

Vocabulary: Types of film;
Adjectives to describe films

Grammar: Present simple; Adverbs
of frequency; Present continuous

Speaking: Making
suggestions

Writing:
A film review

VOCABULARY Types of film

I can talk about different types of film.

1 1.1 Match the words in the box with the films in the online film store. Listen, check and repeat.

action film animated film comedy documentary drama fantasy film
historical film horror film musical science-fiction film

FILMSTORE

Home

Films

TV Shows

My List

Recently watched

See All

1

2

3

4

5

6

7

8

9

10

GOOD DOG!

A Year In Antarctica

DRIVE FASTER

HARRY THE HIPPO

Don't go into the FOREST

SING SONG

ALIEN PLANET

The Dragon Prince

A Spy in Moscow

THE LAST PILGRIM

2 Work in pairs. Think of examples of each type of film.

The Incredibles is an animated film.

3 Match the types of films with the descriptions.

- Don't watch this type of film on your own – it's scary!
- There are lots of songs in this type of film.
- This type of film doesn't use actors. It uses interviews with real people.
- This type of film can be about the future, for example, space travel.
- People laugh when they watch this type of film.
- This type of film uses drawings of people or animals.

4 In pairs, do the questionnaire.

Film Questionnaire

- What types of film do you like? Why?
- Which don't you like? Why?
- How many films do you watch every month?
- Do you usually watch films at home or at the cinema?
- What's your favourite film? Why?
- Who's your favourite actor?



Now watch the vlog.

FAST FINISHER

Write about your partner's answers to the questionnaire.

Yolanda likes comedies and fantasy films. She ...

Films or books?

READING

I can understand different opinions in a forum.

1 1.2 Read and listen to the forum. Copy the table and complete it with the names.

Who prefers films?	
Who prefers books?	
Who likes films and books?	

YourOpinion.org
Home
Topics
New
Create Discussion
Log in

ARE FILMS BETTER THAN BOOKS?

Do you prefer watching films or reading books?
Click on the buttons and tell us what you think.

Are films better than books?

48% Say Yes
52% Say No

Amy posted 3 minutes ago

My best friend doesn't agree, but I think films are more exciting. Science-fiction films often have amazing music and **special effects** – *Star Wars*, for example. You never get that with books.

Daniel posted 12 minutes ago

I like reading more than watching films because with books you get the whole story. **Directors** often cut the little details that make the book special, or sometimes they change the **plot** completely.

Karl posted 26 minutes ago

I think books are better because you can take them anywhere. I always read on the bus, for example. OK, you can do that with films on your phone, too, but the screen is really small, so it's harder to enjoy.

Melissa posted 42 minutes ago

I love reading and going to the movies. I usually read a book every two weeks and I go to the cinema with my friends at least once a month. Which do I like more? I can't choose, sorry!

Johnny posted 1 hour ago

It usually takes me a month to read a book, but I can watch a film in two hours! I love fantasy films such as *The Lord of the Rings*, but the books are really long and impossible to read.

Laura posted 1 hour ago

When I read a book, I like imagining what the people and places in the story look like. I'm often disappointed when I see the film. For example, in the *Percy Jackson* films, the **characters** aren't how I imagined at all.

2 Read the forum again and answer the questions. Who ...

- says it's quicker to watch a film?
- creates a picture of the characters in his/her head?
- likes films with special effects?
- often carries a book with him/her?
- says that the story in a film is sometimes different from the book?
- watches films with other people?

4 Work in groups. Do you prefer watching films or reading books? Why? Compare your opinions.

5 **FIND OUT** Who wrote *The Lord of the Rings*? How many books are there? How long did it take the author to write the first book?

3 **Word Power** Complete the sentences with the blue words from the forum.

- Hermione Granger and Ron Weasley are my favourite film ...
- I didn't understand that film. Can you explain the ...?
- Alfonso Cuarón is a Mexican film ...
- The ... in the new *Avengers* film are amazing.

GRAMMAR Present simple

I can talk about facts, habits and routines.

Now watch the grammar animation.

- 1 Read the grammar box. Copy and complete the rules with *regularly* and *true*.

Affirmative

I/You/We/They often **go** to the cinema.

He/She **prefers** books to films.

Negative

I/We/You/They **don't talk** about books.

He/She **doesn't agree** with me.

Questions

Do you like reading?

Does he read on the bus?

Short answers

Yes, I **do**. / No, I **don't**.

Yes, he **does**. /
No, he **doesn't**.

Rules

We use the present simple to talk about things that are
1 ... or that happen 2 ...

- 2 Complete the text with the correct form of the verb in brackets.

Film directors often **make** (make) films from books. But sometimes they 1 ... (not follow) the original story! For example, in *The Hunger Games*, Peeta 2 ... (lose) a leg in the book, but in the film he 3 ... (not lose) it!

In one of the *Jurassic Park* films, some men 4 ... (take) a T-Rex and its baby to the USA. The T-Rex 5 ... (escape) and 6 ... (kill) a lot of people. This 7 ... (not happen) in the book – the dinosaurs 8 ... (not leave) the island!



- 3 Write questions using the present simple.

- your town / have a cinema?
- How often / you / go to the cinema?
- Who / you / go with?
- How much / a ticket / cost?
- you / like horror films?

- 4 Work in pairs. Ask and answer the questions from Exercise 3.

A: *Does your town have a cinema?*

B: *Yes, it does.*

Adverbs and expressions of frequency

I can describe how often I do things.

- 5 Read the grammar box and rules. Then read the posts in the forum on page 10 again and find more adverbs and expressions of frequency.

I'm **often** disappointed.

Directors **sometimes** change the plot.

I go to the cinema **once a month**.

I read a book **every two weeks**.

You **never** get that with books.

Rules

Adverbs of frequency go after the verb *be*, but before other verbs.

We usually put expressions of frequency like *once a month/every two weeks* at the end of a sentence.

- 6 Write true sentences about you. Include an adverb or expression of frequency.

My friends and I watch action films.

My friends and I watch action films every Friday night.

- I watch horror films in bed.
- I buy a new book from a bookshop or online.
- My parents let me download films from the internet.
- We watch a film in English class.
- I turn my phone off in the cinema.

- 7 Work in pairs or small groups. Discuss your answers.

A: *I often watch horror films in bed.*

B: *Me, too.*

C: *Really? I never watch horror films in bed. They give me bad dreams!*

- 8 **GET CREATIVE** Write a questionnaire for your classmates, for example: *How often do you watch science-fiction films? Do you like horror films: a lot, not much, not at all?* Draw a chart to present the results.

FUN FACT



In the famous Hollywood film *The Wizard of Oz*, Dorothy's magic shoes are red. The pair of shoes from the film is worth millions of dollars. But in the original book, the shoes were silver!

FAST FINISHER

Write a post for the forum on page 10. Give your opinion on the question: *Are films better than books?*

Be part of the action!

VOCABULARY and LISTENING Adjectives to describe films

I can listen for key words.

1 1.3 Match the adjectives to describe films in the box with the icons. Listen, check and repeat.

boring brilliant confusing enjoyable exciting funny romantic sad scary serious silly terrible



2 Choose the correct adjective.

- I don't like horror films. They're too *scary* / *terrible* / *enjoyable*.
- The film was *brilliant* / *confusing* / *sad*. I didn't understand it.
- The scene where Mufasa dies in *The Lion King* is very *sad* / *funny* / *enjoyable*.
- It was *an enjoyable* / *an exciting* / *a terrible* film. I give it 1 out of 10.
- Jack and Rose's first kiss in *Titanic* was very *confusing* / *romantic* / *scary*.
- The film was *silly* / *funny* / *boring*. I fell asleep after twenty minutes!
- The actors were very *boring* / *funny* / *sad*. We laughed and laughed!
- We watched a *serious* / *funny* / *romantic* documentary about plastic pollution.



3 Ask and answer about films that you watched recently.

A: *What do you think of the new Star Wars film?*

B: *The special effects are exciting, but the plot is confusing.*

4 Read the advert. What do you think a 4D cinema is? What happens in a 4D cinema that doesn't happen in a normal cinema?



5 1.4 Listen to the radio programme. Which of the experiences in the advert does Adam mention? What does he think about his first time in a 4D cinema?

6 1.4 Listen again and answer the questions.

- Where is James Bond when Adam's seat first starts moving?
- What happens to his seat when the cars are driving fast?
- Where is Bond when it starts snowing?
- Why does Adam say, 'Luckily, I'm wearing a coat'?
- What is the weather like in Brazil?
- What can Adam smell?

7 THINK CRITICALLY Why do you think going to the cinema is such a popular thing to do? Why do some people prefer to watch films at home?

GRAMMAR Present continuous

I can talk about actions in progress now.

Now watch the grammar animation.

- 1 Copy and complete the grammar box with the correct forms of the verb **be**.

Affirmative

I ¹ ... **wearing** a coat.
He/She's **driving** through Rome.
You/We/They ² ... **relaxing**.

Negative

I'm **not sitting** on a beach.
He/She ³ ... **moving**.
You/We/They **aren't talking**.

Questions

Am I going fast?
Is it following us?
Are they skiing?

Short answers

Yes, I **am**. / No, I ⁴ ...
Yes, it ⁵ ... / No, it **isn't**.
Yes, they **are**. / No, they ⁶ ...

- 2 Look at the picture from the film *Mission: Impossible – Fallout*. Complete the description with the correct present continuous form of the verb in brackets.

Ethan Hunt (Tom Cruise) ¹ ... (ride) a motorbike through Paris. A lot of police officers ² ... (follow) him. Three of them ³ ... (ride) motorbikes and the others ⁴ ... (drive) cars. They ⁵ ... (go) really fast, but they ⁶ ... (not go) as fast as Ethan. Ethan ⁷ ... (wear) a black leather jacket, but he ⁸ ... (not wear) a helmet. What ⁹ ... the other people in his team ¹⁰ ... (do)? They ¹¹ ... (wait) for him in a boat. Come on, Ethan!



- 3 Write questions using the present continuous. Ask and answer them in pairs.

- What / you / wear / today?
- your teacher / use / a computer?
- it / rain / outside?
- What / your parents / do / today?
- What / you / study / in history?
- you / watch / a good TV series / at the moment?

4 PRONUNCIATION Contractions

1.5 Listen and repeat.

Full form	Contraction
I am driving.	I'm driving.
She is sitting.	She's sitting.
You are watching.	You're watching.
We are reading.	We're reading.
They are cooking.	They're cooking.

- 5 1.6 Listen and write the sentences in your notebook.

Present simple and present continuous

I can use the present simple and present continuous correctly.

- 6 Read the grammar box. Choose the correct answers to complete the rules.

Present simple	Present continuous
I often ride my bike to school.	He's riding a motorbike through Paris.
It usually snows in winter.	It's snowing in the film.

Rules

We use the present ¹ *continuous / simple* to talk about facts, habits and routines.

We use the present ² *continuous / simple* to talk about actions in progress now.

- 7 1.7 Complete the phone conversation. Listen and check.

Ivan: Hi, Anna. What ¹ ... (you / do) at the moment?

Anna: It's movie night! I ² ... (watch) a film with my family.

Ivan: ³ ... (you / always / watch) a film together on Friday night?

Anna: Yes, we do! My dad ⁴ ... (download) a new film every week. Then we ⁵ ... (turn off) the lights and imagine that we're in the cinema!

Ivan: That's a great idea. ⁶ ... (you / usually / have) popcorn, too?

Anna: Yes – my brother ⁷ ... (make) some in the kitchen now!

Ivan: Lucky you!

Anna: What about you? What ⁸ ... (you / do)?

Ivan: I'm at Pat's house. We ⁹ ... (play) video games and ¹⁰ ... (listen) to music.

Anna: Have fun!

Ivan: You, too! Bye!

FAST FINISHER

Choose a picture in Unit 1. Describe what is happening in the picture.

It sounds scary!

READING and LISTENING

I can find information in an events guide.

About

Latest news

What's on

Events



WHAT'S ON

Saturday, 13 October

Our top tips for events in your area



The Dark Forest (12+)

A group of teenagers spend the night in the forest. But they aren't alone ...

ABC Cinema 3 p.m.

Tickets: £9 Under 16s: £7

BUY TICKETS



Crazy Creatures

Fun animated film for all the family. With the voices of John Rodriguez and Margot Jackson.

Odeon Cinema 3.15 p.m.

Tickets: £8 Under 16s: £6.50

BUY TICKETS



Mad about Manga

Explore the history of manga, and dress as your favourite manga character!

Modern Art Gallery

Free

RESERVE



Dinosaur World

They walk. They roar. Don't miss this exhibition of life-size moving dinosaurs!

Victoria Museum

£10 Under 16s: Half price

BUY TICKETS



Safari in the City

For one day only, enjoy a very special tour of the zoo with TV presenter, Holly Bruce.

City Zoo 10 a.m. and 2 p.m.

Tickets: £15

SOLD OUT



Karate Class

Do you want to learn karate? All of our classes are free this week, so come and try it!

Sports Centre 3 p.m. and 5 p.m. Monday – Saturday

Free

RESERVE

1 Look at the events guide. Do you know any web pages like this for your town or area?

2 Read the events guide and find answers to these questions.

- How old must you be to see *The Dark Forest*?
- What type of film is *Crazy Creatures*?
- Which events don't cost any money?
- How much is a child's ticket for Dinosaur World?
- At which event can you dress up in special clothes?
- Where can you meet a famous person?
- What time does the afternoon tour of the zoo start?
- How many free karate classes are there?

3 1.8 Listen. Which events from the web page do you hear?

4 1.8 Listen again and answer the questions.

- Which colour belts is the karate class for?
- What does *yame* mean?
- Where is the noise coming from in *The Dark Forest*?
- Who goes to investigate the noise?
- Where does the snake in the zoo come from?
- How long is the snake?

SPEAKING Making and responding to suggestions

I can make and respond to suggestions.

1 1.9 Listen and read. Which of the events on page 14 do Alex and Meera decide to go to?

Alex: What shall we do this afternoon?

Meera: How about going to the cinema? There's a new horror film.

Alex: *The Dark Forest*? That sounds scary. I'm not sure. I'd prefer to see *Crazy Creatures*.

Meera: Hmm, I don't really like animated films.

Alex: Why don't we go to the zoo, then? There's a safari day.

Meera: OK, that's fine by me.

Alex: Oh, it's sold out already. What about going to the art gallery? There's a manga exhibition, and it's free.

Meera: Great idea! I love manga.

Alex: OK, let's go!



2 1.10 Listen and repeat the Useful language.

Useful language

Making suggestions

What shall we do this afternoon/tomorrow?

How about / What about ...?

Why don't we ...?

Responding

I'm not sure.

That sounds scary/boring/exciting.

I'd prefer to ...

That's fine by me.

3 1.11 Copy and complete the dialogue with the words in the box. Listen and check.

about don't exciting going shall to go

Ana: What ¹ ... we do tomorrow?

Milo: How about ² ... for a bike ride?

Ana: I'm not sure. I'd prefer ³ ... to a theme park.

Milo: Hmm, that sounds expensive. And I don't really like theme parks. What ⁴ ... going fishing?

Ana: That doesn't sound very ⁵ ... !

Milo: OK. Why ⁶ ... we go to the beach? We can go swimming and then have lunch there.

Ana: Great idea!

4 Work in pairs. Make suggestions for what to do tomorrow and make a plan. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Choose some of the events from page 14, or think of your own.
- > Make notes for your dialogue.

Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

Reflect

- > How can you improve next time?
- > Swap roles and choose new events.

Now play **Keep moving!**

FAST FINISHER

Write your own events guide like the one on page 14. Include two or three events or activities in your area.

Great British animation

I can compare famous animated characters in the UK with animated characters in my country.

The World of Wallace and Gromit



Aardman Animations is a British animation company. Its two most famous animated characters are Wallace and Gromit. Wallace is an inventor who invents crazy things, and Gromit is his dog and best friend. Together they have lots of exciting and very funny adventures, but they always find time for a cup of tea!

Aardman's style of animation is unusual. These days, most animation companies use computers to create their characters, but Aardman uses models. So, how exactly do they do it?

First, the animators build a model of the character out of clay. Then, they take a picture of the character with a special camera. Next, the animators move parts of the character, for example, its eyes, its mouth or its fingers, and they take another picture. Finally, they put the pictures together to make a film, and the characters appear to move!



The work is very slow. They take 24 pictures for every second of film, and in a typical day, they create just two to three seconds of film! It can take two years to make a complete film. It's a lot of hard work, but the results are amazing.

The Aardman team have won lots of awards, including several Oscars. Their films are very popular with British people of all ages, and it's a Christmas tradition to watch Wallace and Gromit on TV! People love them because they live an ordinary British life: they drink tea, they like toast and jam, and they live in a typical British house. And people love the funny and imaginative stories, and the incredible animation.



- 1 Look at the pictures on page 16. Do you know these animated characters? What do you know about them?
- 2 1.12 Read and listen to the article. Find three reasons why Wallace and Gromit are popular.
- 3 Read the article again. Find and correct five more mistakes in the summary below.
American X British ✓

Aardman Animations is an American animation company. The company uses computers to create the characters. It's a very slow way to work. It takes one year to make a film. Wallace and Gromit are two of Aardman's most famous characters. Wallace is a taxi driver and Gromit is a dog. They love coffee and toast and jam. British people enjoy watching the films at Easter.

- 4 **Word Power** We use words like *first* and *then* to show the order of events. Find two more words in the text that show the order of events.
- 5 Work in pairs. Close your books. Explain to your partner how they make films at Aardman Animations. Then swap roles.
First, ... Then, ... Next, ... Finally, ...
- 6 1.13 Work in pairs. Read *How to make a cup of tea ... with Wallace and Gromit!* Put the instructions in the correct order. Then listen and check.
- 7 **COMPARE CULTURES** Which cartoons and other animated films and TV shows are popular in your country? Who are your favourite characters? What do you like about them?



Now watch the culture video.



FAST FINISHER

Describe your favourite character in a cartoon or animated film.

One of my favourite characters is SpongeBob SquarePants. He lives underwater in a pineapple.

How to make a cup of tea ...

with **Wallace**
and **Gromit!**



You will need ...



a kettle



water



a teabag



a cup



milk



sugar

Instructions

- a Take the teabag out of the water.
- b Enjoy!
- c Next, add the hot water.
- d First, boil some water in a kettle.
- e Finally, add some milk (and sugar, if you like).
- f Leave the teabag in the water for one or two minutes.
- g Then, put a teabag in a cup.

My favourite film

WRITING A film review

I can write a film review.

- 1 Look at the picture. Do you know this film? Discuss in pairs what happens, or what you think happens, in the film.
- 2 Read the film review. What does the reviewer think of the actors in the film?

The Martian A film review



One of my favourite films is *The Martian*. It's a science-fiction film. I watched it on TV last month and I really enjoyed it.

The film is set in the future. A team of scientists are living and working on Mars. One day, there is a storm. A large piece of metal hits one of the astronauts, Mark Watney, and the other scientists think that he's dead. They decide to leave the planet and return to Earth. However, Mark isn't dead, and when he wakes up, he is alone on Mars. He now needs to find a way to survive and to contact Earth ...

The film is really enjoyable. The actors are excellent, especially Matt Damon as Mark Watney. The plot is simple, but the special effects are amazing and the music is great. The film is quite funny in parts, and the ending is very exciting! In conclusion, I totally recommend it.

by Louise Wilcox

- 3 Look at the **Useful language**. How do you say these expressions in your language?

Useful language

Reviewing a film

One of my favourite films is ...

The film is set in ...

The actors are ...

The special effects are ...

The plot is simple/
confusing.

The ending is exciting/silly.

- 4 Read the **Look!** box. Then look at the end of the review. What type of punctuation do we use after *In conclusion*?

Look!

Writing a conclusion

We often finish a film review with a conclusion: one or more sentences where you give your final opinion about the film. We can use *In conclusion* to introduce our final opinion.

- 5 Match sentences 1–4 and a–e. Use them to write conclusions in your notebook. Include *In conclusion*.

The plot is confusing and the actors are really bad.

The plot is confusing and the actors are really bad.

In conclusion, it's a terrible film.

- 1 The actors are great and the songs are brilliant.
- 2 It's really scary and the ending is very imaginative.
- 3 The actors are good, but the story is boring.
- 4 It's a love story, but it's also very funny.
- a if you like horror films, this is for you.
- b I really enjoyed this musical.
- c it's a great romantic comedy.
- d ~~it's a terrible film.~~
- e there are good things and bad things about this film.

- 6 Write a film review. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- › Choose one of your favourite films.
- › Make notes about the plot.
- › Think about your opinions of the actors, special effects, ending, etc.

Write

- › Organize your ideas into paragraphs:
 - The name of the film and when you saw it
 - A short summary of the plot
 - Your conclusion
- › Use the expressions from the **Useful language** box.

Check

- › Check your grammar: present simple and present continuous.
- › Check your spelling.

REVIEW

UNITS 1-3

READING

1 Read about Jen. Complete the text with the words in the box.

along couldn't doesn't every floor
hard onto rubbish there was was
washing up were chatting while working

How I got my job

Jen Evans is a lifeguard. She tells us how she got her job.

When I left school, my first job was as a kitchen assistant in a restaurant. I did the ¹ ..., took out the ² ... and at the end of the evening, I washed the kitchen ³ ..., ready for the next day. I didn't really like the job, but I couldn't think what else to do.

One day I ⁴ ... at the beach with some friends. We ⁵ ... when I heard a shout. There was a boy in the water and he ⁶ ... swim. I'm a good swimmer, so I quickly ran ⁷ ... the beach and dived into the sea. I pulled the boy ⁸ ... the sand and luckily he was OK.

⁹ ... a lifeguard on the next beach. He heard what happened and arrived ¹⁰ ... I was saving the boy. I talked to him about his job and that's when I decided I wanted to be a lifeguard. I trained ¹¹ ... and now I'm ¹² ... on a beach in Cornwall, south-west England.

I love being a lifeguard. It ¹³ ... feel like a job. I get up early and watch the sunrise ¹⁴ ... morning. The beach is my office!



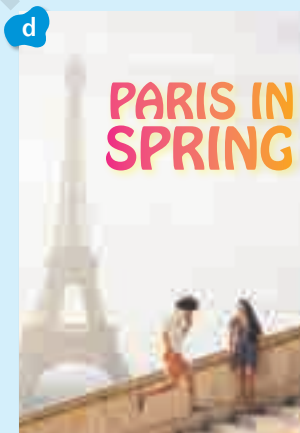
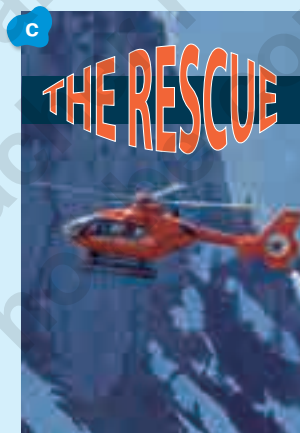
2 Complete the sentences with one word.

- Jen ... enjoy her first job.
- She was ... to her friends when she heard the boy in the water.
- Luckily, Jen could swim ...
- Jen ... work in the restaurant now.
- She ... watches the sunrise in the morning.

LISTENING

3 ① R1 Look at the film posters, then listen. What type of film is shown in each poster? Choose from the options below. There are three extra options.

action film animated film comedy
documentary horror film romantic film
science-fiction film



4 ① R1 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences. Listen and check.

- Max says that *Rise of the Robots* was funny.
- Kate likes animated films.
- Max says that *Our Last Summer* was romantic.
- Max watched *The Rescue* two nights ago.
- The men in *The Rescue* were both lawyers.
- Max's brother saw *Paris in Spring* last week.

5 ① R1 Answer the questions. Write full sentences. Then listen and check.

- What was the weather like at the weekend?
- When did Max watch *Rise of the Robots*?
- Who did he watch it with?
- Where do the characters in *Our Last Summer* go camping?
- When did the story of *The Rescue* happen?
- What was Nick doing when he fell?
- Why couldn't his friend move?

► SPEAKING

- 6** Work in pairs. Ask and answer questions about the things below.

A: What time do you wake up on a school day?

B: I usually wake up at half past seven.

THINGS IN THE PRESENT

- 1** What time (you / wake up) on a school day?
- 2** How (you / usually / get) to school?
- 3** What (you / wear) today?

THINGS THAT HAPPENED IN THE PAST

- 4** What (you / have) for dinner last night?
- 5** Which jobs around the home (you / do) last weekend?
- 6** What (can / you / do) when you were three?

ACTIONS IN PROGRESS IN THE PAST

- 7** What (you / do) at eight o'clock this morning?
- 8** What (you / do) when (this lesson / start)?
- 9** (it / rain) at this time yesterday?

THE WAY WE DO THINGS (ADVERBS)

- 10** What things do you usually do (slow)?
- 11** Do you usually do your homework (careful)?
- 12** Name something that you do (good), and something that you do (bad).

► WRITING

- 7** Imagine you have one of the jobs in the box, or choose a different job. Write about your job. Use the questions below and the text in Exercise 1 to help you.

farmer	journalist	mechanic
nurse	police officer	shop assistant

- What is your name and your job?
- What were you doing before you became a ...?
- Why did you want to be a ...?
- What is a typical day for you?
- What did you do yesterday?
- What do you like about your job?



TEST YOUR MEMORY!

Describe one thing you do every day and one thing you're doing now.

Name five types of film.

Choose an age, and say three things that you *could* or *couldn't* do.

Make three sentences using these adverbs: *easily, well, quietly.*

Say as many jobs as you can in 30 seconds.

Describe what was happening when you woke up this morning.

Name five adjectives to describe a book or a film.

Say five things you did last weekend.

Describe the jobs that you and your family do around the home.

Name five verbs of movement.

Say what *there was* or *wasn't* in your fridge this morning.

Name five adverbs or expressions of frequency.

PROJECT

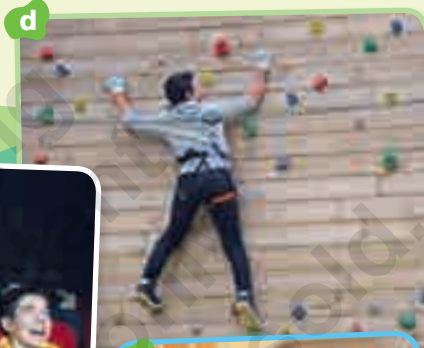
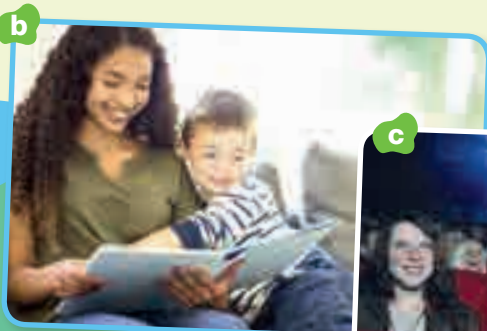
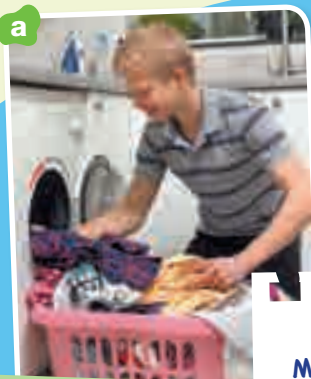
UNITS 1-3

TASK

Create a vlog about one week in your life

I can work in pairs and produce a vlog.

PREPARE



Monday	I went to the cinema with Ben.
Tuesday	I tidied my room and did the laundry.
Wednesday	I washed the floor.
Thursday	I made dinner for my family.
Friday	I went shopping after school.
Saturday	I did some babysitting.
Sunday	I tried a climbing wall with Markus.

Step 1 Get ideas

- > Look at the photos. Did you do any of these activities last week?
- > Work in pairs. Talk about things you did ...
 - in the week / at the weekend
 - together / with your family / with other friends
 - at school / at home / in other places

Step 2 Choose your activities

- > Work in pairs. Copy the diary above. On each day, write two things you talked about in Step 1.
- > Ask each other questions to get more information about the things you did. Use the **Useful language** box to help you. Make notes of the answers.
- > Which things are the most interesting to talk about in your vlog? Choose one idea for each day.

Look! Negotiation

If you don't agree with your partner about which thing is the most interesting, try to explain your reasons. Listen carefully to each other. Choose ideas from both of you.

Step 3 Do your research

- > Watch some vlogs. What makes them good or bad? Write down ways to make yours interesting.
- > Think about things you can use to make a vlog – a recording device, pens and paper to draw pictures, photos from the internet, etc.

21st Century skills Get creative

Telling a short story about something that happened to you during the week will make your vlog fun to watch. Read your notes in Step 2. What would make the best story? Is it funny / scary / silly?

DO

Step 4 Plan your vlog

- Look at the storyboard for Lily and James' vlog below.
- Decide how you can use photos, drawings or video clips of people and places in your vlog.
- Use these ideas to plan your storyboard.

Step 5 Write the script for your vlog

- Write the introduction for your vlog.
- Write the script for each day of your vlog. Use past tenses and the **Useful language** box to help you.
- Give your script to another student to check your grammar.

Step 6 Create your vlog

- Make video clips, find photos and draw the pictures that you need. Practise your script with your partner.
- Record your vlog at school or at home, using your script.
- Show your vlog to your class.

REFLECT

Step 7 Evaluate the projects

- Watch all the vlogs. What did you like about them? Which one had the best story?
- Choose one of the vlogs. Think of three questions you want to ask the vloggers about the things they did last week.

Step 8 Reflect

- Think about your own project. Is there anything you can improve?

Useful language

Talking about your week

I hardly ever cook. / My mum always pays me.
He was fine. / We weren't scared.
On Monday, we had ... / On Saturday night, I ...
I did chores. / We watched a horror film. / I fell over.
When I was going to school ... / reading a story ...

Asking questions

What did you do? / Did you go out? / Was that ...? /
What happened next?

Telling stories

You aren't going to believe this, but ...
I was (going to school) when ...
No way! / You're kidding! / That sounds great.

1 **Hi, everyone. Welcome to our vlog!**
This is a week in the lives of Lily and James. Here's what we did last week.

2

Science 49%

Lily: On Monday, we had a Science exam.

James: It was terrible! I didn't revise enough! 😞

3

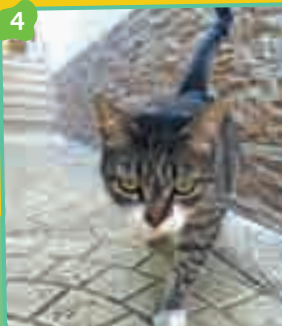


James: Tuesday was better. After school, I made pasta for dinner. I hardly ever cook, but my whole family loved it, so I was very pleased.

Lily: That sounds great.

James: And my brother tidied the kitchen!

4



Lily: You aren't going to believe this, but when I was going to school on Wednesday, a cat ran out in front of me and I fell over.

James: No way! What did you do?

Lily: All my school books fell out of my bag, so I quickly picked them up and ran to school.

James: Was the cat OK?

Lily: Yeah, he was fine!

5



James: Then it was Thursday. George came to my house and we played computer games. 😊

6



Lily: What did you do on Friday, James? Did you go out after school?

James: No, I did chores for my mum from 3.30 to 5.00 p.m. I took out the recycling and cleaned the whole bathroom.

Lily: Well done, you!

James: My mum always pays me.

7



Lily: And finally – the weekend! On Saturday night, I babysat for my little cousin, Charlotte.

James: Was that an easy job?

Lily: NO! When I was reading a story, Charlotte told me it was boring! And she didn't want to go to sleep.

James: You're kidding!

8



Lily: Yesterday was Sunday. In the evening, we went to the cinema.

James: We watched a horror film.

Lily: But it wasn't very scary. We weren't scared.

James: That's the end of our vlog.

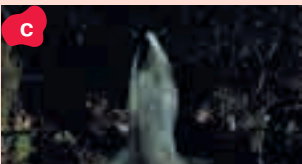
Lily and James: We hope you enjoyed it. Bye!

LITERATURE

UNITS 1-3

BEFORE YOU READ

- 1 Work in pairs. Are you scared of any of the things in the pictures? Why/Why not?



OUTLINE

Oscar

It's the 1930s. Mr Felberg is a tailor, which means he makes clothes for men. He has a shop in a small town in England. Sidney and Joseph work for Mr Felberg. They're learning to be tailors. Sidney is twenty. Joseph is only fifteen and is new at the shop. He's honest and wants to learn.

Sidney isn't honest. He tries to make Joseph look bad in front of Mr Felberg, and sometimes he takes money from the till. He also makes Mr Felberg think he forgets things.

There's an old dummy in the shop called Oscar. Mr Felberg sometimes uses it when he makes clothes. Sidney doesn't like Oscar. He thinks that Oscar can see him when he takes money from the till, and one afternoon he's sure that Oscar hits him. Sidney decides to go to the shop late at night to do something bad to Oscar.

- 2 Read the outline of *Oscar*. Choose the correct answers.

- Mr Felberg's shop sells *men's / children's* clothes.
- Sidney and Joseph *are / want to be* tailors.
- Joseph is *older / younger* than Sidney.
- Sidney / Joseph* isn't very nice to Mr Felberg.
- Sidney thinks that Oscar is *funny / real*.

READ

- 3 **L1** Look at the picture. Read and listen to the extract from *Oscar* and answer the questions.

- Who are the two figures in the picture?
- Where are they?
- What's happening? Why?

OSCAR



It was midnight. The street was dark and quiet. Sidney put his key into the shop door. He opened the door. He looked up and down the street. Then he went quickly and quietly into the dark shop.

He waited for a moment.

'Can I do it?' he thought. 'I must do it!'

He saw Oscar. The dummy was in a grey suit now. Sidney moved slowly across the shop, his hands in front of him.

The dummy watched him, its eyes moving.

Sidney put his hands on the dummy. 'Do it!' he said. 'Do it!'

He was afraid, but he carried the dummy across the shop. He carried it through the back room and across to the top of the cellar stairs. Now Sidney looked at the dummy and smiled. 'What am I going to do with you?' he said. 'Do you know?' He laughed. 'I'm going to push you down these stairs!'

He looked at the dummy's face. The dummy's eyes looked back at him. The eyes were hard and black. There was life in those eyes. Once again, Sidney thought, 'This is not only a dummy! It's something ... real!'

'No!' he shouted. 'I must not think that!'

He began to push the dummy – but then, suddenly, the dummy began to push Sidney!



‘No!’ Sidney shouted. ‘No, no! Stop! Please ...!’

Then Sidney began to fall down the stairs.

The last thing he saw was Oscar’s face ... laughing at him. Then he hit his head on the bottom stair, and everything went black.

...

Mr Felberg came to the shop early the next morning.

‘Where is Oscar?’ he thought.

Joseph came in at that moment.

‘Good morning, Mr Felberg,’ he said.

‘Good morning, Joseph,’ Mr Felberg said. ‘Where is Oscar? Do you know?’

‘No,’ Joseph said, surprised.

They walked into the back room – and saw Oscar at the top of the cellar stairs.

‘What ...?’ Mr Felberg began.

‘Look!’ Joseph said. ‘Oscar is ... smiling!’

It was true. There was a big smile on the dummy’s face.

They went quickly across to the cellar stairs and looked down.

Extract from **Richmond Readers:**
Oscar by John Escott

4 Read the extract again. Put the events in the correct order.

- ... Sidney fell down the stairs.
- ... Sidney picked up Oscar and took him to the back of the shop.
- ... Oscar was smiling.
- ... Sidney tried to push Oscar down the stairs.
- ... They found Sidney.
- ... Mr Felberg and Joseph went into the shop.
- ... Sidney went into the shop.

5 **Word Power** Find three verbs in the text that describe how people communicate. Match them with the meanings. How many more verbs like this can you think of?

- 1 speak words
- 2 make sounds when you find something funny
- 3 speak very loudly

6 **L2** Look at the picture and listen to the next part of the story. Are the sentences true (T) or false (F)? Correct the false sentences.



- 1 Mr Felberg thought Sidney had a broken arm.
- 2 Mr Felberg didn’t believe that Oscar pushed Sidney down the stairs.
- 3 Sidney left his job at Mr Felberg’s shop after the accident.
- 4 Mr Felberg put Oscar back in the shop window.
- 5 Joseph was very happy working in the shop after Sidney left.

REFLECT

7 **FIND OUT** Work in groups. *Oscar* is the story of a dummy that comes to life. Can you find some famous examples of books and films that tell the story of dummies, toys, statues, puppets or other human figures that come to life?

Glossary

- suit** a formal set of clothes, usually a jacket, and trousers or a skirt, made of the same material
- cellar** an underground room

EXAM PRACTICE

UNIT 1

SPEAKING

Discussion

Look! About the task

In this speaking task, you will talk with your partner about some pictures. The examiner will then ask you some more questions about the topic.

Useful strategies

- Listen carefully to the questions your partner, or the examiner, is asking.
- Don't just answer 'yes' or 'no', but give reasons for your answer.
- Try to give a long answer using two or three sentences.

1 Match questions 1–5 with answers a–e. Compare with a partner.

- Do you like watching horror films?
 - Where do you usually watch films?
 - Are you learning karate?
 - How often do you go to a museum?
 - Do you enjoy going to the zoo?
- At home. I download them from the internet.
 - Yes, I do. I love seeing the animals.
 - No, they're scary! I enjoy science-fiction films.
 - Yes, I am. It's brilliant!
 - I sometimes go with my dad to see exhibitions.

2 Think of some questions to ask about free-time activities. Here are some ideas to help you. Discuss with a partner.



What's your favourite ...?
When do you usually ...?
Do you enjoy ...?
Where do you and your family/friends ...?
How often do you ...?

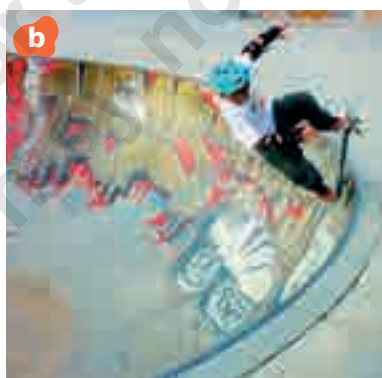
3 **E1.1** Listen to two dialogues about free-time activities. Say which dialogue is better and why. Discuss with a partner.

4 Look at the pictures and questions in the EXAM TASK.

EXAM TASK

Ask and answer these questions with your partner.

- Which of these activities do you like doing in your free time? Why?
- Which of these activities do you like doing best? Why?
- Do you think visiting museums is boring? Why/Why not?
- How often do you cook?
- Do you prefer eating at home or eating in restaurants? Why?
- Do you prefer playing computer games or being outside? Why?



5 **E1.2** Now listen to a student answering the examiner's questions. How were his answers different from yours? Discuss with a partner.

LANGUAGE SUMMARY

UNIT 1

GRAMMAR

Present simple

Affirmative	Negative
I/You often read in bed.	I/You don't buy books online.
He/She watches a lot of films.	He/She doesn't like musicals.
We/You/They love comedies.	We/You/They don't read comics.
Questions	Short answers
Do you read on holiday?	Yes, I do . / No, I don't .
Does he like horror films?	Yes, he does . / No, he doesn't .
Rules	
We use the present simple to talk about facts, habits and routines.	

Adverbs and expressions of frequency

I'm never late for school.
She sometimes plays tennis.
We clean our teeth twice a day .
The Olympics take place every four years .
Rules
We use adverbs and expressions of frequency with the present simple to say how often we do things.
Adverbs of frequency include: <i>always, usually, often, sometimes, hardly ever, never</i> . They go after the verb <i>be</i> , but before other verbs.
Expressions of frequency include: <i>once/twice a day/week/month, every day/two weeks</i> , etc. They usually go at the end of a sentence.

Present continuous

Affirmative	Negative
I'm waiting for a friend.	I'm not wearing a coat.
He/She's making a cake.	He/She isn't talking .
You/We/They're dancing .	You/We/They aren't driving .
Questions	Short answers
Are you watching TV?	Yes, I am . / No, I'm not .
Is he sleeping ?	Yes, he is . / No, he isn't .
Rules	
We use the present continuous to talk about actions in progress now.	

Present simple and present continuous

Present simple	Present continuous
I often download films.	I'm downloading a film now.
Rules	
We use the present simple to talk about facts, habits and routines.	
We use the present continuous to talk about actions in progress now.	

VOCABULARY

Types of film

action film	fantasy film
animated film	historical film
comedy	horror film
documentary	musical
drama	science-fiction film

Adjectives to describe films

boring	romantic
brilliant	sad
confusing	scary
enjoyable	serious
exciting	silly
funny	terrible

SPEAKING

Making and responding to suggestions

What shall we do this afternoon/tomorrow?
 How about / What about ...?
 Why don't we ...?
 I'm not sure.
 That sounds scary/boring/exciting.
 I'd prefer to ...
 That's fine by me.

WRITING

Reviewing a film

One of my favourite films is ...
 The film is set in ...
 The actors are ...
 The special effects are ...
 The plot is simple/confusing.
 The ending is exciting/silly.

Writing a conclusion

In conclusion, I recommend it.
In conclusion, I didn't enjoy it at all.