- I was _____ for the whole show! It was brilliant!
- Have you seen that new film? It's so funny! I _____.

NOW YOU! Reflect on your learning

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



Vocabulary	I can understand and use vocabulary to talk about films and film making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	I can use the passive voice to describe actions and processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can use affirmative, negative and question forms of the past perfect tense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	I can understand phrasal verbs from their context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	I can guess the meaning of unknown words from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	I can write a film review and give a recommendation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	I can talk about how films are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idioms and expressions	I can use idioms and expressions for emotional reactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can do it very well.

I can do it.

I'm not sure about it.


I need to review it.



PROJECT: Vlog

TASK 1



 My partner: _____

Devices and tools: _____

 Who we will interview: _____

→ Student's book page 29

TASK 2



Notes: _____

→ Student's book page 31

TASK 3



Chosen famous person: _____

Elements to include: _____

→ Student's book page 34

TASK 4



Facts for quiz: _____

Types of questions: _____

→ Student's book page 37

TASK 5

My anecdote: _____

→ Student's book page 39

TASK 6

Chosen film: _____
Facts about the film: _____

→ Student's book page 42

FINAL TASK

Name for the vlog: _____
Catchphrase: _____

→ Student's book page 44

Present perfect and past simple 

Use the present perfect to talk about		Use the past simple to	
<ul style="list-style-type: none"> experiences without saying when they happened. something that started in the past and continues to the present. 		<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 <i>days, weeks, months, etc.</i> 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 <i>1995, April, my first day of school, etc</i> John has worked here since Christmas.	Use expressions like <i>last month, in the 1960s, on Wednesday, etc.</i> 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
- on** + day or date
- at** + time of day
- following **when**
- last** + **week, month, year**

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**.

Unit 3

1 Choose the correct option.

- 1 I **started** / **have started** working here in June.
- 2 He **arrived** / **has arrived** here at 2 o'clock.
- 3 I **haven't seen** / **saw** her for a long time.
- 4 I **have bought** / **bought** a car last week.
- 5 She **was** / **has been** famous since 2004.
- 6 **Has** / **Did** the television stop working yesterday?

2 Correct the sentences.

- 1 I have been to Paris last year.

- 2 I was in this band since I was 12.

- 3 I went to an English camp two weeks.

- 4 I know my best friend for three years.

- 5 Have you ever were in hospital?

Unit 4

1 Use the verbs in the correct form to complete the sentences in the passive.

announce apply choose create donate
perform write

- 1 The script is _____ by a scriptwriter.
- 2 The special effects are _____ by a computer.
- 3 Make-up is _____ to the actors' faces.
- 4 The cast is _____ before the film is _____.
- 5 Stunts are _____ by professionals.
- 6 Sometimes, the props or costumes are _____ to charity.

2 Complete the sentences using the past perfect or the past simple.

- 1 When we _____ (**buy**) our tickets, the film had started.
- 2 The film _____ (**finish**) when my friend arrived.
- 3 She _____ (**not see**) a 3D film before.
- 4 Had she been to drama school before she _____ (**get**) her first big role?
- 5 The film _____ (**win**) lots of awards when it was released.
- 6 She _____ (**design**) lots of costumes before she started working on film sets.

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
leave	left	left

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
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

UNIT 3

Adjective and preposition pairs I

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

Activism

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

Success

attention
award
charisma
creativity
determination
distinctive
luck
originality
physical appearance
powerful
talented

UNIT 4

Film making

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

Phrasal verbs

dress up
let down
pick up
throw away
walk out

Plots

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

Animation

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

Unit 3

1 Match the words to make pairs.

- | | |
|------------|--------------|
| 1 women's | a trade |
| 2 gender | b issue |
| 3 natural | c campaign |
| 4 fair | d activist |
| 5 health | e rights |
| 6 physical | f disaster |
| 7 social | g appearance |
| 8 powerful | h equality |

- 1 ___ 3 ___ 5 ___ 7 ___
 2 ___ 4 ___ 6 ___ 8 ___

2 Use pairs of words from exercise 1 to complete the sentences.

- We shouldn't judge others on their _____.
- Poor diet is an important _____ which we need to address.
- This coffee company says they use only _____ products.
- The education system has a responsibility to show children that they can do anything they want, whether they are boys or girls. _____ must start at school.
- In the 1970s, there was a big campaign to promote _____, but in many professions men still get paid more for doing the same jobs as women.

3 Complete the adjective and preposition pairs.

at by for in of

- affected _____
- aware _____
- destined _____
- good _____
- interested _____

Unit 4

1 Choose the odd one out and say why it is different.

apple banana pear potato

Potato - because the others are all fruit.

1 enemy evil hero villain

2 plot screenplay script stunt

3 costume wig make-up special effects

4 action comedy horror stop-motion

5 create draw edit plastic

6 actor cast crew prop

