

LIFE VISION

Student Book

B1+

หนังสือเรียน รายวิชาพื้นฐานภาษาอังกฤษ
ชั้นมัธยมศึกษาปีที่ 4

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A different exercise

- How many different ways to keep fit can you think of?
- Read the blog about GoodGym. How is it different from a normal gym? What kind of activities do gym members do?



GoodGym About ▼ Get involved ▼ Find a group ▼ Sign in

GoodGym – a great way to keep fit

When it comes to **competing** at sport, I'm more of **a spectator** than **an athlete** or **a coach**. As for going to **the gym**, it must be one of **the** most boring ways to **get fit**.

Fortunately, I've found a great way to stay active and do something useful. It's called GoodGym. But unlike **normal gyms**, there are no machines to use or classes to go to. There isn't even a building. Instead, members get fit by **taking part in** volunteer work.

Each week at my local GoodGym, **a** group of us get together to **work out** by helping people in **the** city.

For example, last week **the** group helped a local youth club move into a new building. We spent about an hour picking up and moving lots of boxes. It was hard work, but lots of fun. Unlike most sports, there aren't any **opponents** to beat or **points to score**; it isn't a **race**, and there isn't a coach shouting at you to try harder. Best of all, you make lots of friends and use your energy for something good.

- Look at the words in **bold** in the blog. Then complete the rules with *a/an* or *the*.

Articles

- We use *a/an* when we talk about something for the first time and ¹_____ when we mention it again.
- We use ²_____ to say what someone's job is.
- We use *no article* when we talk generally about something.
- We use *the* when it is clear what we are talking about or when there is only one of something.
- We use ³_____ with superlatives.
- Some set phrases do not have rules.

We say:

go to school / work / hospital
go to *the* cinema / gym / shops
in *the* morning / evening
listen to *the* radio / watch *the* news

GRAMMAR BOOSTER P128

- Complete the sentences with *a/an*, *the* or – (no article). Which of the rules in the grammar box does each sentence refer to?
 - My best friend's dad is _____ police officer.
 - There's _____ new café that has just opened on King Street.
 - Did you see _____ moon last night? It was really bright.
 - How often do you listen to _____ music at home?
 - It was one of _____ funniest things I've ever seen.
 - I usually listen to _____ news on _____ radio each morning.
 - I'll meet you outside _____ library in _____ city centre at 7 p.m.
 - _____ new café that I told you about serves the best hot chocolate.
- VOCABULARY** Complete the table with the **highlighted** words in the text.

Actions	People	Things related to sport
train	referee	track
_____	_____	court
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Choose the correct alternative.
 - There were over 20,000 **opponents** / **spectators** at the football match.
 - My sister **took part in** / **worked out** her first marathon last year.
 - Athletes spend a lot of time **training** / **competing** before they enter an important event.
 - During the break, the **coach** / **referee** told all the players what they needed to do better.
 - In an 800-metre race, the athletes have to run around the **court** / **track** twice.
 - Walking up the stairs three times a day is a good way to **train** / **get fit**.
- THINK & SHARE** Work in pairs. Discuss the questions.
 - What do you think of GoodGym as a way to keep fit? Would you prefer it to working out in a normal gym? Explain your answer.
 - What's your favourite way to keep fit? Why?
 - When was the last time you did any exercise? What was it?



Travel the world?

1 Work in pairs. Describe the photos and answer the questions.

- Where do you think the person in the photos is?
- What do you think she is doing?

2 Read the text. What is unusual about the photos?



A surprising adventure

When Dutch student Zilla van den Born told her friends and family she had booked tickets to Bangkok and was going backpacking in South-East Asia for **a few** weeks, no one had **any** knowledge of what she was planning. Soon after she set off on her journey, she posted updates about meeting local people and experiencing **some** of the culture. She also posted **several** photos of herself seeing the sights in **each** country she visited. It seemed and looked like the trip of a lifetime, but Zilla never went abroad at all. In fact, she stayed in Amsterdam the whole time!

Instead of booking accommodation, Zilla made her bedroom look like a hotel room in Asia for her to stay in, and by exploring her local area, she even found an old building that not **many** people knew about to take photos of herself in.

Zilla wasn't just trying to trick people. Her 'trip' was part of a university project to show how easy it is to present a perfect life on social media. The fact that **all** her friends and family were shocked to find out the truth shows just how successful her project was.

3 Find the verbs in the text to complete the travel collocations.

- _____ the sights
- _____ abroad
- _____ tickets
- _____ accommodation
- _____ the culture
- _____ the area
- _____ on a journey
- _____ in a hotel
- _____ local people
- _____ backpacking

4 Complete the sentences with eight of the travel collocations from Ex 3. Use the correct tense.

- Do you tend to _____ before you arrive in a city or do you prefer to find a hotel once you get there?
- When we were in Buenos Aires, we _____ who told us about the history of the city.
- If you want to _____ properly, it's a good idea to get a map or a local guide to show you around.
- A great way to _____ in London is to go to see a show at one of the many theatres.
- Did you _____ in Paris, like Notre Dame, the Louvre and the Eiffel Tower?
- We never _____ when we visit New York as they are all so expensive. It's much cheaper to rent a room in someone's apartment.
- If you want to _____ next summer, you'll need to get a passport.
- The backpackers _____ across South America from Lima on 1 July.

5 Choose the correct alternative to complete the postcard from Zilla to her parents.

Hi Mum and Dad,

I'm having a great time in Bangkok. I've seen ¹**most / every** of the sights and ²**each / some** day I've explored a new area of the city. But I haven't visited ³**any / every** of the floating markets yet.

Yesterday, I went to Queen Sirikit Park. It's really beautiful and you can see ⁴**both / every** plants and animals there. I saw ⁵**many / most** squirrels. It's just a shame I had too ⁶**few / little** time to see everything.

I'm staying in a hotel near the river. There have been ⁷**many / a few** storms, but ⁸**most / all** of the time the weather has been great, so I've been able to go out on a boat ⁹**several / every** times.

See you back in Amsterdam next month.

Zilla

Mr & M
Bierstal
Netherl

6 **VOCABULARY** Complete the table with the words in **bold** in Ex 2.

Quantifiers

+ singular countable noun (e.g. photo)	+ uncountable noun (e.g. time)	+ plural noun (e.g. tickets)
every, any, _____	all, little, most, _____	both, any, some, _____

GRAMMAR BOOSTER P129

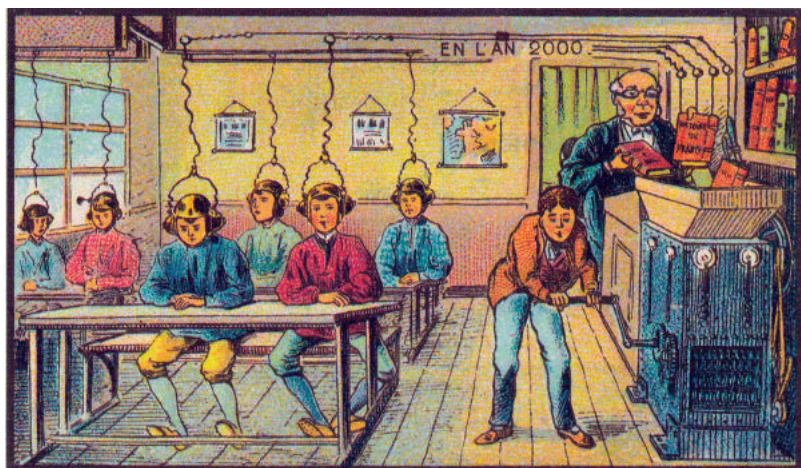
7 Work in pairs. Write a postcard to a friend describing a trip to a city you have been to. Include at least five quantifiers and four travel collocations from this page.

8 **THINK & SHARE** Work in pairs. Discuss the questions.

- What do you think are the best and worst things about going abroad?
- Imagine you are planning to go backpacking with some friends when you leave school. Where would you go? What would you like to see? Where would you stay? What would you do before you leave?

What if ... ?

- 1 Look at the picture which shows a prediction of life in the 21st century that was made around 100 years ago. What did the prediction get right and wrong?



- 2 Read the text. What did James Burke correctly predict about life today? How does he think life is going to change in the future?

Predicting the future

What would you do if you had a machine that could produce anything you wanted? It sounds like science fiction, but according to futurist James Burke, it could be quite normal in the future.

James Burke is a man with experience of predicting the future. Back in the 1970s, in the early days of computing, when simple **computer systems** were the size of a small room, Burke predicted the world would be connected by a **network** of machines which would contain huge amounts of information about people. According to Burke, if you look at the present, it is possible to predict the future. Now he believes that in the next 40–50 years, personal nanofactories could become a reality. A nanofactory is a piece of **hardware** like a 3D printer, but which can be **programmed** to use atoms to produce almost anything you want. It doesn't exist at the moment, but if James Burke is right, this invention will change the way we live and how our society works. It will mean no one has to work, no one will go hungry and everyone can live where and how they wish.

- 3 Read the text again and underline three conditional sentences. Then complete the rules with the sentences.

Conditionals

- We use the zero conditional to talk about facts or things that are generally true. We use *if / when* + present simple, present simple.
- We use the first conditional to talk about possible future events and their results. We use *if* + present simple, *will* + infinitive.
- We use the second conditional to talk about unreal or hypothetical events in the present or future and their possible results. We use *if* + past simple, *would* + infinitive.

GRAMMAR BOOSTER P130

- 4 Complete the conditional sentences with the correct form of the verbs in brackets.

- If nanofactories _____ (exist) now, I'm sure governments _____ (stop) people from getting them.
- If I _____ (pass) all my exams next year, I _____ (celebrate) with a big party.
- I _____ (be) usually tired the next day if I _____ (go) to bed late on a school night.
- My friends _____ (not be) happy if I _____ (arrive) late again this evening.
- If computers _____ (become) more intelligent than people, it _____ (be) a disaster.
- When you _____ (do) lots of exercise, your heart _____ (beat) faster.

- 5 **VOCABULARY** Match some of the **highlighted** words in the text or the words below to the descriptions.

| screen software update window

- the machines and equipment that make up a computer system
- an area of a computer screen that a program is shown in
- computers that are connected so they can share information
- recent improvements to a computer program

- 6 Work in pairs. Discuss what the other **highlighted** words in the text or the words above mean.

- 7 **THINK & SHARE** Work in pairs. Discuss the questions.

- If you had a nanofactory now, what would you do with it? How would it change your life? What wouldn't you use it for?
- How will the following things be different if everyone has a nanofactory in the future?
 - how and where people live
 - work
 - shopping
 - the economy
- What do you think would happen if the internet stopped working tomorrow?

New old hobbies

- What kinds of things do you do in your free time? Do you prefer to spend your free time online or offline? Why?
- Read the text. What reasons for the popularity of vintage hobbies does the writer mention?



As the world in which we live becomes more high-tech and life unfolds online, many young people have been turning to **less modern** hobbies in their free time. Recently, everything from **stamp collecting** to **gardening**, **playing bingo** to **baking** and **decorating cakes** has become popular again. The question is, why?

Some of **the most popular** hobbies are artistic ones, such as **drawing**, **painting** and **sculpture**. Perhaps the reason we are becoming **more interested** in these hobbies is because they take us away from our screens.

Home-based hobbies like baking, **sewing** and gardening are also more popular than they used to be. They are **cheaper** than many outdoor hobbies and also more tactile (connected with touch), something which is missing from our online worlds.

Young people are also collecting things more than they used to. Collecting things from the past such as stamps or postcards makes us think **more deeply** about how our world has changed and connects us with the past.

But what is **the best** thing about all these hobbies? You can still share everything you do on social media!

- VOCABULARY** Match the **highlighted** hobbies in the text to the photos.



- VOCABULARY** Complete the table with the words in **bold** in the text.

Comparison

	Comparative form	Superlative form
Short adjectives	+ -er 1 _____	+ -est the longest
Long adjectives	more / less + adj 2 _____ 3 _____	the most / least + adj 4 _____
Irregular adjectives	better, worse, less, further	5 _____, the worst, the least, the furthest
Short adverbs	+ -er faster	+ -est the fastest
Most adverbs	more / less + adverb 6 _____	the most / least + adverb the most carefully

GRAMMAR BOOSTER P131

- Matt, Ellie and Liz are siblings. The table below shows how they feel about different hobbies. Look at the table and complete the sentences using the correct comparative or superlative structure.

	Matt	Ellie	Liz
gardening	😊😊	😊	😊😊😊
baking	😊😊	😊😊	😞
painting	😊😊😊	😞	😊
sewing	😞	😊😊	😊😊

- Matt / think / baking / fun / painting
- Gardening / popular / hobby / in the family
- Liz / interested in / painting / Matt
- Ellie / think / positively / about / gardening / Matt
- Liz / interested in / baking / in the family
- Matt / think / painting / enjoyable / hobby
- Work in groups of four. Ask and answer questions about the different hobbies in Ex 3.
Find out which ...
 - hobbies are the most and least interesting.
 - hobbies people do more or less often.
 - hobbies people find more or less difficult.
 - other hobbies people find fun.
- Write a paragraph comparing what students in your group think about the hobbies in Ex 3 and any other hobbies discussed. Make sure you use a variety of comparative and superlative structures.
- Work with someone from a different group. Compare your group's answers to the questions in Ex 6 with those of the other group. How were your answers different?

1

VOCABULARY
Films and cinema
The written word

GRAMMAR
Present tenses
Past and perfect tenses

LISTENING
A discussion
about blogging

READING
An online article

GLOBAL SKILLS
Creative thinking and
brainstorming

SPEAKING
Effective discussions
and interactions

WRITING
A review

VISION 360
The prop-makers' studio

VOCABULARY BOOSTER P120

GRAMMAR BOOSTER P132-133

From the page to the screen



Film-making

- 1 Look at the photo from the video and discuss the questions in pairs.
 - 1 How often do you use the video camera on a phone? What do you use it for?
 - 2 Have you ever made a short film or music video with your friends using a phone? If so, what was it? If you had the time, what would you make a short film about?
- 2 **1.01** Watch or listen. Which sentence is the best summary of the vlog, A, B or C?
 - A It takes a long time and a lot of money to make a film.
 - B Documentaries are often easier to make than dramas.
 - C Film-making doesn't need to be expensive or difficult.

- 3 **1.01** Watch or listen again. Complete the advice that Alicia and George give with a correct word.
 - 1 Be _____ about what you can do.
 - 2 It will be easier for the audience and for you if your film is _____.
 - 3 Use the things and people you have around you, like _____ and family.
 - 4 Share your _____ for the story with your friends.
 - 5 Rehearse your lines and the _____ before filming begins.
 - 6 Find somewhere _____ to film.
 - 7 It's best to film when the weather is _____.

4 **VOCABULARY** Choose the correct alternative to make collocations about film-making.

- 1 **use** / **say** / **write** special effects
- 2 **say** / **direct** / **follow** a line
- 3 **rehearse** / **design** / **direct** a film
- 4 **direct** / **write** / **use** the script
- 5 **choose** / **design** / **rehearse** your lines
- 6 **follow** / **say** / **play** a part
- 7 **choose** / **follow** / **rehearse** the plot
- 8 **play** / **write** / **choose** a location

5 Complete the sentences with the words below.

effects lines live-action
location parts set studios

- 1 It took the actor about an hour to say the _____ correctly.
- 2 After visiting many cities, they chose Budapest as the _____ for the film.
- 3 In his acting career, Daniel Radcliffe has played many _____ but will always be remembered for playing Harry Potter.
- 4 Many of the world's largest film _____ are based in Hollywood.
- 5 I prefer to watch _____ films to animations.
- 6 The film *Little Women* is _____ in 19th-century America.
- 7 They used special _____ to make it look like the city was under water.

6 Read the text and choose the correct word, A, B or C, to complete the text.

When film-making goes **WRONG!**

When director Steven Spielberg was planning to make *Jaws*, a film that was mostly ¹_____ on a boat at sea, the producers thought he would film those scenes in a water tank in a ²_____. But the director chose a different ³_____: the Atlantic Ocean. Storms and seawater damaged the expensive equipment, actors got seasick and the boats that they used for filming sank! And not only the boats were lost from sight, the mechanical shark also disappeared into the ocean at one point.

In the 1981 film *Roar*, the problem wasn't mechanical animals, but real ones! The film, which is about a family who share their home with lions and tigers, used real animals and not special ⁴_____ throughout the film. Noel Marshall, who wrote the ⁵_____ and ⁶_____ the film, decided it was a good idea after he had turned his own home into a shelter for big cats. But unsurprisingly, it wasn't. Over 70 members of the production team got injured. Some were attacked, some very badly bitten and some of the actors couldn't even say their ⁷_____ without being jumped on by lions and tigers. Although its plot is not easy to ⁸_____, it's well worth watching for the amazing scenes of the animals themselves.

mechanical – worked by a machine
water tank – a large container of water

- | | | |
|--------------|-----------|------------|
| 1 A designed | B set | C played |
| 2 A location | B costume | C studio |
| 3 A plot | B part | C location |
| 4 A effects | B lines | C actions |
| 5 A plot | B lines | C script |
| 6 A used | B played | C directed |
| 7 A lines | B plot | C scripts |
| 8 A play | B follow | C say |

7 **REAL ENGLISH** 1.02 Read and listen to these lines from the video. Then choose the correct meaning (A or B) of the phrases in **bold**.

- 1 ... they absolutely **smashed it!**
A ruined something
B did well
- 2 We decided to **give it a shot**.
A try doing something new
B leave early
- 3 So, we're **playing it safe** and going for a maximum of five minutes.
A not taking a risk
B not trying to win
- 4 **You're kidding, right?** I want to direct.
A You aren't telling the truth.
B You don't know what you're talking about.
- 5 **Sorted.** Right, guys – camera rolling, and action!
A It's arranged.
B It isn't important.

8 Work in pairs. Make notes about a film or TV series you know well. Include information about ...

- where it is set.
- the plot.
- the special effects.
- who directed it.
- who played the different parts.
- the costumes.
- the locations used.

9 Work in groups. Tell the group about your film or TV series.

10 **THINK & SHARE** Work in groups. Ask and answer the questions.


- 1 What did you like or dislike about the films or TV series you talked about?
- 2 Put these things in order of how important they are in making a good film or TV series.

actors director location plot
script special effects

- 3 What else do you think makes a good film or TV series?
- 4 Have you got any story ideas that you think would make a good film or TV series? Discuss them.



Present tenses

-  George interviewed someone at a film festival. In pairs, read only the title of the blog post and look at the photo. What do you think the person George interviewed does?
- Read the blog post. Did you guess correctly?


MY FILM BLOG



NEW POST

'WALKING BACKGROUND'

🕒 26 FEB 💬 2 COMMENTS

I was at a film festival yesterday and I had a really cool chat with a woman who works as a film extra – the people you see in the background of films and TV shows. Here's what she told me.

'It isn't my full-time job. I'm actually a student, but I do this to make a bit of extra money.

It isn't glamorous. We usually work very long days, and we're always standing around waiting. When the location is outside in winter, it often gets very cold.

At the moment, I'm working on a new science fiction film. The stars' costumes look amazing, but I don't know who they are!

On set, the extras are the least important people. They call us "walking background". At mealtimes, we can only eat after everyone else finishes and we mustn't talk to the stars at all. It's in our contracts!

Some jobs are fun, but not this one. I'm thinking about leaving as my exams start next month.'

- Read the blog post again and underline the examples of the present simple and present continuous forms in the text. Then match an example to each rule and complete the rules with *present simple* or *present continuous*.

Present simple and continuous

We use ¹ _____ ...

- for facts and permanent situations.
- for habits and routines.
- for timetables and schedules.

We use ² _____ ...

- for things happening now or around now.
- to describe annoying, repeated behaviour.

GRAMMAR BOOSTER P132

- Complete the sentences with the present simple or present continuous form of the verbs in brackets.
 - I usually _____ to the cinema once a month. (go)
 - Why _____ the neighbours always _____ loud music? (play)
 - The bus to Lima _____ at 6.30 a.m. (leave)
 - I _____ to get fit at the moment. It's tough! (try)
 - Everybody _____ about the new James Bond film now. We should go and watch it. (talk)
 - Arianne Phillips _____ costumes for films. (design)
- Read the information about state and dynamic verbs. Write a list of the state verbs in the blog post in Ex 2.

State and dynamic verbs

Grammar animation

Dynamic verbs describe actions and state verbs describe states (*think, understand*, etc.), feelings (*like, prefer*, etc.) and situations (*seem, taste*, etc.). We do not normally use state verbs in the continuous.



State: I don't understand this film.

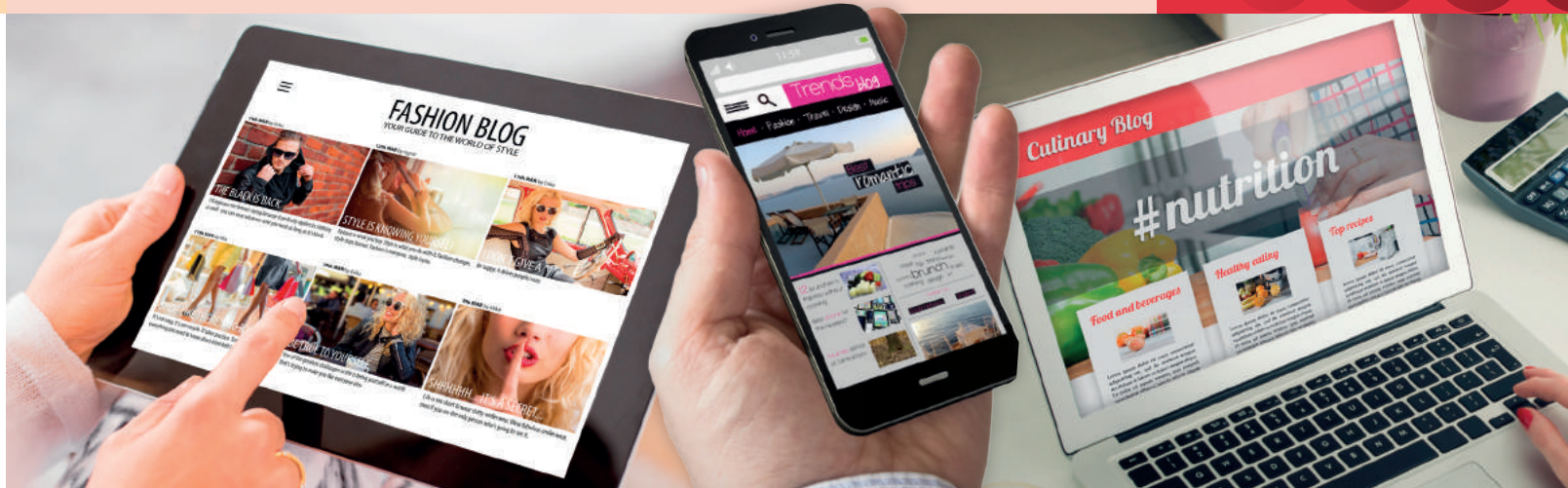
Some verbs can be either state or dynamic, but with a different meaning.

State: Those trousers look dirty. (seem)

Dynamic: I'm looking at the photo now. (pay attention)

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- The sentences below contain five mistakes altogether. Decide which verbs in **bold** should be state and which should be dynamic verbs. Then correct the mistakes in the tenses.
 - This milk **is smelling** bad. I don't think we should use it.
 - The director **is having** many fans around the world.
 - Mark can't hear you. He's **listening** to music.
 - It **is sounding** like your bike needs fixing.
 - I'm **not wanting** to watch a horror film.
 - This test is difficult. I'm **not knowing** many of the answers.
-  **1.03** Listen to a phone conversation between two friends. Write complete sentences about the conversation using the prompts and the correct present tense.
 - Jo / wait / outside / the cinema
 - Kieran / travel / to the cinema / by bus
 - The cinema / usually / show / adverts / before / the film / start
 - Kieran / not go / to study class / every week
 - Rachel / not travel / with Kieran
-  Work in pairs. Think about some TV series and films you know and tell your partner about them. Use the prompts to help you.
 - I really like ... because ...
 - At the moment, I'm watching ...
 - I really want to watch ... because ...
 - I don't think ... is very good because ...
 - The most annoying TV series I know is ... because ...



Blogging

- 1 **THINK & SHARE** Do you read any blogs? If yes, which ones? If not, why not?
- 2 **VOCABULARY** Read the tips for writing an effective blog. Pay attention to the collocations in **bold**. Then match 1–4 to A–D to create tips about a successful blog.

TOP TIPS for blogging success

- 1 **Be original** and don't follow others.
- 2 Write with passion and **create content** about topics you know about and which others will relate to.
- 3 **Get to the point.**
- 4 Address the negatives but **focus on the positives** when you read people's comments.
- A Remember, people will get bored quickly if your text is too long.
- B Instead, **use your imagination** to **come up with new ideas**.
- C Not everyone will like what you do, so pay more attention to those who do!
- D It's the best way to **connect with your audience**.

STRATEGY Identifying different speakers

When you listen to a radio show or podcast, you will need to understand which person is speaking to be able to follow a discussion. Pay attention to the accent, the speed and the tone of voice of the different speakers.

- 3 **1.04** Read the **strategy**. Then listen to three people talking about their experiences with blogging. Match tips 1–4 in Ex 2 to the speakers who talk about them.
1 Sarah ____ 2 Katie ____ 3 Hannah ____
- 4 **1.04** Listen to the discussion again and complete the phrases that each speaker used. Then match each phrase to a collocation in Ex 2.
1 Write about what you _____.
2 People will _____ to you and your blog much better.
3 Do something _____, something _____ from other people.
4 Quickly _____ what you want to _____ and don't _____ too much.

- 5 **1.05** Listen to the rest of the discussion and choose the correct answer: A, B or C.

- 1 What does Hannah suggest doing to help her come up with ideas?
A Read lots of other blogs.
B Think about what you enjoy reading about.
C Start writing as soon as you can.
- 2 What did Sarah find out by looking at other blogs?
A That funny blogs were more popular.
B That most blogs were very similar.
C That there weren't many blogs that made you laugh.
- 3 What helped Katie connect with her readers?
A Writing about who she was.
B Making her readers laugh.
C Telling the truth.
- 4 What advice does Sarah give about stories?
A Everyone likes to read them.
B Keep them short.
C They can help illustrate what you want to say.

- 6 **Work in pairs.** Discuss and decide on the five most useful tips for starting a blog from the listening and from the tips in Ex 2.

- 7 **MEDIATION** Write a short presentation for a group of people who are new to blogging. Include the five best tips that you chose. Consider ...

- what knowledge your audience may have about blogging and what they may not know.
- what words and phrases may need explaining.
- how to present the information and what examples to use to make it relevant.

- 8 **Give your presentation to the class.** Then vote on whose presentation is the most suitable for people new to blogging. Explain your choice.

- 9 **THINK & SHARE** Discuss the questions.

- 1 Why do you think writing and reading blogs are so popular?
- 2 What benefits do readers and writers get from them?
- 3 If you wanted to write a blog, what subject would you write about? Which tips from this lesson would you follow?

The written word

- 1 **THINK & SHARE** Work in pairs. Put these things in the order of how often you read them or how often you would like to read them.

blogs comics diaries letters magazines
newspapers non-fiction books novels
poems social media posts

- 2 Read the article about three best-selling books. Match the writers below to the descriptions of what they have written. There is one description that you do not need.

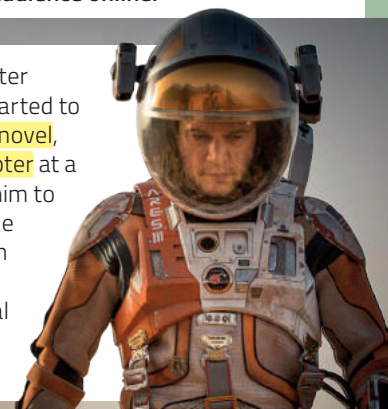
Andy Weir Anna Todd Rupri Kaur

- A a book of short poems
B a science fiction novel
C a diary
D a romantic novel

Writers that started ONLINE

Once upon a time, writers needed to find a **publisher** to become successful. But increasingly, writers of everything from **short stories** to **thrillers**, from **mystery novels** to **non-fiction**, are finding an audience online.

In 2011, Andy Weir, a computer programmer and **blogger**, started to **post** his first **science fiction novel**, *The Martian*, online, one **chapter** at a time. Fans then persuaded him to **publish** it as an e-book on the Amazon website, and it soon became a hit. Within a few years, it was an international bestseller and a successful Hollywood film.



The **poet** Rupri Kaur turned to Instagram to find her audience. Her short, visual poems suited the social media platform perfectly and she gained millions of followers. Her first book of **poetry** went on to sell over 2.5 million copies.



Anna Todd was a big fan of the pop group One Direction, and was inspired to write her 2014 'fan fiction' **romantic novel**, *After*. She posted the story, one chapter a day, on Wattpad, a website that connects readers and writers. At that time One Direction were the most popular boy band group in the world. The book got over a billion views and soon an international publisher turned it into a series of books, and Hollywood made it into a film.

- 3 **VOCABULARY** Complete the table with the **highlighted** words in the article.

Type of book / writing	Person	Action	Part of a book

- 4 Match the descriptions to the words in the first column of the table in Ex 3.

- a love story
- a story about future technology, often involving space travel
- an exciting story with lots of action, often about crime
- pieces of writing where words are used to create images, feelings and emotions
- a story with a number of strange events or crimes

- 5 **VOCABULARY** Check the meanings of the words below and add them to the correct category in the table in Ex 3.

cover edit editor fairy tale
horror journal songwriter

- 6 Complete the sentences with words in Ex 3 and 5.

- As well as being a great singer, she is a very talented _____.
- If you want to be a writer, it's good practice to keep a _____ of what you do and your thoughts as often as possible.
- In her last _____ novel, she wrote about how aliens begin to control the world's computer networks.
- I read a lot of _____ because I like the way it can make you experience a lot of emotions in a few short lines.
- Oxford University Press _____ this series of course books.
- If you look at the _____ of this book, you might think it was a science fiction novel.
- It's a classic _____ novel. You never find out what happened to all the money until the last page.
- There were a lot of mistakes in the text before the _____ corrected them all.
- There's a _____ competition at school. You need to write something exciting and interesting in under 1,000 words.

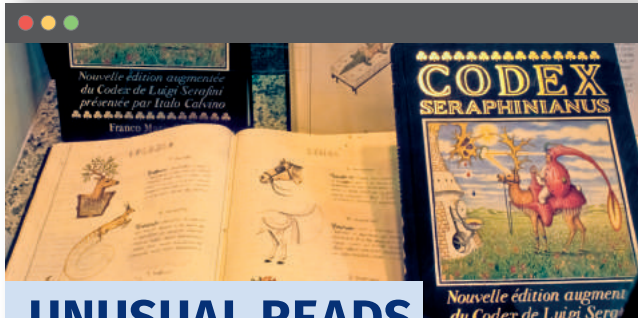
- 7 **Work in pairs. Make notes about ...**

- two types of writing that you find interesting.
- two types of writing you find boring.
- the people from the table in Ex 3 you think are most creative.

- 8 **Work with another pair. Discuss your answers to Ex 7 and explain the reasons for your choices.**

Past and perfect tenses

- 1 What is an encyclopaedia? What kind of information do you find in one?
- 2 Read the article about an encyclopaedia. What is unusual about it?



UNUSUAL READS

I'm sure we've all read some really bad books in our lives, but what's the strangest book you've ever read?

Last month, while I **was looking around** my favourite second-hand bookshop, I found a copy of *Codex Seraphinianus* by Luigi Serafini. As soon as I **opened** it, I became really interested and I've **been 'reading'** it ever since. The book is an encyclopaedia that describes an imaginary world. It has eleven chapters of beautiful and strange pictures of animals, plants, people, food, fashion and inventions, with text that is written in an unknown alphabet and language. It feels like it has come from another world.

When the book was first published in 1981, few people **had heard** of its writer, Luigi Serafini. Also, because the book was sold as a 'real' encyclopaedia, some people thought that Serafini had visited another world and was trying to tell us what he had seen.

In truth, Serafini is an artist and came up with all the ideas for the pictures and text himself. His idea had been to give his readers the same feeling that young children have when they open a book they cannot understand for the first time. They know it means something to adults but have no idea what the meaning is.

- 3 Match the **bold** phrases in the article to rules 1–5. What other examples of these tenses can you find in the text?

Past and perfect tenses

Grammar animation

- 1 We use the **past simple** for finished events that happened at a known time in the past and with phrases such as *until, as soon as, when*, etc.
- 2 We use the **past continuous** for activities in progress at a certain time in the past.
- 3 We use the **present perfect** for completed actions that happened at an unspecified time in the past and actions that are finished but we can see the result now.
- 4 We use the **present perfect continuous** for actions that started recently and are still in progress and actions that are finished but have a result we can see now.
- 5 We use the **past perfect simple** for a finished event that happened before another event in the past.

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- 4 Complete the sentences with the correct past or perfect tense of the verbs in brackets.

- 1 We _____ a great film at the cinema last week. (see)
- 2 She's tired because she _____ tennis all afternoon. (play)
- 3 I _____ that book. Is it good? (not read)
- 4 _____ you _____ the bookshop on East Street before? (visit)
- 5 It _____ at 6.00 this morning. (rain)
- 6 Jamal _____ there for hours when his friends arrived. (be)

Remember

- 1 When a short action interrupts a long one, we use the past simple for the shorter action and the past continuous for the longer action.
- 2 With state verbs such as *be, have* and *know*, we don't use the continuous form.
- 3 When we say how many times something happened, we use the present perfect simple.

- 5 Read the rules in the **Remember** box. Then choose the correct alternative to complete the dialogue.

- Omar** Hi Ashu. How are you? Can you remember that book that I ¹**lent / have lent** you a few months ago?
- Ashu** Yes, I remember. I'm really sorry, but I ²**didn't finish / haven't finished** it yet.
- Omar** I've done / I've been doing three exams recently and ⁴**I was studying / I've been studying** a lot.
- Ashu** I ⁵**haven't had / haven't been having** much free time.
- Omar** No problem. I ⁶**looked / was looking** for it this morning and couldn't remember if you ⁷**have / had** returned it.
- Ashu** Oh, I see. ⁸**Did / Have** you read anything interesting recently?
- Omar** Not really, but I ⁹**bought / have bought** a really cool book while I ¹⁰**visited / was visiting** London last week. It's a thriller by the same author who ¹¹**wrote / had written** *Gone Girl*.
- Ashu** Sounds good!


- 6 1.08 Listen to a podcast about more strange books. What is unusual about each book?


- 7 1.08 Listen again and complete the sentences with the correct form of the verbs below.

buy disappear eat find finish
hear read steal

- 1 Trev _____ reading *The Interrogative Mood* yet.
 - 2 Trev _____ a book like it before.
 - 3 Sonia _____ the book *Gadsby* after she _____ about it on a podcast.
 - 4 The book _____ while Sonia _____ lunch.
 - 5 She _____ who _____ the book yet.
- 8 Work in pairs. Use the prompts to discuss a strange book, TV show or film you have read or watched recently. Make sure to use a variety of past and perfect tenses.
- 1 (What?) The strangest thing I've ever read / watched was ...
 - 2 (When?) I read / watched it ...
 - 3 (Why?) I decided to read / watch it because ...

Smartphone films

1  Discuss in groups. Have you ever seen a full-length film that was made using a phone? If yes, what was it like? If not, would you like to?

2  1.09 Read the article about making films using a phone. Match the directors to the films.

- | | |
|---------------------|--|
| 1 Tristan Pope | <i>I Play with the Phrase Each Other</i> |
| 2 Steven Soderbergh | <i>Romance in NYC</i> |
| 3 Jay Alvarez | <i>Unsane</i> |

STRATEGY Recognising topic sentences

A topic sentence states the main idea of a paragraph. Identifying the topic sentences can help you to understand and summarise a text better.

3 Read the **strategy**. Then read the text again and underline the topic sentences in each paragraph.

4 Look at the topic sentences. What is the purpose of the whole text? Write a short summary of the text in three or four sentences.

5 Choose the correct answer: A, B or C. Then read again and check.

- What did film director Steven Soderbergh describe as 'the future'?
 - his 2018 film *Unsane*
 - the latest digital cameras
 - using a smartphone to make films
 - the new iPhone
- How did Jay Alvarez take the phone film 'one step further'?
 - He wrote the script and played the main part in the film.
 - The film is a series of phone conversations.
 - The film is about how people use their phones.
 - He wrote the film on his phone.
- Which of these things is not mentioned as an advantage of using a phone to make a film?
 - No one will notice that you are making a film.
 - The size of the phone means you can film in many different places.
 - It takes no time at all to film something with your phone.
 - Because they are small, they are easier to hold.
- Why does Tristan Pope think young people can relate better to his films?
 - Because the actors playing the parts are young people.
 - Because his films look and feel similar to the videos they make.
 - Because he is a young film-maker himself.
 - Because everyone falls in love.
- What advice does the article give to young film-makers?
 - Make lots of films and learn from your mistakes.
 - Find new ways to tell your story.
 - Follow the rules and try not to make mistakes.
 - Learn from other films and have fun trying.

6  **THINK & SHARE** Discuss the questions.

- Which of the films mentioned in the article would you like to see? Why?
- What does the phrase 'Action is the key to all success' mean? How can you relate it to your life?

The film

When famous Hollywood directors start using smartphones instead of the latest digital cameras and technology to make their films, you know that something has changed.

In 2018, Steven Soderbergh, who directed the *Ocean's Eleven* series, decided to use a smartphone to film the thriller *Unsane*. He was so impressed with the results he later described it as 'the future' of film-making. In 2019, he shot his next film, *High Flying Bird*, in the same way. Although he is the most famous director to make a film with a phone, he wasn't the first.

The New York photographer and director Tristan Pope has been using a phone to take photographs and make his films for some years. In 2014, he used an iPhone to film dancers on the streets of New York. A year later he used one to make the simple and beautiful short film *Romance in NYC*.



studio in your pocket



The film-maker Jay Alvarez has taken the phone film one step further. The story of his full-length film, *I Play with the Phrase Each Other*, which he also wrote and starred in, was shot with a smartphone. Phones also feature in front of the camera, as the whole film is told through a series of phone calls between all the characters.



Why have so many film-makers started using such technology to make their films? For many, it just makes sense. Phones are much smaller than film cameras so they are much easier to carry around and use. You can also use them in any location where you can take a phone, from busy streets and shopping centres, to museums and art galleries. You can even film on buses and trains. It's also much faster. You don't need to set up a camera to get your shot, so as soon as you see something you want to film or have an idea, you can start. Tristan Pope also feels that young audiences can relate to his smartphone films much better. People use their phones to photograph and record their everyday lives. *Romance in NYC* is a similar record of a young couple's day.

For young film-makers, the most important reason for using their phones to make films is the cost. Only a few years ago, even making a short film was very expensive. Now everyone can do it with something they have in their pockets, which means the possibilities are endless.

So, what advice do the film-makers have for anyone who wants to make a film with their phone? Watch as many films as you can and learn the basic rules and different ways to tell your story. Enjoy the experience, be creative and don't be afraid to make mistakes. And perhaps most importantly, as Picasso once said, 'Action is the key to all success'.

Creative thinking and brainstorming

- 1 **THINK & SHARE** Discuss in pairs. What does it mean to be 'creative'?
- 2 Work in pairs. Look at the photos and discuss the question. How are these different people creative in their jobs?



- 3 Discuss in pairs. How often are you creative in your life? When was the last time you were creative?
- 4 Read the article about how to think creatively. Match headings 1–4 to paragraphs A–C. There is one heading that you do not need.
- 1 Train your brain
 - 2 Record your ideas
 - 3 Question everything
 - 4 Pick up your toys

- 5 You are going to listen to the first part of a vlog about sharing and collecting ideas. Before you listen, read the sentences below. Do you think they are true (T) or false (F)?
- 1 Brainstorming can be done alone or in a group.
 - 2 When you brainstorm, it's better to have a few good ideas than lots of 'bad' ideas.
 - 3 In brainstorming, it's OK to say what is good and what is bad.
- 6 **1.10** Listen and check your answers. Did any answer surprise you?
- 7 **1.11** Listen to the next part of the vlog and complete the sentences. Use your own words if you need to.
- 1 'Quickfire questions' works better with ...
 - 2 To do 'brainwriting', everyone writes ...
 - 3 The advantage of 'round robin' brainstorming is ...
- 8 You are going to use the techniques you have read about and listened to to come up with a story about how and why this man ended up in the hole in the photo. First, in pairs, describe the photo to each other. Include as much detail as you can.



- 9 Work with another pair. In your groups, brainstorm your ideas about how and why the man is in the hole. Choose one of the brainstorming techniques from Ex 7 to use.
- 10 In your group, choose the best ideas and write a short story about the situation.
- 11 Read out your story to the class and vote on the best one.

Becoming more creative

For anyone who doesn't think they are creative, it's worth remembering what the scientist Albert Einstein said: 'Genius is 1% talent and 99% hard work.' But how can we become more creative and better at generating ideas? Here are three tips.

A ____

Whether you're trying to solve a problem, come up with an idea or invent something new, the more questions you can ask, the better. One technique is called 'quickfire questions'. Imagine you want to write a short story about an old man. Quickly write down ten questions you want to find out about him, such as 'Where is he from?', 'Where did he grow up?', 'What does he do in the mornings?', 'Why does he do it?', 'Who does he speak to?', 'Is he happy?', etc.

B ____

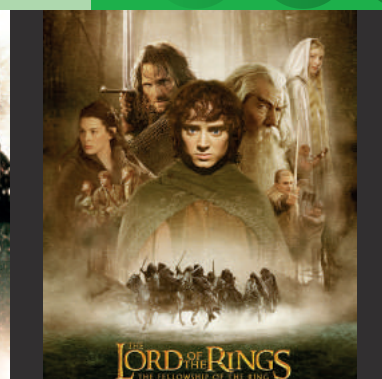
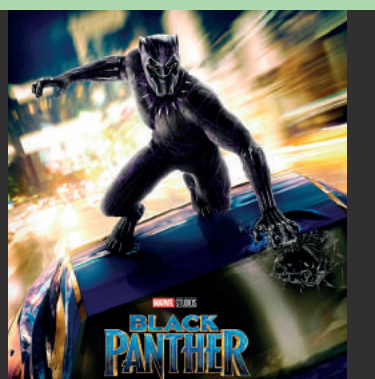
Try playing with Lego or modelling clay and see what you can create. Both of these activities will give your mind the chance to be free from your everyday thoughts and help you to make connections and become more creative.

C ____

Whether it's playing the piano, doing the high jump or thinking of a new idea, the more you practise something, the better at it you will get. Becoming more creative is no different and the more you do it, the better at it you'll become. For example, why not spend five minutes every day thinking of as many different ways to use an everyday object, or imagining the stories for the people who you see in the street, or thinking of new endings for films or TV shows.

modelling clay – a soft substance that can be made into different shapes using your hands

But whatever you do, remember that when it comes to ideas, there is no such thing as a wrong answer!



A discussion

- 1 Look at the posters. All of these films and TV shows were originally books. Which have you read? Which have you seen? Have you both read and seen any of them? What did you think of them?
- 2 **1.12** Listen to a group of students discussing if they prefer books or films. Which opinions do you most agree with? Why?
- 3 **1.12** Complete the **Phrasebook** with the words below. Then listen again. Tick (✓) the phrases the speakers use in the discussion.

PHRASEBOOK Having a discussion

concerned considered experience go prefer think

Expressing a preference / an opinion

I'd ¹_____ for ...

As far as I'm ²_____, ...

Personally, I much ³_____ ...

All things ⁴_____, ...

Giving a reason or explaining an answer

In my ⁵_____, ...

When you ⁶_____ about it, ...

agree point see sure view with

Agreeing and disagreeing

Good ⁷_____.

I'm ⁸_____ you on that.

I couldn't ⁹_____ more.

I'd take a different ¹⁰_____ on that.

I'm not ¹¹_____ I agree.

I ¹²_____ it a bit differently.

PRONUNCIATION Sentence stress: expressing opinions

When comparing or contrasting two things we often stress the words we are comparing. When we're expressing an opinion about something, we often stress the words that confirm it is our opinion.

In my opinion, it's easier to concentrate on films than books.

Personally, I much prefer books to films.

- 4 **PRONUNCIATION** **1.13** Read the pronunciation box. Then listen to the sentences below and underline the words that are stressed. Listen and check, then repeat.
 - 1 As far as I'm concerned, the TV show was much better than the book.
 - 2 I'd take a different view on that.
 - 3 When you think about it, everyone's experience of reading a book is different.
 - 4 If I had to choose between a romantic novel and a thriller, I'd go for the thriller.
 - 5 All things considered, I still prefer books.
 - 6 In my experience, films like that are often boring.

STRATEGY Interacting

In a discussion, it's useful to know how to keep the conversation going and ensure that all participants get the chance to speak. Learning a number of phrases to help you do this will give you time to think about what you want to say next.

- 5 **1.12** Read the **strategy**. Then listen to the discussion again and complete the **Phrasebook** with the phrases the students use to interact with each other.

PHRASEBOOK Interacting

Keeping the conversation going

What does ¹_____ think?

Would you ²_____ with that?

Don't you ³_____ that ...?

Interrupting someone

Can I ⁴_____ you there?


Hang on a ⁵_____.

- 6 **1.14** Listen and repeat the phrases. Pay attention to the intonation and stress in each one.
- 7 You are going to have a discussion. In groups of three or four, choose one of the topics below to discuss.
 - You can learn more from playing computer games than from reading novels.
 - Rock and pop music should be studied at school.
 - The best films and TV shows are made in the US.
- 8 Think about your opinion on the topic. Make notes. Use some of the **Phrasebook** phrases for having a discussion.
- 9 Have the discussion in your groups. Use at least one phrase for keeping the conversation going and one for interrupting someone from the second **Phrasebook**.

10 REFLECT Discuss in pairs.

- 1 What was your opinion before you started the discussion? Has it changed now?
- 2 Whose opinions did you find the most interesting? Why?
- 3 How easy was it to keep the conversation going and make sure that everyone could say something?

A review

- 1  **THINK & SHARE** Work in pairs. Discuss what kind of information you would want to know about a book, film, TV show or computer game before you decide to read, watch or play it. Then tell your partner about something you read, watched or played this year.
- 2 Read a book review from a blog. Did the writer include all the same kind of information that you discussed in Ex 1?

Book blog

A _____

One of the strangest and most enjoyable books I've read in a long time is the *Life of Pi*, by the Canadian writer Yann Martel. It was first published in 2001, but was made into a successful film in 2012 and it has now sold more than 10 million copies worldwide.

B _____

It tells the moving story of Pi, a teenage boy from Pondicherry in India, whose family own and live in a zoo. When he is sixteen, his parents decide to move to Canada and take some of the animals with them on a ship. On the way, the ship sinks and Pi's family die. Pi survives and finds himself on a small boat in the middle of the ocean with a giant tiger.

C _____

The main character in the story is Pi. He is a friendly and clever boy, and very determined. The tiger, on the other hand, is aggressive and cold. The relationship between the two characters is the most important part of the book.

D _____

I really enjoyed this book. The plot is surprising and original, and the book is really entertaining. You also learn a lot about animal psychology, and it really makes you think. My only criticism is that the ending is a bit confusing.

E _____

All in all, I'd definitely recommend it, but read the book before you see the film. The book is much better, and you certainly won't regret reading it.



- 3 Read the review again and match headings 1–5 to paragraphs A–E.
- 1 My recommendation
 - 2 The author and background of the book
 - 3 My opinion
 - 4 The characters
 - 5 The plot

- 4 Complete the **Phrasebook** with the words below.

copies criticism definitely enjoyed everyone
main published regret relationship set
slow story think

PHRASEBOOK Writing a review

Background

It was first ¹ _____ / released in ...

It has sold more than 10 million ² _____ worldwide.

Describing the plot

It tells the ³ _____ of ...

The story / film / game is ⁴ _____ in ...

Describing the characters

The ⁵ _____ character in the story / film / game is ...

The ⁶ _____ between the characters is ...

Giving opinions

I really ⁷ _____ this book / film / game.

It really makes you ⁸ _____.

It's a very ⁹ _____ read.

My only ¹⁰ _____ is ...

Giving recommendations

I'd ¹¹ _____ recommend it.

This book / film / game isn't for ¹² _____.

You certainly won't ¹³ _____ reading it.


STRATEGY Using varied vocabulary

When you are writing a review, it is important to use a variety of vocabulary to make your writing more interesting. Use descriptive adjectives to talk about the plot, the characters and how you feel about the book.

- 5 Read the **strategy**. Then complete the table with adjectives from the review. Can you add more adjectives?

Adjectives to describe ...

the plot	¹ _____	² _____
	³ _____	⁴ _____
	_____	_____
the characters	⁵ _____	⁶ _____
	⁷ _____	⁸ _____
	⁹ _____	_____
the book	¹⁰ _____	¹¹ _____

- 6 You are going to write a review of a book, TV show, film or computer game for a blog. You can choose the one you discussed in Ex 1 or something else. Plan your review using the paragraph structure in Ex 4 and the **Phrasebook**.
- 7 Write your review. Include some of the descriptive adjectives in Ex 5.
- 8  **CHECK YOUR WORK** Did you ...
- follow the paragraph structure?
 - include phrases from this lesson?
 - use a variety of vocabulary?
 - include a recommendation?

Grammar

- Complete the sentences with the present simple or continuous form of the verbs in brackets.
 - The train to Paris _____ at 7.15 a.m. (leave)
 - I'll cook dinner as soon as we _____ home. (get)
 - My friend Sami _____ his phone when I'm with him. It really annoys me. (always check)
 - I'm worried about Kaheem. He _____ well. (not look)
 - Elena _____ a sister and two brothers. (have)
 - _____ Dad _____ some help to make dinner? (want)
- Choose the correct answer: A, B or C.
 - I ... this book for three weeks. I really want to finish it soon.
A have read B have been reading
C was reading
 - How long ... a car?
A have you owned B have you been owning
C are you owning
 - Lorna was tired because she ... for three hours.
A slept B had only slept
C was sleeping
 - We ... a film when we heard the news.
A had watched B 've been watching
C were watching
 - Although I ... Karen before, she looked very familiar.
A had never met B never met C was never meeting

Vocabulary

- Complete the sentences with the words below.

directed effects location played rehearsed

- In the X-Men films, James McAvoy _____ the part of Professor X.
 - The director chose Budapest as the _____ for the film because of its architecture.
 - Steven Spielberg has _____ over 30 films during his career.
 - Before they started filming, the actors _____ their lines together for many weeks.
 - The explosion was created using special _____.
- Choose the correct alternative.
 - I usually read **novels** / **poetry** because I love to get involved in a good story.
 - It's a **romantic** / **mystery** novel about the strange events that happen one night in a small town in Denmark.
 - I've been writing my thoughts in a **journal** / **novel** every day for the last six months.
 - I love the **chapter** / **cover** of this book. It looks really dark and mysterious.
 - My cousin has been **posting** / **editing** short stories on his blog for the last few years.

Cumulative review

- Complete the article about young people in the film industry. Choose the correct answer: A, B, C or D.

Kids behind the camera

¹ _____ thought about a career in the film industry? Being young certainly isn't a problem, as some of the world's most talented actors and directors ² _____ their careers before they left school.

While directors Tim Burton, Peter Jackson and even Steven Spielberg all started by making short amateur films at home when they were kids, others were already starring in or ³ _____ feature-length films at the same age.

When eight-year-old Brooklyn Prince wrote the ⁴ _____ for and directed the short film *Colours* in 2019, it wasn't the first time she ⁵ _____ in the film industry. She had already played the lead ⁶ _____ in the 2017 award-winning film, *The Florida Project*.

Emily Hagins is another young person who has made a career for herself in the film industry. She directed the thriller *Pathogen* when she was only twelve, and then went on to make two more films before she ⁷ _____ her 20th birthday. But it's Nepali director Saugat Bista who has the world record for the youngest person ever to direct a professional film. When he ⁸ _____ just eight years old, he directed the family drama *Love You Baba*.

Looks like most of us have got a lot of catching up to do!

- | | |
|---------------------|------------------|
| 1 A Have you ever | B Did you ever |
| C Had you ever | D Do you ever |
| 2 A have begun | B were beginning |
| C began | D had begun |
| 3 A directing | B rehearsing |
| C playing | D designing |
| 4 A lines | B script |
| C plot | D location |
| 5 A was working | B worked |
| C had worked | D has worked |
| 6 A set | B part |
| C plot | D costume |
| 7 A was celebrating | B celebrated |
| C has celebrated | D 'd celebrated |
| 8 A was | B has been |
| C had been | D has |

Think & share

- Answer the questions

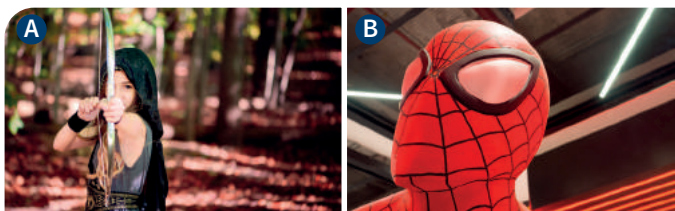
- Do you agree with this statement? Why? / Why not?
Computer games tell better stories than books.
- What was the most exciting film / TV show you have ever seen? Explain your answer.

The prop-makers' studio



Unit 1 360° hotspots

- 1 **THINK & SHARE** Work in pairs. Match the props A–E to the films 1–5. How important are these props to the plot of each film? Why are they important?



- 1 Charlie and the Chocolate Factory
- 2 The Lord of the Rings
- 3 The Hunger Games
- 4 Spiderman
- 5 Star Wars



- 2 Work in pairs. Explore the prop-making studio for 30 seconds. Find the following props. What kind of films do you think they are for?

- a dinosaur head
- an award
- a space weapon
- a uniform
- a necklace
- large books
- a hat
- a railway track
- a compass

- 3 **ALL HOTSPOTS** Explore the hotspots. Which hotspots give the following information?

- 1 An opinion on what makes being a prop-maker interesting.
- 2 A description of the process of making props.
- 3 A prop-maker's favourite type of props.
- 4 A description of what film students learn.
- 5 Advice on how to become a prop-maker.

- 4 Listen to a prop-maker talking about props. Answer the questions.

- 1 Which prop from Ex 1 does the prop-maker mention?
- 2 Why does she mention it?
- 3 What does she hope will happen to the prop that she is working on?

EXPLORE 360°

Access the interactive 360° content now!



CREATE ... a blog entry on 'An incredibly important prop!'

STEP 1

Think of a film or series that you have enjoyed and an important prop that appears in it.

STEP 2

Answer the following questions about the prop:

- What is the prop?
- What is the name of the film / series?
- How important is the prop to the plot?
- How does the prop help tell the story?

STEP 3 RESEARCH IT!

Go online and do some research into the prop and the film it's in.

- Search fan websites of the film / series and compare your answers to the questions in STEP 2 with the information you find.
- Try and find out who made the prop and how.
- Find images of the prop.

STEP 4

You are going to create a blog entry on the prop. Organise the information that you have found into different sections.

STEP 5





Write your blog. Write about 100–150 words.

STEP 6

Decide on a layout and design that you like and add your text. Illustrate your blog post with photos.

STEP 7

Read the blog entries of other students in your class. Which blog post do you think is the most interesting? Why?

- 5  Read the information on becoming a prop-maker. Which school subjects do you think would help someone become a prop-maker? Which local festivals and theatre groups could someone volunteer for in your town?
- 6  Work in pairs. Read the information and listen to the prop-maker talking about her job. What does the prop-maker say is enjoyable about the job? Then explore the workshop and think of three things that are perhaps not so good about the job.
- 7  Work in pairs. Put the stages of making a film into the correct order. Then watch the video. Do the students at the film school do the stages in the same order?
 - A Do the filming.
 - B Add special effects.
 - C Write a script.
 - D Show the film.
 - E Rehearse their lines and play the roles.
 - F Edit their material.
- 8  **THINK & SHARE** What toys have you had that were based on props from films? How did the films' characters use them? Did you enjoy playing with them? Why? / Why not?