Objectives

Vocabulary

Films

Vocabulary sets are presented using photographs and are recycled and practised in context throughout the unit.

Films

Read the text quickly and choose the best title.

1. a) Clever today
   b) The future of films
   c) A film review

Dialogues give students the opportunity to talk about their own world following a clear example.

Reading

Words Check

Online film magazine

Never ever been disappointed by a film ending? In the future, film plots will change as we watch them. During the film, a sensor will detect our emotions. Then, software will choose the best scene to play next, depending on our reactions.

The All Clear Facts provides interesting additional information.

All Clear uses print and digital genres, from magazine articles to social messaging and wikis, with teen-focused topics presenting the unit language in context.
Take a Tour – Level 3

Grammar

All Clear Grammar tables lead students through carefully staged practice exercises.

All Clear Rules guide students through the more difficult grammar points.

A cumulative All Clear Grammar dialogue or text contextualizes the new structures and recycles structures from previous units in realistic situations which are familiar to students.
Take a Tour – Level 3

Vocabulary and Listening

**Vocabulary**

- **Suffixes**
  - Adverbs such as **-ly**
  - Verbs such as **-en**

- **Exercise**
  - Listen and repeat the verbs. How do you say them in your language?
  - Examples: advertise, argue, celebrate, connect, decorate, develop, educate, enjoy, equip, excite, move, possess, predict, suggest

- **Task**
  - Copy and complete the table with words from exercise 1. Then use the suffixes -er or -est to make the noun forms.

- **Exercise**
  - Listen and check your answers.

- **Task**
  - Complete the sentences with nouns from the table in exercise 2.

- **Exercise**
  - We think the description on this cake is really colourful.

**Listening**

- **Exercise**
  - Listen and look at the pictures. Write the correct words in your notebook.
  - Example: The film-makers...using teenage film-makers.

- **Task**
  - Listen again. Write true or false in your notebook.

**Speaking**

- **Task**
  - Listen to the dialogue. What did Ruby like about the film?

- **Exercise**
  - What did you think of After Earth?

- **Exercise**
  - Did you like anything?

- **Exercise**
  - At least we agree about something...

**Useful Language**

- Asking for and giving opinions / Talking about a film

**The Speaking Task** guides students through the preparation and production of their own dialogue.

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Teen-centred Model Dialogues for students to follow everyday formal and informal conversations.

A second lexical set with ample visual support.

Clear listening texts with simple straightforward tasks give students the confidence to extract the main ideas and details of radio programmes, advertisements and conversations.

Useful Language highlights key functional structures.
The Writing Task guides students through the reparation and production of their own texts. A second reading text with information about diverse cultural topics provides further context for students to review the unit grammar and vocabulary.
The vocabulary sets are repeated here to aid learning.

Simple grammar tables provide at-a-glance support.

Functional Language from the Speaking pages is provided for easy reference.

The Progress Check provides a manageable evaluation of all vocabulary sets and the main grammar points from the unit. Students check their answers to see if they need further practice.

References to material with extra support are given.
Revision of vocabulary from the three previous units is provided as a game.

Revision: Vocabulary

Revision Units 7–9

Vocabulary

Completion of the three previous units is provided as a game.

Revision: Grammar

Active and passive

1. Complete the sentences with the active or passive forms of the verbs in brackets:
   1. The film … (direct) by Ridley Scott last year.
   2. The song … (downloaded) by 10,000 people on the first day of release.
   3. People often … (celebrated) local festivals with fireworks in the main square.
   4. Coldplay … (released) their sixth studio album in 2014.
   5. CDs … (bought) by many people nowadays.

Modal verbs

Write complete sentences using the modal verbs in brackets in your notebook.

1. you / be home at 11 pm (must be)
2. my cousins / study English in their school (should have)
3. you / shake hands when you meet someone new (should)
4. students / be late for class (mustn’t)
5. you / invite me to your barbecue next weekend (must)

First and second conditionals

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

1. if you work hard, you … (pass) your exams.
2. if my friend … (tell) me a lie, I would be very unhappy.
3. what … (you / do) if you had an argument with your best friend?
4. if I come to the cinema if you … (buy) me a ticket.
5. If I won a million euros, I … (not spend) the money … (travel) it.

Grammar check

Write the correct words in your notebook.

If you … (write) a letter to a friend, you … (tell) someone about the things that happened to you.

Take a Tour – Level 3
This multimedia page appears in each revision unit. The fun quiz with thought-provoking questions tests students’ cultural knowledge.

There is a related Culture video in the Teacher’s Presentation Kit and in the Digital Resource Centre with accompanying worksheet.

The “Digital Competence” Multimedia page appears in each revision unit and covers useful digital learning objectives. A model digital project created with easy-to-use web tools is presented. Step-by-step instructions help students improve their digital competence and create their own digital project.