

Vocabulary

- **Environment:** *climate, conservation, drought, ecosystem, endangered species, flood, rainforest, solar energy, wildlife, wind farm*
- **Computers:** *click, document, file, hard copy, insert, memory, open, print, program, upload, virus, software*
- **Parts of the body:** *cheek, elbow, eyebrow, forehead, knee, shoulder, ankle, waist*
- **Health:** *bruise, cold, cough, earache, flu, headache, sore throat, sprain, stomachache, temperature, toothache*

Grammar

- Modal verbs
- Indefinite pronouns
- Reflexive pronouns

Language objectives

- To revise vocabulary related to the environment (page 5), computers (page 5), parts of the body (page 7) and health (page 7)
- To use modal verbs correctly (page 5)
- To use indefinite and reflexive pronouns correctly (page 7)

Skills objectives

- To read and understand an article about teens going green (page 4)
- To talk about being a green teen (page 5)
- To listen to a radio programme about health (page 6)
- To talk about themselves (page 7)

Assessment criteria

- Students can use modal verbs correctly.
- Students can use indefinite and reflexive pronouns correctly.
- Students can recognize and use vocabulary about the environment, computers, parts of the body and health.
- Students can read and understand an article about teens going green.
- Students can listen to and understand a radio programme about health.

Resources

- Teacher's i-book
- Student's Book CD 1

Key competences



Linguistic competence

Pages 4, 6



Mathematical competence and basic competences in Science and Technology

Page 7



Digital competence

Page 5



Social and civic competence


Page 4




Competence in learning to learn

Pages 5, 7

READING

1  **Work in pairs. Look at the list of things below. Which things do you do?**

- Leave your laptop or games console on standby all night.
- Forget to switch off your mobile phone.
- Ask your parents to drive you to friends' houses, school, the cinema or wherever you're going out to.
- Eat a lot of meat.
- Buy pre-packed snacks in plastic containers.
- Buy new clothes every month.

2  **Now read the article quickly. Which of the things in exercise 1 does it mention?**

3 **Read the article again. Answer the questions. According to the article, ...**

- 1 ... what can you do when you have to use a car?
- 2 ... why is it better to wait 24 hours before buying something new?
- 3 ... why is it good to try and eat some vegetarian food each week?
- 4 ... what are some of the alternatives to vegetables?
- 5 ... how can you avoid buying pre-packed food and drinks?
- 6 ... what advice do you get for gadgets?

Teens go green

We all know we ought to do more to save the planet and reduce global warming. Is your laptop on standby when you're not using it? Is your phone on all the time? If the answer to these questions is yes, then read on and find out how you can be a green teen.

1 Reduce your carbon footprint and pollution. Use your bike, walk and catch the bus or train more often. Before you ask your parents to take you somewhere, stop and ask yourself: 'do we have to go by car?' Try car sharing with friends instead.

2 Buy less stuff. You see something in the shops and you think, 'I want it, I need it, I must have it!' Stop! Wait 24 hours and then ask yourself: 'do I really need it or do I just want it because it looks cool and my friends have it?'

3 Eat less meat. Vegetarians use fewer resources than meat-eaters. You should really try and eat a vegetarian meal once a week. You don't have to like vegetables – you can try tofu, beans or eggs instead.

4 Don't buy pre-packed food and drink. Take your own snacks to school or to sports events. Use plastic boxes that you can wash up at home and use again and again! If you take a packed lunch to school, use a drinks bottle from home. If you have to buy a snack, then you should always recycle the packaging.

5 Save energy! Don't let your gadgets use more energy than they have to. Download and install an app that tells you when you ought to turn it off (even if you don't!).



6 Go green. When your parents want to replace or upgrade the family PC, encourage them to recycle the old one and buy a new 'green' laptop. Remember to delete any information on your old PC securely, too.

4

Key competences



One of the steps that students need to follow when they read is to work out the purpose for reading. When they know, for example, that they need to read to obtain specific information, they can concentrate on that. Develop this competence by asking some pre-reading questions like those in exercise 1.



The reading text encourages students to reflect on and raise awareness of the need to protect our natural resources and environment through the involvement of teenagers and the rest of the community. The goal is to be involved and spread the eco-friendly message. Monitor exercise 1.

Starter A and B are optional, self-contained lessons that revise basic language and give students an introduction to the methodology of the course. Choose which language, if any, you feel your students would benefit from revising, and cover those lessons only.


Warmer

To create interest, play a film trailer from *An Inconvenient Truth* (the Academy Award winning film from Al Gore) or show a series of pictures off the internet of global warming and pollution. Put the students in pairs and get them to write a list of things we can do to save the planet. Get their ideas in feedback afterwards.

- 1 Model the activity with a personalized example about what you do. Ask the students to tick the things they do and then get them to discuss each point.

Answers

Students' own answers

- 2  1.2 The text is available to listen to. Get the students to compare their answers together.

Answers

- 1 Ask your parents to drive you to your friends' houses, school, the cinema or wherever you're going out to.
 - 2 Eat a lot of meat.
 - 3 Buy pre-packed snacks in plastic containers.
- 3 Do the first one together with the class and get the students to find the answer *Try car sharing with friends instead*. Then get them to complete the exercise and check their answers together.

Answers

- 1 You can car share with friends.
- 2 It's better because you have time to think if you really need it, or if you only want it because your friends want it and think it's cool.
- 3 It's good because vegetarians use fewer resources than meat-eaters.
- 4 Tofu, beans and eggs.
- 5 You can use plastic boxes that you can wash up at home and use plastic bottles from home.
- 6 Don't let your gadgets use more energy than they have to. Download and install an app that tells you when you ought to turn them off.

VOCABULARY

Environment



4 Complete the environment words with the missing vowels.

- 1 cl_m_t_
- 2 w_l_d_l_f_
- 3 fl__d
- 4 r__nf_r__st
- 5 s_l_r__n_rgy
- 6 c_ns_rv_t__n
- 7 _nd_ng_r_d sp_c__s
- 8 dr__ght
- 9 _c_syst_m
- 10 w_ndf_rm

5 Read the article again. Can you find any more words connected with the environment?

VOCABULARY

Computers

6 Copy and complete the table with the words from the box.

click document file hard copy insert memory open print program upload virus software

Verbs	Nouns

7 Find more words in the article that are related to computers and add them to the table.

GRAMMAR

Modal verbs

Grammar presentation

Modal verbs

- We **ought to** do more to help endangered species.*
- I **must** buy some new clothes soon.*
- Why do I **have to** go by bike?*
- You **should** try and recycle those plastic boxes.*
- We **mustn't** forget to switch off our phones in the cinema.*
- You **don't have to** be a vegetarian, but it helps!*
- Can** we recycle our old clothes?*

Grammar reference page 113

8 Choose the correct modal. Then listen and check.

- 1 **John:** I keep getting lots of spam messages.
Bill: Your computer isn't protected properly. You **must / can** update your virus software.
- 2 **Lisa:** I get through a lot of paper when I'm working on my computer.
Anne: You **ought to / mustn't** print on recycled paper or use both sides to save the rainforests too.
- 3 **Ian:** I think there **must / should** be more wind farms.
Alan: I don't agree. I think they're ugly, they spoil the landscape and they destroy ecosystems.
- 4 **Jane:** **Must / Can** we insert some pictures into our project about endangered species?
Brenda: I don't see why not. Let's see what there is.
- 5 **Andy:** I've installed the software, but nothing's happening.
Peter: Look! The instructions say: 'after you install any new software, you **can / have to** shut down your computer.'
- 6 **Liz:** You **should / don't have to** take a hard copy of your online petition to school and get everyone to sign it.
Mary: Great idea! Let's print it out now.

9 Complete the tips with a modal verb. There may be more than one possible answer.

You ¹... try and buy organic or fair trade clothes. Don't buy something if you don't need it.

You ²... rush out and buy something just because your friends have it. Overconsumption is bad for the planet.

You ³... multi-task all the time: chatting, texting, tweeting, posting comments, etc. Try doing one thing at a time and make sure you plug yourself in. Don't use batteries!

10 How many modals can you find in the article on page 4?

11 Write two more tips to be a green teen. Compare your tips with a partner.

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Key competences



Students refresh computer vocabulary, reinforcing digital competence. Check if they understand all the vocabulary concepts in exercise 6.



Classifying and categorizing vocabulary in tables can help students to think about how words in a topic are related. This is more helpful than trying to memorize a random list of words as they can better remember their meanings. Ask students to record the terms from exercise 6 in a notebook and check their work.

- 4 To vary the activity, you could also do it by playing a game of *Hangman*. Get the students to shout out letters they think are in the words. Each time they choose the wrong letter, build a scaffold and a man on the board. The students win if they guess the word correctly before the picture of the hanging man is completed. If they don't, the teacher wins the game.

Answers

- 1 climate
- 2 wildlife
- 3 flood
- 4 rainforest
- 5 solar energy
- 6 conservation
- 7 endangered species
- 8 drought
- 9 ecosystem
- 10 wind farm

- 5 Tell students to quickly skim through the article and underline any words they see.

Answers

global warming, carbon footprint, pollution, resources, recycle, energy, green

- 6 Practise the pronunciation of the verbs and nouns afterwards and get them to underline and highlight the word stress (one syllable words have no word stress).

Answers

VERBS

click
insert
open
print
upload

NOUNS



document
file
hard copy
memory
program
virus
software

- 7 Again get the students to skim through the text. This could also be done as a game. Put the students in pairs. The one that finds the most is the winner.

Answers

laptop
standby
gadgets
download
install
app
upgrade
PC
turn off

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
 - The grammar is presented in a complete grammar reference on page 113.
 -  Visual grammar presentation
- 8  1.3 The text is available to listen to. Draw a quick scale of obligation and lack of obligation on the board and quickly elicit where the modal verbs go on the scale. This gives students a clear visual clue to help them do the activity.

Answers

- 1 must
- 2 ought to
- 3 should
- 4 Can
- 5 have to
- 6 should

- 9 Model the first one and show that more than one answer is possible. Ask follow up questions so that they explain their choice of modal verb, e.g. *So is this just a piece of friendly advice or something that is really important or necessary?*

Answers

- 1 ought to / should
- 2 don't have to / mustn't
- 3 mustn't / don't have to / shouldn't

Teaching tip

If they ask about the difference between *have to* and *must*, try to get the students to see the difference between what we choose to do (personal obligation) and rules or things decided by other people (external obligation). You might also mention that *have to* is used more in American English.

- 10 Get the students to write complete sentences as this helps them to understand the meaning in context.

Answers

We all know we ought to do more to save the planet.
Find out how you can be a green teen.
Before you ask your parents to take you somewhere, stop and ask yourself: 'do we have to go by car?'
'I must have it!'
You should really try and eat a vegetarian meal once a week.
You don't have to like vegetables.
You can try tofu, beans or eggs instead.
Use plastic boxes that you can wash up at home.
If you have to buy a snack, then you should always recycle the packaging.
Don't let your gadgets use more energy than they have to.
Download and install an app that tells you when you ought to turn it off.

- 11 Get feedback and check their green teen ideas and tips.

Answers

Students' own answers

Starter B

LISTENING



1 Work in pairs. Decide if each statement is true or false.



1 Fruit and vegetables provide important vitamins to protect your body from illness.



2 Drinking too much coffee can increase the risk of heart disease.



3 Eating small meals throughout the day is better for your health and well-being than having three big meals a day.



4 You should only eat a small amount of fat and sugar each day.



5 Fresh fruit contains more vitamins than frozen fruit.



6 Calcium is good for your bones and teeth.

2 Listen and check your answers.

6

3 Listen to the introduction to a radio programme. Answer the questions.

- 1 Where is the island of Ikaria?
- 2 Why is it called Ikaria?

4 Listen to the rest of the radio programme. Choose the correct answers.

- 1 A lot of people on Ikaria ...
 - A ... have health problems.
 - B ... suffer from heart disease.
 - C ... live for a very long time.
 - D ... don't have a healthy diet.
- 2 The Ikarian diet consists of ...
 - A ... a lot of red meat, fresh beans and no sugar.
 - B ... a lot of locally produced beans, a little red meat and not much refined sugar.
 - C ... frozen beans, no red meat and a lot of sugar.
 - D ... a lot of beans, red meat and sugar.
- 3 Antioxidants are good for ...
 - A ... fighting colds and flu.
 - B ... stopping stomachaches.
 - C ... helping headaches.
 - D ... helping toothache.
- 4 Aeton ...
 - A ... has never had a cigarette in his life.
 - B ... has been very ill recently.
 - C ... has smoked for 70 years.
 - D ... is often ill.
- 5 Every day, Aeton walks ...
 - A ... over the hills near his house.
 - B ... to his local café four times.
 - C ... for one kilometre to the hills.
 - D ... to his local café twice.

Key competences



Listening is an interactive process where students can use visual clues to help them to understand better. The pre-listening activities give them an idea of the type of information to expect and what to do with it in advance of the actual listening. Ask students how the pictures help them with comprehension in exercises 2 and 3.




Oral interactions are good for improving speaking skills, providing a framework for students to ask and answer questions. Monitor the activity in exercise 1.

Warmer

Ask the students to talk to a partner about health and fitness. How often do they exercise, what types of foods do they eat and what things do they think they could do to have a healthy lifestyle?


- 1 Get students to guess if the statements are true or false and also think about their eating habits, e.g. how much fruit and vegetables they have each day.

Answers Students' own answers

- 2  1.4 **Transcripts page 28** Ask the students to check their predictions and also correct the false statements.

Answers

- 1 True
- 2 False (Scientists haven't found anything to prove that coffee is linked to heart disease.)
- 3 False (It all depends on your own metabolism and what is right for your body.)
- 4 True
- 5 False. (Fresh and frozen fruit both contain vitamins and sometimes frozen food has more vitamins than fresh fruit.)
- 6 True

- 3  1.5 **Transcripts page 28** To introduce the topic, ask the students to look at the two pictures. Then ask them to talk with a partner and guess what the programme is about. Get them to write down five things they expect to hear and complete the questions.

Answers


- 1 Ikaria is a Greek island in the far east of the Mediterranean, 30 miles from the Turkish coast.
- 2 It's named after Icarus. He was the young man in Greek mythology who flew too near the sun and then fell into the sea. The place where he fell is said to be near Ikaria.

Extra activity

To encourage the students to listen for gist in a fun and competitive way, get them to listen to the introduction and write down the adjectives that they hear. Then get them to compare. The one with the most adjectives wins the game. As a follow up, get them to write a definition of each adjective.

Answers

recent, amazing, unusual, young, beautiful, endless, incredible

- 4  1.6 **Transcripts page 28** Give students time to read the questions before they listen. Then walk around to check how they are doing and play and pause as needed.

WORDS TO KNOW

Check that the students know the meaning of words such as *exceptionally*, *rates*, *antioxidants* and *symptoms*. You could either pre-teach them before the students listen or get the students to guess the meaning from context afterwards.

Answers

1 C 2 B 3 A 4 C 5 D

Fast finishers

Ask students how they might improve their diet.

VOCABULARY

Parts of the body

5 Label the parts of the body with the words from the box.

cheek elbow eyebrow forehead
knee shoulder ankle waist



6 Complete the sentences with a part of the body. Then listen and check your answers.

- 1 Aeton's ... is sun-tanned.
- 2 There are wrinkles in Aeton's ...
- 3 There are lines on his ...
- 4 Kostas lost a ... during a war.

VOCABULARY

Health

7 Look at these words. Are they symptoms and illnesses or injuries? Copy and complete the table.

bruise cold flu headache
sprain stomachache toothache

Symptoms and illnesses	Injuries

8 Add these words to the table in exercise 7. Can you add any more words to the table?

cough earache pull sore throat temperature

9 In pairs, take turns to choose an illness or an injury and act it out. Guess what is wrong with each other.

GRAMMAR

Pronouns: indefinite and reflexive

Grammar presentation

Pronouns: indefinite and reflexive

Indefinite pronouns

*Refined sugar is in **everything** we eat.*

*I don't know **anyone** who could do that at the age of 20.*

***No one** knows why people live for so long there.*

*Is there **something** you can recommend for a cough?*

Reflexive pronouns

*He told me **himself**.*

*Look after **yourself**.*

Grammar reference page 113

10 Choose the correct word.



I don't know ¹ **everyone** / **anyone** quite like my granddad. He's amazing! He's 85 years old and he cycles or walks ² **everywhere** / **nothing**. He doesn't eat ³ **somewhere** / **anything** that he hasn't grown himself on his allotment, and he always brings ⁴ **something** / **anywhere** nice and fresh round to our house at the weekend. He's a really kind man and would do ⁵ **everywhere** / **anything** for ⁶ **nowhere** / **anyone**. ⁷ **No one** / **Nothing** is too much trouble for him. ⁸ **Everyone** / **Anything** I know loves him, too. That's my granddad!

11 Complete the sentences with a reflexive pronoun.

- 1 You can do that by ... You don't need my help.
- 2 I believe him. He told me ..., so it must be true.
- 3 I heard about Lidia's accident. Did she hurt ... badly?
- 4 They're going to walk home by ... I hope they'll be okay.
- 5 We introduced ... to the new boy in our class. He seems really nice.
- 6 I'm going to paint my bedroom ... at the weekend. I can't wait.

12 Complete the sentences with your own ideas. Then ask and answer in pairs.

- 1 I'd like to live somewhere ...
- 2 I can do ... myself, but ...
- 3 Everyone in my family ...
- 4 I always enjoy myself ...

7

Key competences



When students learn about food facts, health and body parts they develop their scientific education, understanding how science can be used to explain what is occurring, predict how things will behave, and analyze causes.




One important aspect of the learning process is that it requires effective management of one's learning, and being aware of what one knows and what one needs to learn. This starter unit will focus on checking how much they remember.

- 5 You could also do the activity in a more active and fun way by writing the name of body parts on sticky notes. Put the students in pairs and get one of the students to read the part of the body and stick the note on their partner. The team that finishes first wins.

Answers

- 1 forehead
- 2 eyebrow
- 3 cheek
- 4 shoulder
- 5 waist
- 6 elbow
- 7 knee
- 8 ankle

- 6  1.7 Get the students to try to remember the information about Aeton. Then check together.

Answers

- 1 face
- 2 cheeks
- 3 forehead
- 4 leg

- 7 Check that the students know the words *symptoms*, *illnesses* and *injuries*. Also explain that people say *sickness* rather than *illness* in American English.

Answers

Symptoms and illnesses: cold, flu, headache, stomachache, toothache
Injuries: bruise, sprain

- 8 You may have to explain *pull* so try to use an example sentence in context and the collocation, e.g. *I ran too quickly yesterday and I pulled a muscle. Now it hurts and I can't walk properly!*

Answers


Symptoms and illnesses: cough, earache, sore throat, temperature
Injuries: pull

- 9 Model the activity and see if they can guess what is wrong with you. Then tell the students that they are at the doctors and need help. The doctor asks *What's wrong?* However, they've lost their voice and can't speak! Get them to take turns acting and guessing their partner's illness or injury.

Answers

Students' own answers

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 113.
-  Visual grammar presentation

- 10 Remind the class they can look back at the examples in the grammar box to help them do the activity.

Answers

- 1 anyone
- 2 everywhere
- 3 anything
- 4 something
- 5 anything
- 6 anyone
- 7 Nothing
- 8 Everyone

- 11 As a variation, you could also dictate the sentences and get students to shout out the correct answers. To practise pronunciation, get them to repeat the pronouns and notice weak forms and schwa.

Answers

- 1 yourself
- 2 himself
- 3 herself
- 4 themselves
- 5 ourselves
- 6 myself

- 12 Get the students to walk around the room and mingle and ask each other questions, e.g. *Where would you like to live? I'd like to live somewhere ...* Check their ideas afterwards, highlight good sentences and also gently correct small mistakes.

Answers

Students' own answers

1.4 Student's Book page 6, exercise 2

- 1 This is true. They are full of vitamins, fibre and minerals that help our bodies fight disease.
- 2 This is false. It's a myth. Scientists haven't found anything to prove that coffee is linked to heart disease. Coffee comes from plants and in moderation does not do you any harm. It can keep you awake at night if you drink too much!
- 3 This is not true. There is no evidence to suggest that this is true for everyone. It all depends on your own metabolism and what is right for your body.
- 4 True! Everyone should eat a balanced diet and eat some food from each food group but don't eat too many fats and sugars!
- 5 False. Fresh and frozen fruit both contain vitamins and sometimes frozen food has more vitamins than fresh fruit. The fruit is harvested when it is just ready and all the goodness and nutrients are locked in. Fresh fruit isn't always the answer.
- 6 This is true. Calcium is a mineral and is very good for your bones and teeth. It also helps your nerves and muscles work properly.

1.5 Student's Book page 6, exercise 3

Radio presenter

Good afternoon and welcome to this week's edition of **Wish you Were Here**. Here in the studio this afternoon, we'll be talking to William Johnson about his recent research trip to the island of Ikaria. William tells us about some of the amazing and unusual facts about the people there and let us into a few of their secrets. But first a bit of background: Ikaria is a Greek island in the far east of the Mediterranean named after Icarus. He was the young man in Greek mythology who flew too near the sun and then fell into the sea. The place where he fell is said to be near Ikaria. It's about 30 miles from the Turkish coast and, with its beautiful scenery, endless olive groves and incredible cliffs and valleys, it really is an amazing place.

1.6 Student's Book page 6, exercise 4

Rp = Radio presenter, WJ = William Johnson

- Rp William, welcome to the programme.
 WJ Thanks.
 Rp Can you tell us what is special about Ikaria?
 WJ Well, the main thing is that everyone on Ikaria lives a long life. On average, people in Ikaria live ten years more than anywhere else in Europe and America! One in three Ikarians lives well into their 90's.
 Rp That's incredible! So why is this?
 WJ No one knows why they live for so long but we know the Ikarian diet is exceptionally healthy. They have very low rates of cancer and heart disease.
 Rp So, what is their diet like?
 WJ They eat a lot of beans and they don't eat very much refined sugar or red meat. The beans they eat are usually grown locally and contain lots of antioxidants; they are excellent for your heart and can help fight colds, flu and things like that.
 Rp Is it good not to eat a lot of refined sugar?
 WJ Yes, definitely. Refined sugar is in everything these days and it is bad for our teeth, is often the cause of toothache in children and it is addictive. Too much refined sugar in our intestines can cause stomachaches and, because we become addicted, when we try and stop we can suffer headaches and other symptoms.
 Rp Mmm, interesting. I must stop putting sugar in my coffee! So, can you tell us about some of the people you met?
 WJ Everywhere I looked I saw another very old but very healthy person. Everyone was so kind and so friendly. Aeton is 100 years old. He has a sun-tanned face and is a handsome man despite the wrinkles on his cheeks and the deep lines in his forehead. He told me himself that for the last 70 years he has smoked 20 cigarettes a day. He hasn't had a day's illness in his life, apart from appendicitis. He walks twice a day to his local café. Big deal, I hear you saying to yourself. Well, his local café is a one kilometre walk from his house over hilly ground, so he walks four kilometres a day. I don't know anyone who could do that easily at the age of 20, let alone 100!
 Rp Amazing. Anyone else?
 WJ Well, there was Kostas. He lost a leg during the war and he will soon be 100. Every day he goes to his shop and keeps active.
 Rp So, what can we learn from Ikaria?
 WJ It's quite simple: look after yourself, eat a healthy diet and be active.
 Rp I guess the sunshine helps, too! Thanks to William Johnson today. Now, next week, we're heading to ...

Workbook page 4

- 1** 1 flood
2 solar energy
3 drought
4 wind farm
- 2** 1 wildlife
2 climate
3 Rainforests, ecosystem
4 endangered, conservation
- 3** 1 coastline
2 Sea
3 oceans
4 beaches
5 mountain ranges
6 volcanoes
7 River
8 plains
Country: Colombia
- 4** 1 hard copy
2 memory
3 software
4 file
5 program
6 virus
- 5** 1 upload
2 click
3 print
4 insert
5 drag and drop
- 6** 1 mouse
2 laptop
3 pen drive
4 keyboard
5 icon
6 printer

Workbook page 5

- 7** 1 should
2 ought to
3 have to
4 Can
5 mustn't
- 8** 1 should start / ought to start
2 don't have to wear
3 ought to wash / must wash / should wash / have to wash
4 mustn't arrive
5 have to be / must be / don't have to be
6 must text / have to text / should text / ought to text
- 9** 1 did
2 doesn't
3 Have
4 were
5 Don't
6 don't
- 10** 1 were
2 didn't
3 was
4 is
5 did
6 Does
7 has
8 Do
9 have
10 haven't

- 11** 1 Did
2 endangered species
3 ecosystem
4 beaches
5 must
6 don't have to be
7 Log in
8 conservation group

Workbook page 6

- 1** 1 waist
2 shoulders
3 ankle
4 forehead
5 cheek
6 elbow
7 knee
8 eyebrow
- 2** 1 waist
2 forehead
3 ankle
4 eyebrow(s)
5 knee
6 elbow
- 3** 1 hearing
2 sight
3 smell
4 taste
5 touch
- 4** 1 stare
2 see
3 smell
4 sniff
5 listen
6 overhear
7 chew
8 swallow
9 feel
10 stroke
- 5** 1 headache
2 injury
3 bruises
4 toothache
5 sprained
- 6** 1 throat
2 flu
3 temperature
4 cough
5 earache
6 pull
- 7** 1 plaster
2 tablets
3 bandage
4 prescription
5 jab
6 stitches

Workbook page 7

- 8** 1 myself
2 ourselves
3 yourself
4 herself
5 themselves
- 9** 1 everywhere
2 anyone
3 Someone
4 anything
5 nothing
- 10** 1 everyone
2 nobody
3 herself
4 everywhere
5 everything
6 yourself
7 anything
8 something
9 Anyone
10 themselves
- 11** 1 me
2 you
3 yours
4 him
5 she
6 hers
7 us
8 ours
9 they
10 theirs
- 12** 1 us
2 you
3 me
4 them
5 They, mine
- 13** 1 anywhere
2 Everyone
3 arms
4 shoulders
5 back
6 elbows
7 knee
8 feel
9 Swallow

Vocabulary

- **Book review:** *adventure story, autobiography, biography, classic novel, crime novel, events, fantasy novel, genre, graphic novel, historical novel, horror story, main character, narrator, non-fiction book, plot, published, romance, science fiction story, written*
- **Things we read:** *advertisement, blog, blurb, brochure, catalogue, diagram, flyer, greetings card, instructions, leaflet, letter, menu, message, note, notice, programme*
- **recommend**
- **Verb Zone:** *bring up, flick through, grow up, put down, read on*
- **Face 2 Face:** *just a bit The funny thing is for ages*

Grammar

- Present simple and present continuous
- Historic present
- Present perfect simple
- *just, yet, already*

Pronunciation

- /v/ and /b/

Recycled language

- Language from previous levels

Language objectives

- To learn vocabulary about book reviews (page 9) and things we read (page 13)
- To review the present simple and present continuous (page 10)
- To learn and use the historic present (page 10)
- To review the present perfect simple (page 14)
- To learn and use *just, yet* and *already* (page 14)
- To use words and expressions giving reasons and results in writing (page 17)

Skills objectives

- To read and understand a website about coming-of-age novels (page 8)
- To discuss the last novel read and favourite genres (page 9)
- To listen to an online conversation between two friends (page 11)
- To role play a conversation between two old friends (page 11)
- To read and understand a blog (page 12)
- To ask and answer questions about life (page 13)
- To review and talk about a book (page 15)
- To recommend a book (page 16)








Assessment criteria

- Students can use the present simple and present continuous correctly.
- Students can use the historic present correctly.
- Students can use the present perfect simple correctly.
- Students can use *just, yet* and *already* correctly.
- Students can recognize and use vocabulary about book reviews and things we read correctly.
- Students can correctly pronounce /v/ and /b/.
- Students can read and understand a website about coming-of-age novels.
- Students can read and understand a blog.
- Students can listen to and understand an online conversation between two friends.
- Students can review and talk about a book.
- Students can recommend a book.
- Students can write a book review.

Resources

- **Teacher's i-book**
- **Student's Book CD 1**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 1, page 12
 - Vocabulary Consolidation Worksheet Unit 1, page 13
 - Grammar Support Worksheet Unit 1, page 36
 - Grammar Consolidation Worksheet Unit 1, page 37
 - Speaking Worksheet Unit 1, page 60
 - Test Consolidation Unit 1, page 82
 - Test Extension Unit 1, page 86
 - Speaking Test Unit 1, page 219

Key competences


-  **Linguistic competence**
Pages 8, 9, 10, 11, 12, 13, 14, 16, 17
-  **Mathematical competence and basic competences in Science and Technology**
Pages 15, 16
-  **Digital competence**
Pages 10, 12
-  **Social and civic competence**
Pages 11, 14, 16
-  **Cultural awareness and expression**
Pages 8, 9, 10, 15
-  **Competence in learning to learn**
Pages 8, 12, 17
-  **Sense of initiative and entrepreneurship**
Pages 15, 17

For a detailed description of the Key competences and how they support students' learning, go to page 15.

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 8 and 12

Listening


The **IWB Listening activities** are designed to help students explore the listening dialogues in greater depth.

- Listening extra, page 11


Writing

The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 17

 provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 10 and 14
- Vocabulary, pages 9 and 13
- Pronunciation, page 14

 provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 10 and 14

The High Achievers game: Sydney

Remind students to complete the *More practice* activities at home. If they achieve 80% or more correct answers throughout the unit, they will be given a question about a famous **Sydney** landmark. If they answer correctly, they will receive the first clue out of nine to solve the final challenge.

1 Life changes

Grammar Present tense review | Present perfect simple review
Vocabulary Book review | Things we read
Challenge Review and talk about a book
Interaction Recommending a book
Writing A book review

READING

- 1 Work in pairs. Look at the covers of the books. Then discuss the questions.
 - What can you see on the covers?
 - Who wrote them?
 - What do you think they are about?
 - Have you read any of them in your language?
- 2 Read the website quickly and note in which books you can find the following characters:
Estella Holden Lily Phoebe Pip Rosaleen

ETHAN'S BOOK PAGE My top coming-of-age novels

Coming-of-age novels explore that difficult journey all of us teenagers have to make to become an adult. These are some of my favourites:

The Catcher in the Rye by J.D. Salinger

Published in 1951, this is still the greatest coming-of-age novel ever written. The main character is Holden Caulfield. Like most 17-year-olds (including me), he doesn't know what to do with his life. But one thing is clear. He wants to avoid anything 'phony' or fake. He doesn't want to be like all the phony people he sees around him. The only person he really loves and can talk to is his younger sister Phoebe. Salinger didn't allow a film of his novel to be made. Even so, *The Catcher in the Rye* has sold 65 million copies around the world! This book can change the way you look at the world.

The Secret Life of Bees by Sue Monk Kidd

This isn't the kind of book I normally read (the narrator is a girl!), but a friend recommended it. This 2002 novel is set in the USA in the 1960s and it tells the story of Lily Owen, a white girl in the racially divided south. Her father treats her badly, but she's a survivor. With the family's black servant Rosaleen, Lily goes on a quest to discover the identity of her dead mother. On the journey, she meets three strange beekeepers who help her to grow up and be at peace with her history. *The Secret Life of Bees* has sold 6 million copies and a film was made in 2008. I'm reading this book at the moment – and I'm loving it!

Great Expectations by Charles Dickens

This is an old book (published in 1860), but it's brilliant. At the beginning, the orphan boy Pip is living with his bullying sister and her husband. But his life changes forever when he meets a terrifying escaped convict called Magwitch. The plot is exciting and there are some unforgettable characters, such as the eccentric Miss Havisham and the beautiful Estella. Pip is given a fortune by an unknown donor and becomes a gentleman. However, money can bring unhappiness – by the end of the story, he is a wiser but sadder man.

There are at least nine films of *Great Expectations*!

So what are you reading? Let me know!



8

Key competences



Students learn to read extensively in all subjects to support their acquisition of knowledge. They learn about the importance of reading for pleasure for both educational as well as personal development. Ask them questions about what they have learnt.



Students learn information about different books and their authors, books that they would probably enjoy because they are coming-of-age novels that will help them to explore the difficult journey of a teenager.



Guessing information with the help of visual clues, as in exercise 1, is a good way to develop strategic thinking and take an active role in the learning process. Ask them to explain and reason their deductions in exercise 1.

Warmer

Write the title of a famous book such as *The Great Gatsby* on the board and tell the students to write down as many words as they can using the letters in the book title. Model the activity with words like *ate* and *they*. Put the students in pairs and give them two minutes. Then get the students to count how many words they got. The team with the most new words is the winner.


- 1 Feed back as a class after students discuss in pairs. Make sure that students who have actually read one of the books have a chance to contribute.

Answers

Students' own answers

Extra activity

Ask the class what *coming-of-age* means (to develop and become an adult) and ask them to talk about the difficulties people experience when they make the transition between childhood and being an adult.

- 2  1.8 The text is available to listen to. Students match the characters and books, and see if their predictions were correct.

Answers

Estella: *Great Expectations*
 Holden: *The Catcher in the Rye*
 Lily: *The Secret Life of Bees*
 Phoebe: *The Catcher in the Rye*
 Pip: *Great Expectations*
 Rosaleen: *The Secret Life of Bees*

Teaching Tip

There may be a few unknown words in the text such as *quest* (an attempt to get something or do something difficult), *be at peace with* (to feel calm and happy because you are satisfied with your life), *plot* (the story of a book, film or play) and *eccentric* (a strange or unusual, funny person). Ask the students to guess the meaning from the context and check together afterwards.

Extra activity

Ask the students to look at Ethan's question: *So what are you reading? Let me know!* at the bottom of the page. Put the students in pairs and get them to talk about the books they are reading or have recently read. Get the students' ideas and opinions in feedback.

Teaching Tip

Show the students that when we use the present continuous to describe what we are reading right now, we are talking about a time around now rather than something we are doing at the moment of speaking. Use a timeline and ask concept-checking questions such as: *Am I reading right now?* (No), *Is the book finished?* (No), *When am I talking about, now or around now?* (Around now)

Go Digital!


Hot spots: phony, bullying

Use the hot spots to highlight potentially difficult words or cultural information before the reading activities.

- Touch the Reading text to access the hot spots.

Extra activity: Speaking warmer

This is a pair work speaking activity.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- Read out the questions and check that there are no problems with the vocabulary.
- Ask students to ask each other the questions in pairs.

Suggested use: before exercise 1, page 8



VOCABULARY Book review

3 Read the website and write the names of the characters. Who ...

- 1 ... is living with his sister and brother-in-law at the beginning of the story?
- 2 ... leaves home with the family servant?
- 3 ... doesn't have a clear idea of what he wants to do?
- 4 ... is a man who has escaped from prison?
- 5 ... is the only person her brother can talk to?
- 6 ... loses happiness but gains wisdom?

4 Read the website again and answer the questions.

- 1 Which is the oldest book? When was it published?
- 2 Which two novels are set in the USA?
- 3 Why hasn't a film been made of *The Catcher in the Rye*?
- 4 Why do you think Magwitch is 'terrifying'?
- 5 What does Lily want to find out?
- 6 Which novel has a happy ending?

5 Read *Word Zone*. Then write recommendations for these things.

a fast food restaurant a film
a song a video game a website

I recommend this website, it has very useful information in it.

WORD ZONE

recommend

We use *recommend* to tell someone that something is good and to suggest they try it.

I recommended The Catcher in the Rye to my friend.

I really recommend watching The Hobbit: an Unexpected Journey.

My teacher recommended that I join my local library.

6 Ask and answer the questions with your partner.

- What is the last novel you have read? Who are the main characters? Where is it set? Did you enjoy it? Why / Why not? Would you recommend it?
- Would you choose to read any of the books mentioned in Ethan's blog? Why / Why not?

What is the last novel you have read?

The last novel I have read has been The Boy in the Striped Pyjamas. It was really interesting

7 Match the book covers with four of the genres.

adventure story autobiography biography classic novel
crime novel fantasy novel graphic novel historical novel
horror story non-fiction book romance science fiction story



8 Write sentences about your favourite genres.

My favourite sort of books is thrillers.

9 In groups, share your opinions about books.

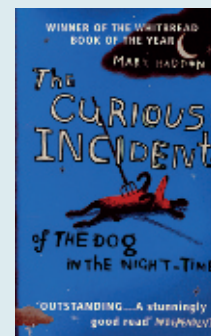
10 Read the review and answer these questions.

- When was it written?
- Where is it set?
- Who is the narrator?
- What is the plot about?
- Who is the author?
- What does the title refer to?
- Who is the main character?
- What is he like?
- Why does the reviewer like the book?
- What is the reviewer's favourite part?

BOOK OF THE WEEK

The Curious Incident of the Dog in the Night-Time

The Curious Incident of the Dog in the Night-Time is a murder mystery novel, which *was written* by Mark Haddon and *published* in 2003. The novel is *set* in England in the 1980s, but the title *refers to* a Sherlock Holmes story. The *narrator* is the *main character*, a 15-year-old autistic boy called Christopher. *After* he is blamed for the death of his neighbour's dog, he decides to investigate the mystery. The *plot* follows Christopher's investigations and adventures. The reader has to understand the *events* from Christopher's *point of view*. Because he is autistic, he doesn't understand basic emotions very well, but he is very analytical like the detective Sherlock Holmes. *My favourite part* is when Christopher goes on his own to London to find his mother and gets lost there. This is a very funny but moving novel, which *I recommend* for older teens and adults.



FAST FINISHERS Write a short paragraph using your answers to the questions in exercise 6.



9

Key competences



Students develop this competence when they can adjust their reading behaviour to deal with a variety of situations, types of input and reading purposes. Check they apply these reading strategies in these activities.



Students learn useful vocabulary to know how to write a book review. You can explain that a book review is a form of literary criticism in which a book is analyzed based on content, style and merit. Monitor the activity when they give personal opinions.



Reading books helps us to understand our existence and the universe we live in. Ask students what they think about *The Curious Incident of the Dog in the Night-Time* from reading the book review.

- 3 You could also put the students in pairs. One of them asks which character is in each situation. Their partner gives the answer.

Answers

1 Pip 2 Lily 3 Holden 4 Magwitch 5 Phoebe 6 Pip

- 4 Ask the students to read and answer the questions. Then get them to check their answers together.

Answers

- 1 *Great Expectations* is the oldest book. It was published in 1860.
- 2 *The Catcher in the Rye* and *The Secret Life of Bees* are set in the USA.
- 3 Because J.D. Salinger didn't allow a film to be made.
- 4 Because he's an escaped convict.
- 5 Lily wants to know the identity of her dead mother.
- 6 *The Secret Life of Bees* has a happy ending.

- 5 Read the *Word Zone* and get the students to recommend their favourite things to their partner.

Answers Students' own answers

- 6 Ask the students to discuss the last novel they read with a partner. Get their ideas in feedback.

Answers Students' own answers

Extra activity

Ask students to write a paragraph about a book they've read, but tell them not to write the title. Then get them to read each other's work and guess the title of the book.

Warmer

Ask students to think of adjectives and nouns to describe their favourite books. Ask students what genre of book they are thinking about. Make a list of the adjectives according to genre, e.g. *scary*, *ghost*, *scream* could describe *horror story*.

- 7 Ask students to look at the book covers and guess what each is about. This will help them to predict the genre.

Answers

Journey to the Centre of the Earth: adventure story / science fiction
Elizabeth II: biography
Dracula: horror story
The Adventures of Tom Sawyer: classic novel / adventure story

- 8 Ask students to write about their favourite genres and why they like them. Direct students to the wordlists they compiled for the warmer.

Answers Students' own answers

- 9 Get feedback and find out which are the most popular genres.

Answers Students' own answers

- 10 Ask students to read the review and answer the questions together.

Answers

- 1 It was written in 2003.
- 2 It is set in England.
- 3 The narrator is Christopher, a 15-year-old autistic boy.
- 4 The plot follows Christopher's adventures and investigations after he's blamed for the death of his neighbour's dog.
- 5 The author is Mark Haddon.
- 6 The title refers to a Sherlock Homes novel.
- 7 The main character is also Christopher.
- 8 He is autistic, and because of that he doesn't understand basic emotions well. He's also very analytical.
- 9 It's very funny but moving.
- 10 His favourite part is when Christopher goes on his own to London to find his mother and gets lost there.

Teaching Tip

Ask students to guess the meaning of the words from context such as: *curious* (strange and unusual), *set* (place where a story happens) and *moving* (causing strong feelings of sadness or sympathy).

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 1–2

Vocabulary Consolidation Worksheet: page 13, exercises 1–2

Go Digital!



Vocabulary

More practice

Students play a game completing definitions **with book** review words. This can be set for homework or you can play it at the end of class.

GRAMMAR

Present tense review

Grammar presentation

Present simple & present continuous

We use the present simple to talk about regular actions, habits and routines, and to describe permanent situations and facts.

I live in Belgium. Kyle plays tennis once a week.

We use the present continuous to talk about activities in progress at the time of speaking, and about temporary situations. We often contrast it with the present simple.

Hi! I'm sitting on the bus. Where are you?

We're living in Berlin this year, but we usually live in London.

In spoken English, on the internet and in text messages, *like* and *love* are used with the present continuous. It is common but informal.

I'm loving it!

Grammar reference page 114

1 Complete the dialogue with the present simple or the present continuous.

Lucy: Hey, Josh. ¹ ... you ... (want) to meet up later? I'd like you to meet my cousin Bella from America.

Josh: Sure. ² ... she ... (stay) with you at the moment?

Lucy: Not quite yet. Her plane landed about three hours ago. I ³ ... (wait) for her at the station.

Josh: What ⁴ ... Bella ... (do) now? ⁵ ... she ... (look) for a job?

Lucy: No, she's at college. She ⁶ ... (study) Literature and Film. Well, she ⁷ ... (say) 'movies'!

Josh: Cool. Hey, Lucy. Which station are you in at the moment?

Lucy: Paddington.

Josh: That's amazing! Because I'm here, too! I ⁸ ... (stand) in a queue at the ticket office. I ⁹ ... (need) a new travel card. Where ¹⁰ ... you ... (stand)? We can meet up.

Lucy: I'm on Platform 4. What ¹¹ ... you ... (wear)?

Josh: Um, I ¹² ... (wear) a black leather jacket and a blue cap. You can't miss me!

2 Write questions to ask your partner.

- 1 What time / usually / get up?
What time do you usually get up?
- 2 How / go / to school?
- 3 What / study / this year?
- 4 What / have / for lunch?
- 5 How often / see friends / during the week?
- 6 What / read / at the moment?
- 7 What / usually / do / at the weekend?
- 8 You / play / any sports / these days?
- 9 What films / like watching?

3 Interview your partner. Ask follow-up questions and note the answers.

What time do you usually get up?

At quarter to seven.

What about at the weekend?

4 Write about your partner.

Sara gets up at quarter to seven during the week. However, she gets up after ten o'clock on Sundays!

Historic present

We usually use the present simple to talk about books and film plots.

In the middle of his 11th birthday party, Bilbo Baggins puts on his ring and disappears.

The historic present is also used for newspaper headlines.

Ship sinks in Sydney harbour.

Grammar reference page 114

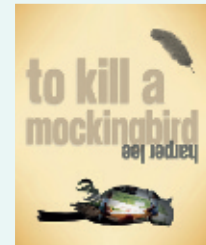
5 Read the book review and write the verbs in brackets in the correct form.

My reading list by Katy

This week's book is *To Kill a Mockingbird* by Harper Lee.

I ¹ ... normally ... (not like) historical books, but this novel is incredibly powerful. The story ² ... (take) place over a three-year period in the 1930s in the USA. The main story ³ ... (focus) on the trial of a black man. However, for me the real story is about the man who ⁴ ... (try) to bring up two children on his own.

Atticus Finch is a lawyer with two young children. The story is told through the innocent eyes of Scout, his daughter. The story ⁵ ... (be) dark and complicated, and Harper Lee ⁶ ... (show) us a period of history that was full of racism and inequality. However, Scout ⁷ ... (bring) humour to the storytelling, so the book never ⁸ ... (get) depressing. My brother ⁹ ... (read) this at the moment. He has to read it for school. Unfortunately, he ¹⁰ ... (hate) it! @



6 Complete the sentences about yourself.

- I occasionally ...
- At the moment, I ...
- I never ...
- These days, I ...
- When I can, I ...
- In the evening, I ...

10

More practice

FAST FINISHERS Write more sentences like the ones in exercise 6.

Key competences



Students improve their understanding of grammar and the acquisitions of a wide vocabulary when they practise grammar exercises. This competence can be assessed using the activities and the grammar exercises in the Workbook.




Students use the *Visual grammar presentation* and the *More practice* game for additional practice of the grammar exercises. If possible, get students to manipulate the *Visual grammar presentation* in front of you.



Students learn about the famous novel *To Kill a Mockingbird* by Harper Lee and realize that books also improve their general knowledge. This book gives facts about racism and inequality in a specific period of history.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 114.
-  Visual grammar presentation

Warmer

Write the names of famous people on pieces of paper and give one to each student. Put them in pairs and have them ask yes / no questions in the present tense to guess the identity of their partner. For example: *Are you a sportsman? Are you a footballer? Do you play for a famous football team in Spain? Do you wear a white football shirt? Is your name Cristiano Ronaldo?*

- 1 Ask the students to use the words in brackets to complete the dialogue. Get the answers in feedback and ask why each verb tense is used.

Answers

- 1 Do ... want
- 2 Is ... staying
- 3 am waiting
- 4 is ... doing
- 5 Is ... looking for
- 6 is studying
- 7 says
- 8 am standing
- 9 need
- 10 are ... standing
- 11 are ... wearing
- 12 am wearing

- 2 Ask students to write the questions using the correct present tense. Walk around and correct as needed.

Answers

- 2 How do you go to school?
- 3 What are you studying this year?
- 4 What do you have for lunch?
- 5 How often do you see friends during the week?
- 6 What are you reading at the moment?
- 7 What do you usually do at the weekend?
- 8 Do you play any sports these days?
- 9 What films do you like watching?

- 3 Encourage students to ask for extra information, e.g. *What time do you usually get up? Why do you get up so early / late?* Remind them to write down their partner's answers so they can use the information in the following exercise.

Answers Students' own answers

- 4 Ask the students to write about their partner using the information from exercise 3. Then ask them to share and read each other's writing. They should try to correct any small mistakes.

Answers Students' own answers

Teaching tip

Ask students to share and read each other's work after writing activities. This sets up peer correction and encourages them to help each other. It also gives them the opportunity to analyze the language and practise both reading and writing skills as well.

- 5 Ask the students to read the review and complete the text with the correct forms of the verbs. In feedback, ask students to give reasons for their answers.

Answers

- 1 don't ... like
- 2 takes
- 3 focuses
- 4 is trying / tries
- 5 is
- 6 shows
- 7 brings
- 8 gets
- 9 is reading
- 10 hates

Extra activity

Think of three historical novels such as *The Help* by Kathryn Stockett, *Cry Freedom* by John Briley, and *The Grapes of Wrath* by John Steinbeck and write a back cover blurb for each book. You can also find these on the Amazon website. Then have the students discuss which book they would like to read most and why.

- 6 Get the students to complete the sentences. Then elicit examples from some of them.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1–3

Grammar Consolidation Worksheet: page 37, exercises 1–3

Go Digital!



Grammar

 Visual grammar presentation

 More practice

Students match example sentences with their uses, which helps them consolidate the learning points for the **present tense review**. This can be set for homework or you can play this game in class and use it to reinforce points of form and use.

LISTENING

Follow an online conversation between two old friends



1 Look at the photo and discuss the questions.

- How do you keep in contact with old friends?
- Do you ever use Skype? Why / Why not?
- What are the differences between seeing the other person and talking over the phone? Which do you prefer?

2 Listen to the first part of the conversation between Oscar and Daisy and answer the questions.

- 1 How did Oscar and Daisy get in contact again?
- 2 Where is Daisy living now?
- 3 When and why did she go there?

3 Listen to the second part of the conversation. Read the questions and choose the correct answers.

- 1 Daisy lives in ...
A an apartment B a bungalow C a house
- 2 Compared to school in the UK, Daisy...
A finds the lessons more difficult B has more homework C finds the lessons longer
- 3 Her classmates think she ...
A has a weird accent B is difficult to understand C has a cute accent
- 4 Her brother is ...
A working in Hollywood B living in New York C on American TV
- 5 Daisy's mother is ...
A teaching in a primary school B teaching in the UK C teaching from home
- 6 Daisy is reading a lot of old ...
A British novels B American novels C history books

4 Listen again and note your answers to the questions.

- 1 Why does Daisy like her new home?
- 2 What does Daisy say are the two main differences between school in the UK and the USA?
- 3 What is Daisy's brother doing?
- 4 Why does Oscar ask what Daisy is reading?

5 Read the expressions in *Face 2 Face*. Can you remember who said them? What were they talking about?

FACE 2 FACE



- just a bit
- The funny thing is
- for ages

Dialogues page 126

6 Go to page 126 and put the expressions in *Face 2 Face* into the dialogues. Listen and check.

YOUR TURN TO SPEAK

7 Look at *Express yourself* and answer the questions. Which expressions can you use to show you are:

impressed

sympathetic

surprised

Express yourself

Responding

That's amazing! You're joking! That's terrible!
That's really great. You poor thing. No way!

8 Work in pairs. Read the instructions below.

Student A: You meet an old friend who you haven't seen for three years. You want to find out all about them! Write some questions to find out what your friend is doing, where he / she lives, what his / her family is doing, what has changed in his / her life, etc.

Student B: You moved away from your old town three years ago. You now meet an old school friend. Think about where you live now, why you moved there, what you are doing, what the rest of your family is doing, what has changed in your life, etc.

9 Now role play a conversation. Student A starts. Try to use expressions from *Express yourself*. Then swap roles and role play a new conversation.

11

Key competences



Listening strategies help students to understand better. One of these strategies is to discuss the subject, situation or context in order to activate background knowledge of the topic before listening. This will help students to anticipate what they may hear on the audio. Monitor the discussion in exercise 1.



Role playing a conversation is authentic practice that helps students to develop important social skills, such as sharing ideas, reflecting on different topics and putting oneself in the other's place. It also gives students the opportunity to prepare for real-life communicative situations. Monitor exercise 9 and check understanding between the students.

Warmer

Write *A friend is ...* on the board and ask the students to talk to their partner and finish the sentence in as many ways as possible. Get their ideas and feelings in feedback.

- 1 Ask the students to look at the pictures and discuss the questions together with a partner.

Answers Students' own answers

- 2 1.9 **Transcripts page 52** Ask the students to listen to the conversation between Oscar and Daisy and answer the questions. Play and pause as needed.

Answers

- 1 He found her on Facebook
- 2 She's living in Boston
- 3 She went two years ago because of her dad's job.

Teaching tip

Try to give the students time to look at the task and get a better idea of the information they are listening for. This offers them the chance to predict what the answers might be and helps them to listen carefully.

- 3 1.10 **Transcripts page 52** Have the students listen and choose the correct answers. In pairs, students compare their answers.

WORDS TO KNOW

Check that students know the following words: *suburbs* (an area on the edge of a large town or city where people often live) and *cute* (attractive and pleasant). They could use their dictionaries and tell you if the words are nouns, adjectives or verbs.

Answers

- 1 C 2 B 3 C 4 B 5 A 6 A

- 4 1.10 **Transcripts page 52** Ask the students to listen, write notes and answer the questions. In pairs, students compare their answers.

Answers

- 1 Because it's a really big house and it has a beautiful backyard.
- 2 The lessons are a bit easier in the USA, but you get more homework than in the UK.
- 3 He's working for a TV production company in New York, writing a comedy.
- 4 She always carried a book with her wherever she went.
- 5 Get the students to read the natural expressions in the *Face 2 Face* box, remember who said them and what Oscar and Daisy were talking about.

Answers

Daisy says that Oscar looks 'just a bit' older.
Daisy says 'the funny thing is' everyone seems to like her English accent.
Oscar says he hasn't seen Daisy 'for ages'.

Teaching tip

Try to get the students to guess what the phrases mean and why we use them from context. Then get them to use them in their own sentences to help them remember them.

- 6 1.11 Ask the students to turn the page 126 and put the phrases in the dialogue.

Answers

- 1 for ages
- 2 just a bit
- 3 The funny thing is

- 7 1.12 The expressions in *Express yourself* are available to listen to. Ask the students to find the phrases in the *Express yourself* box that we use to show we are impressed, sympathetic or surprised. Ask students if they can think of any more.

Answers

Impressed: *That's amazing! That's really great.*
Sympathetic: *That's terrible! You poor thing.*
Surprised: *You're joking. No way!*

- 8 Ask the students to read the situation and think about what they want to say. Encourage them to make notes. Monitor and help if needed.

Answers Students' own answers

- 9 Get students to do the role play with a partner using some of the new phrases and expressions they have learnt.

Answers Students' own answers

Fast finishers

Get the students to secretly choose one of the expressions and say something to get their partner to say it. For example:

A: *I crashed my car this morning while I was parking it.*

B: *You poor thing.*

A: *The funny thing is, I crashed it into your car by accident.*

B: *You're joking!*

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Extra activity: Listening for exact words

Students work in pairs or in small groups.

- Touch to open the extra activity.
- Ask students to close their books or screens.
- An extract of the text is presented on screen. From their knowledge of the text and the context, students predict the missing phrases.
- Play the audio and ask students to write down the exact phrases they hear.
- Pause the audio to give students time to confer and to write down the missing words.
- When the activity is completed, use to show the correct answers.
- Encourage students to compare their attempts with the correct answers.

Suggested use: after exercise 4, page 11



READING

- 1 Read the *Study Skill*. Then look at the photos in Melissa's blog and answer the questions.
 - What do you think Melissa has written about?
 - What has happened in her life?
- 2 Quickly read the blog and see if your ideas were right.

STUDY SKILL

Predicting the content of a text

Use visual clues, such as photos and illustrations, to predict the words you'll meet in a text before you start reading.

My crazy life

by Melissa



I've had this blog for three years now and I've noticed that I'm getting a lot more views these days. Thank you! I've also realized that a lot of my new followers don't know very much about me. So I've decided to introduce myself again to the new guys and update my old friends. The theme of this week's blog is... All about me!

My look

So far, this year has been revolutionary! I've changed lots of things about my life, and one of them is... my hair. Do you realize how many hours I've wasted trying to make it look presentable? So no more long hair that's boring to wash, comb and keep under control. I've just been to the hairdresser's and this is my new cool style. What do you reckon?

Wearing

It was a terrible decision, but I've finally thrown away my favourite green sweater. My mum just wasn't prepared to repair it any longer. The Big Farewell happened on Tuesday. It was a very sad day, but that sweater was full of holes. BREAKING NEWS! I've just bought a new blue and pink sweater and I can't stop wearing it!

My secret life

I've recently discovered peanut butter – not that smooth industrial stuff but the genuine organic variety! It's my perfect food, especially with banana. That's the dream combination.



Reading

My new e-reader has changed my way of reading. I've only had it a month and I've already read three novels! I think I only finished six in the whole of last year! The last one I've read is *The Hunger Games* by Suzanne Collins. It was so much better than the film!



Watching

Have you ever seen the *X-Men* films? No? Then you have to check them out immediately! I've even learnt a lot of the dialogue. I haven't seen the last one yet, though. Maybe this weekend!



Thinking about

I've checked my phone fifty times since this morning. I think I'm becoming obsessed! I have to get a life!

The future

I hope to travel and learn some languages. Maybe I'll become a journalist. Or an interpreter. Or even an English teacher. That will be tough – I don't know enough about English grammar!

OK, guys. I hope you all have a great week. I'll write another post at the weekend. Bye!

Key competences



The text presents words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is, developing linguistic skills. Check they understand all the words in the blog.



Students understand that a blog is a personal website or webpage on which an individual records opinions, links to other sites, etc. on a regular basis. This develops basic skills in ICT. Ask students if they read blogs like the one in exercise 2.




Study Skills enable students to study and learn efficiently. Predicting and guessing, using photos in exercise 1, involves strategic thinking and helps students to observe, analyze situations and make conclusions. Encourage students to make predictions before they read.

Warmer

Ask the students to talk with a partner about the things they read and write on the internet. How often do they write or read blogs? What kind of blogs and online articles are they interested in and why?

- 1 Ask the students to read the *Study Skill* box and guess what Melissa's blog is about. Get their ideas and predictions in feedback.

Answers Students' own answers

- 2  1.13 The text is available to listen to. Ask the students to read and check their predictions together. Feedback as a class.

Answers

Melissa has written about her latest hairstyle, clothes, favourite food, books and films, and her ambitions for the future.

She has had her hair cut, thrown away her favourite sweater, brought new clothes, discovered organic peanut butter and got a new e-reader and started reading more. She's seen some X-men films and she has realized she is obsessed by her mobile phone.

Extra activity

Write a list of adjectives on the board such as *revolutionary, cool, terrible, favourite, sad, perfect, dream, new* and *tough*. Ask the students to quickly read the text and find the things they describe.

Another way to do the exercise is to show cards with adjectives on. Put the students in small teams. Show a word. The first team to shout out which word the adjective refers to wins a point. The team with the most points at the end wins.

Answers

revolutionary: her look this year
cool: hairstyle
terrible: decision
favourite: sweater
sad: day
perfect: food (peanut butter)
new: e-reader
tough: learning to be an English teacher

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Hot spots: *reckon, get a life*

Use the hot spots to highlight potentially difficult words or cultural information before the reading activities.

- Touch the Reading text to access the hot spots.

Extra activity: Matching headings to paragraphs

Choose a class representative to do the activity on the IWB responding to class instructions.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- Students see the text on screen and have to drag the headings to the correct paragraphs.
- Use the activity to deal with any difficult vocabulary e.g. *comb, dream combination, check something out, tough* etc.
- When the activity is completed, use  to show the correct answers.

Suggested use: after exercise 2, page 12



VOCABULARY Things we read

3 Read Melissa's blog and decide if the information is true, false or not mentioned. Correct the false sentences.

- Melissa's blog is three years old.
- Melissa has got long hair now.
- She has recently thrown away her favourite old sweater.
- She usually reads three books a month.
- She knows the *X-Men* films very well.
- She gets about 50 texts a day.
- She is planning to become a journalist.
- Her followers can read her next blog post soon.

4 Read the blog again and answer the questions. Why...

- ... has Melissa decided to introduce herself again?
- ... do you think she had her haircut?
- ... did she throw away her favourite sweater?
- ... is she reading more novels now?
- ... does she say, 'I have to get a life'?
- ... does she want to travel and learn languages?
- ... does she want to learn English grammar?

5 How is your life like Melissa's? Discuss the questions.

- What's your favourite food at the moment?
- What films have you watched recently?
- Has anything changed in your life this year?
- What do you hope to be in the future?

I love Mexican food. I go to a great restaurant in town with my parents.

I've never eaten it. But I love Italian food. I've loved pizzas for years!

And what is your perfect Italian food?

6 Look at the words in the box. Which of them can you see below?

advertisement blog blurb brochure catalogue diagram flyer greetings card instructions leaflet letter menu message note notice programme

1
Paul
Please feed the cat and water the plants. Thx

2
Hot appetizers

Fried chicken
Egg roll
Cheese salad

3
FOR SALE
Quality ladies' mountain bike £50
With full suspension and 18-speed gearing.



5
Missing
Snowy.
Long-haired white cat with blue eyes.
Please contact 07885



7 Answer the questions about the words in exercise 6.

Which ...

- ... are usually written by hand?
- ... would you normally see online?
- ... are communications between friends or family?
- ... are personal communications between strangers?

8 Write a list of the text types you have read in the past week. Then tell your partner about them.

I've read instructions for a new video game that I got for my birthday. How about you?

VERB ZONE

grow up bring up flick through
read on put down

9 Match the verbs to the definitions.

- continue reading
- look at different parts of a book very quickly, in a shop for example
- turn from a child into an adult
- place something that you were holding onto a table or the floor
- look after a child until they are an adult

10 Complete the sentences with the verbs in the correct form.

- I ... a few books at the airport but I didn't see any that I liked.
- I'm reading the latest Dan Brown thriller – it's amazing! I can't ... it ... !
- My aunt ... my cousins by herself after my uncle died.
- I got to a really violent scene in my book, and I couldn't ... after that.
- I had an idyllic childhood. I ... in a tiny village in the mountains.

11 In pairs, turn to page 125 and discuss the questions.

FAST FINISHERS Write a blog about your life using the same headings as Melissa.



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Key competences



The texts have been adapted to a predetermined reading level through adjustment of vocabulary, grammar and sentence length. This makes them more immediately approachable and enjoyable and helps students to develop linguistic competence. Assess the students' performance in exercises 3 to 5.



Students learn grammar forms and structures when they use the *Verb Zone* grammar review activity, learning and using the language for specific communication tasks (page 125). Monitor the discussion and check the use of grammar.

- 3 Ask the students to read again and decide if the information is true or false. Get them to correct the false sentences together.

Answers

- 1 True 2 False (It's short.) 3 True 4 False (just since she got her e-reader) 5 True 6 False (She's checked her phone 50 times today.) 7 False (a journalist, interpreter or English teacher) 8 True
- 4 Ask the students why they think Melissa decided to introduce herself again. Then have them answer the other questions about Melissa.

Answers

- 1 To introduce herself to her new followers and update her old friends.
2 Because her hair was difficult to look after.
3 It had too many holes in it.
4 Because she has an e-reader.
5 She is obsessed with her phone.
6 She wants to travel and learn languages because she'd like to be a journalist or an interpreter.
7 She needs to learn English grammar to become an English teacher.
- 5 Ask the students to compare their lives with Melissa's and discuss the differences with a partner.

Answers Students' own answers

Warmer

Check the meaning of the words in the vocabulary box and elicit the differences between things such as *brochure* and *catalogue* (a brochure is smaller and briefer). Repeat for the other words.

- 6 In feedback, ask students to give reasons for their answers.

Answers

- 1 note 2 menu 3 advertisement 4 greetings card 5 notice 6 flyer
- 7 Ask students to think of other forms of communication they can add to each list.

Answers

- 1 notes, messages, letters, greeting cards
2 advertisements, blogs, messages
3 greetings cards, letters, messages, notes
4 letters, notices, blogs ...
- 8 Model the activity and encourage them to use the present perfect in their conversations.

Answers Students' own answers

- 9 Ask the students what the phrases are in the *Verb Zone*.

Answers

- 1 read on 2 flick through 3 grow up 4 put down 5 bring up
- 10 Have students complete the sentences with the expressions. Tell them that they may have to change the tense or use the *-ing* form.

Answers

- 1 flicked through 2 put... down 3 brought up 4 read on 5 grew up
- 11 Model the activity.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4–6

Vocabulary Consolidation Worksheet: page 13, exercises 4–6

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Vocabulary

More practice

Students find the **things we read** hidden in a word search puzzle. This can be set for homework; give students a quick demonstration of the game and show them where to find it. Alternatively, this game is an ideal extra class activity; ask for volunteers to come up to the IWB when they have a word.

GRAMMAR

Present perfect simple review



Present perfect simple

We use the present perfect to talk about an experience if the exact time isn't important.
I've slept in a tent. We've been to South Africa.

We often use it with *ever* and *never*.
We've never read The Lord of the Rings.
Have you ever seen Avatar?

We use the present perfect with *for*, *since* and *how long* to talk about situations that started in the past and are continuing in the present.

We've lived here for ten years.
She's been a teacher since 2010.

Don't use the present simple for these situations.
I've known her since 2012. NOT +live here since 2008.

Grammar reference page 114

- 1 Read Melissa's blog and complete it with the verbs in the boxes. Use short forms when possible and the present simple or present perfect.

My crazy life

by Melissa

Home

be live not make

You know we ¹ ... in this neighbourhood for the last three years. Well, there ² ... change in the air! My parents are thinking of moving. They ³ ... a decision yet, but watch this space!

Films

get not like start watch

Recently, I ⁴ ... really interested in old films. It's weird, isn't it? I ⁵ ... watching them online in bed. I ⁶ ... about 30 of them now. I mean, I ⁷ ... them all, and loads of them are in black and white, but they make a change from all those action movies and romcoms.

Health

be (x2) do feel read

I ⁸ ... terrible. I've got flu! I ⁹ ... in bed since Monday. But I ¹⁰ ... a couple of books and I ¹¹ ... some revision for my exams next week – so it isn't bad! But I ¹² ... bored. Someone entertain me!

- 2 Write questions to ask another person. How long ... ?

How long have you lived in your present home?

- | | |
|-----------------------------|-----------------------------|
| ● live in your present home | ● own your mobile phone |
| ● have your hair style | ● be able to use a computer |
| ● be awake today | ● know your best friend |

- 3 Answer the questions in exercise 2. Write three answers with *for* and three with *since*.

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- 4 Now ask and answer the questions in pairs.

How long have you lived in your present home?

I've lived there for three years.

Linking to the present

just yet already

We use the present perfect to talk about past events which relate to the present in some way.

Look, I've tidied my room. Are you impressed?

Josh has eaten nearly all the cakes! There are only two left.

We can use a variety of adverbs: *yet*, *already* and *just* with the present perfect.

I've just been shopping. (I got home 10 minutes ago)

I haven't read any books in English yet. (but I intend to)

I've already read two hundred pages of my new book! (more than expected)

Grammar reference page 114

- 5 Use *just*, *already* and *yet* to write explanations.

- Lisa looks nervous.
She hasn't seen her exam results yet.
- Nick's hands are shaking.
- Jake's bedroom is in a mess.
- Connor and Leo don't have to study this weekend.
- Keira's in pain. She's holding her cheek.

- 6 Write sentences in the present perfect about the following things. Three of them should be true and one false.

something important or unusual you have done in your life

something you have just done

something you have to do and have already done

something you want to do and haven't done yet

- 7 Say your sentences to your partner. Ask questions and try to guess the false sentence.

I've spoken to Andy Murray.

When did that happen?

A couple of years ago.

PRONUNCIATION /v/ and /b/

- 8 Listen and repeat the sentences.



- They've been in Berlin for over two years.
- Have you ever broken an expensive vase?
- Victoria Beckham's biography was very boring.

More practice? page 127

FAST FINISHERS Write as many of your partner's sentences as you can remember.

Key competences




By listening and repeating sentences in exercise 8, students can imitate different English sounds, developing natural sounding English. They also learn to apply language pronunciation rules and to recognize different spelling patterns for particular sounds. Check each student's pronunciation when they read the sentences.



Explain that adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood but may begin earlier and end later. Socially, it is a period of preparation for adult roles. Discuss and reflect on this stage (behaviour, problems, feelings, etc.) after exercise 1.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 114.
-  Visual grammar presentation

Warmer

Write a sentence in the present perfect simple on the board such as *We've been to South Africa* and elicit the function and meaning from the class. Show a timeline and ask the students questions such as:

When is this? (Past)

What word shows it's the past? (Been)

When did it happen exactly? (We don't know.)

Write another sentence like *We've lived here for 10 years* and show that the action is still happening.

When did it start? (10 years ago)

Do I still live here? (Yes)

So is it finished or is it still happening? (It started in the past but continues until now.)

Read through the grammar rules box with the students. You can also look at the summary in the grammar reference on page 114.

Teaching tip

Try to ask concept-checking questions to check the students' understanding of the language. It's more memorable if they see things for themselves. It also gives us a clearer idea of their understanding and shows what we may need to review.

- 1 Encourage students to use short forms of the present simple or present perfect simple to complete Melissa's blog. Students check answers with a partner.

Answers

1 've lived 2 is 3 haven't made 4 've got
5 've started 6 've watched 7 don't like 8 feel
9 've been 10 've read 11 've done 12 'm

- 2 Ask the students to write questions for their partner. Remind students how to form the present perfect simple.

Answers

Students' own answers

- 3 Have the students write sentences to answer the questions. Give an example using *for* and *since*.

Answers

How long have you had your hairstyle?
How long have you been awake today?
How long have you owned your mobile phone?
How long have you been able to use a computer?
How long have you known your best friend?

- 4 To extend the conversations, encourage the students to ask follow-up questions in the past simple for extra information. For example, *How long have you known your best friend? Where did you meet?*, etc.

Answers

Students' own answers

Teaching tip

Write sentences on the board about things that you have done and things you haven't done. For example, *I have ... bought the food but I haven't cooked the dinner ...*

Ask the students to complete the sentences with *already* and *yet*. Underline the adverbs in a different colour.

Show a timeline and identify that *already* refers to something before now and *yet* describes something that has not happened. Also explain that we usually use *yet* in negative sentences.

- 5 Have students write explanations and share their ideas together.

Answers

Students' own answers

- 6 Model the activity with your own sentences and get the students to guess which sentences are true and which are false.


Answers

Students' own answers

- 7 Encourage follow-up questions to increase speaking and decide which sentences are false.

Answers

Students' own answers

- 8  1.14 Ask the students to pretend to kiss someone. Explain that their lips are together and then open. This is the same as when they make a /b/ sound. Then get them to bite on their lower lip. Tell them to make a /v/ sound. This provides visual and kinaesthetic clues which helps their ability to pronounce sounds more accurately.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 4–6

Grammar Consolidation Worksheet: page 37, exercises 4–6

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Grammar

 Visual grammar presentation

 More practice

Students take a quiz to consolidate the **present perfect simple review**. This can be set for homework or alternatively as a quick class time filler.

Pronunciation

 More practice

This listening activity gives students more practice distinguishing between /v/ and /b/ sounds.

CHALLENGE

Review and talk about a book



PREPARATION

- 1 Work in groups. Look at the different types of books below and discuss the questions.
- Which types of books have you read?
 - Which types do you enjoy reading most?
 - What are your favourite books and what genre are they?

NON FICTION

- art and architecture
- history
- travel
- nature
- popular science
- sport
- biographies and autobiographies

FICTION

- classics
- crime and detective fiction
- short stories
- horror and ghost stories
- graphic novels
- fantasy and science fiction
- historical novels

- 2 Choose a novel or non-fiction book you know well and complete the table.

BOOK REVIEW	
Title	
Publication date	
Author	
Where and when it is set	
The main characters	
Point of view	
Story summary (max 25 words)	

Your opinion of...	
the story / plot	
the descriptions	
the language and style	
your overall opinion	



DO THE CHALLENGE

- 3 Work in pairs. Look at *Express yourself*. Can you add any other useful expressions or adjectives?

Express yourself

Describing a book

The novel is set in ...
It is written by ...
It is narrated by ...
The story starts / ends ...

Giving opinions

I loved / hated / quite enjoyed it.
I thought it was exciting ...
I thought it was well written ...
I found it (very) interesting / scary ...
It really held my attention.

- 4 Work in pairs. Follow the instructions.

Student A: Use your notes to tell your partner about your book. Try to use the expressions in *Express yourself*.

Student B: Listen carefully and ask questions. Decide if you would like to read the book.

- 5 Swap roles. Student B describes their book and Student A listens and asks questions.

FOLLOW UP

- 6 Write a review for a book website. Divide it into the following paragraphs.
- 1 Introduction; author, dates and general theme
 - 2 When and where it is set; how it begins
 - 3 The narrator and main characters; your opinion of the characters
 - 4 A short summary of the story; how it ends
 - 5 Your overall opinion

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Key competences



Tables and charts are often used to classify, compare and analyze information and results, make a report or draw conclusions about a subject. Ask students questions about the table in exercise 2.



Students learn about different types of books, genres and styles. They learn what a review is and how to write one. It also gives them the opportunity to express an opinion through writing and develop their own writing style and voice.



When students co-operate and work in pairs they are generating ideas, giving opinions and learning to reflect on themselves. Monitor the activity and check descriptions and opinions in exercises 1–4.

This section looks at different genres of books and provides a helpful structure and useful vocabulary that the students can use to describe a book they have read. This sets up learner interaction and helps to generate ideas for the writing activity afterwards.

Warmer

Put the students in small teams and write anagrams of famous book titles on the board. The first team to unscramble the letters and shout out the book gets a point. The team with the most points wins.

- 1 Put the students in pairs or small groups and have them tell each other about books they've read. Get their ideas in feedback and find out what the most popular genre is.


Answers Students' own answers

- 2 Show a book review and elicit the kind of things that are often included. Ask the students to think of a book they know, and write short notes in each section.

Answers Students' own answers

Teaching tip

If the students aren't sure about some of the details, encourage them to look up the information on their smartphones if they have them. This gives them more ideas and helps them speak more confidently.

- 3  1.15 The expressions in *Express yourself* are available to listen to. Tell the students that they can use some of the phrases in the *Express yourself* box and think of others if possible. Get class feedback to elicit phrases they can use in the speaking activity.

Answers Students' own answers

- 4 Model the activity and describe your favourite book and get students to ask questions. Have them do the activity and walk around and listen as they talk to each other. Correct any small mistakes and highlight good use of English.

Answers Students' own answers

- 5 Get the students to follow the structure and write a review of their book. Ask them to read each other's reviews afterwards and correct any small mistakes they see.

Answers Students' own answers

Fast finishers

Get the students to find a new partner and read their book review to their partner but tell them not to say the title. Their partner has to listen carefully and guess the title of the book.

Express yourself

Starting a conversation

Have you read ...?
 Have you read anything by ...?
 What are you reading at the moment?
 Are you much of a reader?

Asking for information

Who wrote it?
 What's it about?
 When's / Where's it set?
 What happens next?
 Would you recommend it?

Recommending a book

I couldn't put it down.
 It's a great read.
 It's a real page-turner.
 You should definitely read this book.
 You'll love it.

AT THE BOOKSHOP



1 You are going to hear two people recommending books to read. Before you listen, discuss the questions.

- How do you choose the next book you're going to read? Do you choose by genre or author?
- Do you look at the cover and read the blurb or read the critics' reviews?
- Do you go by friends' recommendations or reviews?

2 Read the blurb and answer the questions.

- Is the book fiction or non-fiction?
- What is the book about?
- Would you be interested in reading it? Why / Why not?

In space, everything we need for a comfortable life is missing. There's no air, no fresh food, no gravity, no hot showers and no privacy. And all the everyday activities we find so easy to do such as washing, eating and using the bathroom become a bit of a nightmare in space. Mary Roach is our brilliantly entertaining guide to life in space in this laugh-out-loud funny book. This is the ideal read for armchair astronauts everywhere!

3 Listen to the conversation and answer the questions.

- Which book has Nicky recently finished?
- Why are astronauts' lives boring?
- Sam says astronauts suffer from 'cabin fever'. What is this?
- What does the book teach the reader?

4 Listen to the second part of the conversation and answer the questions.

- What type of book is *Fahrenheit 451*?
- What is the importance of the title?
- Why are books banned in this future society?
- What is odd about the Fire Department in this society?

VOCABULARY

5 Look at the adjectives below and answer the questions.

disappointing gripping hilarious serious
 tear-jerking terrifying thought-provoking

- Which ones did you hear in the conversations? Which books did they refer to?
- Which ones do you think are negative?

6 Think of things you have read or seen that you can describe with the adjectives in exercise 5. Then discuss them with your partner.

YOUR TURN TO SPEAK

7 Read and follow the instructions.

- Choose a book that you would recommend everyone to read. It can be fiction or non-fiction.
- Make notes on the author, what the book is about and reasons why people should read it.

8 Work in groups of three or four. Take it in turns to recommend your books. Ask questions to find out more about other people's suggestions.

I really recommend Frankenstein. It's a great horror story and very scary, too.

That's an old book, isn't it? Isn't it a bit boring?

It isn't boring at all! It was written by Mary Shelly and it's a classic.

Key competences



The activities in this section will help students to learn and apply expressions and functional language (recommend a book) and help them to learn language rules in an appropriate context. This can be assessed in exercise 8, or the speaking activity from the Unit Test.




Reading the blurb, students will realize that living in space is not the same as living on Earth. The astronauts' bodies react differently in space. Ask them how astronauts stay healthy, clean and entertained.



Oral interactions are good for improving social skills because they force students to participate actively and effectively in collaborative conversations. Monitor the activity in exercise 8 and check participation.

Warmer

Have the students discuss how often they go to bookshops. Do they like them or do they prefer buying ebooks and reading from Kindle devices, iPads and other tablets? Ask them what are the advantages and disadvantages of bookshops and online stores.

 **1.16** *Express yourself* contains a variety of useful expressions for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.


- 1 Ask the students to discuss the questions with their partner. Have the students feedback as a class.

Answers Students' own answers

- 2 Have students read and answer the questions together. In feedback, ask students to give reasons for their answers.

Answers


- 1 The book is non-fiction.
- 2 It's about astronauts and space.
- 3 Students' own answers

- 3  **1.17** **Transcripts page 52** Ask the students to listen and answer the questions. Encourage them to check their answers together.

WORDS TO KNOW

Check students know the meaning of words like a *round-trip* (a return journey), *loads* (a lot of something) and *thought-provoking* (making you think a lot about a topic).

Answers

- 1 She has finished the final *Hunger Games* book.
 - 2 Because they have to do the same boring things every day.
 - 3 Being bored or angry because they are stuck in a small space with other people for weeks or months.
 - 4 About space travel and science.
- 4  **1.18** **Transcripts page 52** Let the students read the questions and then listen carefully for the answers. Get them to compare answers afterwards.

Answers

- 1 It's a futuristic science fiction novel.
 - 2 It's the temperature paper burns at, and in the book people burn books.
 - 3 Books are banned to stop people thinking and questioning ideas.
 - 4 The Fire Department actually burn things.
- 5 Ask students to work with a partner and guess what the adjectives mean. Get them to identify the words they heard in the conversation, and which have a positive and negative meaning.

Answers

- 1 serious, hilarious: *Packing for Mars*; thought-provoking: *Fahrenheit 451*
- 2 disappointing, terrifying, tear-jerking

- 6 In pairs, get the students to use the words to describe the things they've read.

Answers Students' own answers

- 7 Ask the students to make quick notes about a book they've read that they would like to recommend to other people. Refer students to exercise 2 on page 15 to help them.

Answers Students' own answers

- 8 Put the students into small groups to recommend and discuss their favourite books. Tell them to use some of the new words they've learnt and encourage them to look back at the helpful phrases and expressions in the *Express yourself* box.

Answers Students' own answers

Fast finishers

Get a list of recommended books from the students and encourage the students to read them. You could also get them to choose a title from the list and read the book in class.

WRITING

A book review

1 Read the book review and answer the questions.

- Who is the author?
- When was the book published?
- Where is the story set?

The Unforgotten Coat

BY HARRY STEVENSON

The Unforgotten Coat was written by Frank Cottrell Boyce and was published in 2011.

It is set in a school in Liverpool, and it tells the story of two brothers from Mongolia, Chingis and Nergui, who join the school. The narrator is Julie, one of the students in the boys' class. She has gone back to her primary school years later when it is about to be demolished. She finds Chingis's coat in the lost property box, and this is the starting point of the story.

Julie was Chingis and Nergui's 'good guide', so she was responsible for teaching them about life in the UK and helping them to understand things like football, the school uniform and the English language. One day, the boys disappear from school, but Julie follows them and brings them back. However, the next day, the class finds out that the boys have been sent back to Mongolia because they do not have the correct paperwork to stay in the UK.

It is beautifully presented in the form of a diary with photos from the boys' camera, which Julie finds in the pocket of the coat. It is funny, moving and full of surprises. I would recommend this book to readers of all ages.



2 Read the book review again and decide if the sentences are true or false.

- The story is about life in Mongolia.
- The main characters are not from Liverpool.
- Julie tells the story when she is older.
- Julie's job was to teach the two boys how to play football.
- The boys have to go back to Mongolia because they are not allowed to stay in the UK.
- Julie took the photos that appear in the book.

WRITING SKILL

Giving reasons and results

3 Find one expression for giving a reason and one for giving a result in the book review. Look at these words and expressions. Do they express a reason or a result?

as a result of because of consequently since therefore

4 Join the sentences with the correct words and expressions, keeping the sentences in the same order.

- They didn't have the correct paperwork. They couldn't stay in the country. (because / therefore)
- She acted as their guide. They didn't speak any English. (because / consequently)
- She taught them about life in the UK. They learnt all about their new culture. (as a result / since)

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

5 Choose a book you have read recently and think about your answers to the questions and make notes.

- Who wrote it and when was it published?
- Where is it set? Who are the main characters? Who is the narrator?
- What is the plot about?
- Would you recommend it? Why / Why not?

WRITE NOW

6 Write a book review.

- Use Harry's review as a model.
- Use your notes from exercise 5 and the plan below.
- Remember to include some words and expressions for giving reasons and results.

Paragraph 1 – give information about the title, author and publication date.

Paragraph 2 – describe where it is set, who the main characters are and who the narrator is.

Paragraph 3 – give some information about the plot.

Paragraph 4 – give your opinion and make a recommendation.

CHECK AND CORRECT

7 Check and correct your book review.

- Check that the words and expressions for giving reasons and results are correct.
- In pairs, swap your book reviews and check each other's work.

Key competences



Writing activities support students in the acquisition of linguistic knowledge. This helps them communicate their ideas to others.



This competence is developed when students learn and assimilate new knowledge and skills to improve the communicative process and the ability to use the language correctly and appropriately. This occurs when they develop their writing skills.



Students develop the ability to plan, execute and check their writing. Students can become better language learners when they engage in deliberate thought about what they are learning and how they are learning it.

Warmer

Write three to five key words on the board from the book review such as *diary*, *brothers*, *Mongolia*, *UK* and *sent back*. Ask the students to guess what the book is about.

- 1 Ask the students to read the book review and answer the questions. Ask if they would like to read the book and why.

Answers

- 1 Frank Cottrell Boyce
- 2 2011
- 3 Liverpool

- 2 Ask the students to do the true or false questions together.

Answers

- 1 False (It's set in Liverpool.)
- 2 True
- 3 True
- 4 False (Her job was to help them understand things like football.)
- 5 True
- 6 False (She found the photos in the coat.)

- 3 Put the students in pairs and have them look for the expressions from the text. Explain that *as a result of* and *as a result* are different. *As a result of* shows a reason and *as a result* identifies a result.

Answers

Reason: because of, since, as a result of
Result: consequently, therefore

- 4 Have the students work with a partner to choose the correct transition words.

Answers

- 1 They didn't have the correct paperwork, therefore they couldn't stay in the country.
- 2 She acted as their guide because they didn't speak any English.
- 3 She taught them about life in the UK, and as a result they learnt all about their new culture.

- 5 Give the students time to think and write notes about what they would like to include in their book review. Encourage them to find out extra information on their smartphones or computers if needed.

Answers

Students' own answers

- 6 Have the students read the text again and elicit what kind of information is included in each paragraph. Then get them to write their own book review.

Answers

Students' own answers

- 7 Encourage peer correction by getting students to read each other's work. This provides extra reading practice and sets up a learner-centred atmosphere in class. Get them to read some of their reviews in feedback and offer praise and gentle correction.

Answers

Students' own answers



Fast finishers

Ask the fast finishers to correct the incorrect sentences in exercise 2.

Go Digital!

Extra activity: Writing preparation

This activity is better done as a whole class activity

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- The activity requires students to unscramble words in the writing model in order to sensitize them further to the features of a book review and ways of giving reasons and results.
- Explain to students that they should highlight the scrambled words and write the unscrambled words in the margin on the board using the **Richmond i-tools**. Also explain that these words may be useful for their own book reviews. There are 10 words to unscramble.
- Ask for volunteers to come up to the IWB to find the words and write them.
- Use the activity to reinforce useful vocabulary for reviews and giving reasons and results, as well as for paragraph organization.
- Use  to show the original writing model for this exercise.

Suggested use: after exercise 4, page 17

1.9 Student's Book page 11, exercise 2

- D = Daisy, O = Oscar
- D Hey, Oscar!
 - O Hi, Daisy! I haven't seen you for ages!
 - D Yeah, it's great to see you again. You look just the same.
 - O Well, I hope I look a bit older.
 - D OK, just a bit. I'm so glad you found me on Facebook.
 - O Well, you know how it is. I was a bit bored and I was looking for people I knew – and then I found you. When did we last see each other?
 - D It must be two years ago.
 - O Wow, two years. So where are you living now?
 - D In Boston. You know, on the east coast of the USA.
 - O Why did you move there? I can't really remember.
 - D We came over here because of my dad's job. His company's based here.
 - O Right. So how are things?
 - D Great! I mean, it's different ... but it's exciting!

1.10 Student's Book page 11, exercises 3 and 4

- O = Oscar, D = Daisy
- O Where do you live?
 - D In the suburbs of Boston. It's very pretty. Lots of trees and stuff.
 - O Do you live in an apartment?
 - D No – in a really big house. And it has a beautiful backyard – I mean, garden.
 - O You've become so American!
 - D I don't think so!
 - O And how's school?
 - D It's OK. It took me a long time to get used to it – the lessons are a bit easier, I think, but they give you loads of homework here! The funny thing is, everyone seems to like my English accent. They think it's cute.
 - O It is cute! What's everyone else doing? What about your brother?
 - D Louie? He's working for a TV production company in New York. He's writing a comedy. He's just loving it.
 - O Cool! Is he living in New York, then?
 - D Yeah. I visit him sometimes, but he rents a tiny apartment. Everything's so expensive there.
 - O And your mum?
 - D She's just started teaching in a local primary school. She used to teach in the UK, too.
 - O So what are you reading nowadays? I remember you always carried a book with you wherever you went.
 - D It's weird. I'm reading loads of nineteenth-century English novels.
 - O Not American novels?
 - D No! I've just finished *Jane Eyre* and now I'm reading *Wuthering Heights*!
 - O I haven't read either of them – but I've seen a film.
 - D The films are always worse! But that's enough about me. Tell me all about you!

1.17 Student's Book page 16, exercise 3

- S = Sam, N = Nicky
- S What are you reading at the moment, Nicky?
 - N Nothing much. I've just finished the final *Hunger Games* book.
 - S Was it any good?
 - N It was brilliant. Really exciting. But I don't know really what to read next.
 - S Well, if you want to read something a bit different, I'd really recommend *Packing for Mars*.
 - N I've never heard of it. Is it a science fiction novel?
 - S It is science, but it's non-fiction.
 - N Isn't that a bit serious?
 - S No way! It's really funny!
 - N So what's it about?
 - S It's about what life's really like for astronauts when they go into space. I mean, they face so many problems in space ships.
 - N Like what?
 - S Well, the book explains that astronauts' lives are 99% boredom! They have to do the same boring things every day. They get dirty because it's difficult to wash. They get food all over the place because there's no gravity – and going to the toilet is no joke, either. It can be a really messy business! And then they get cabin fever. Just imagine being stuck in an incredibly small space with other people for weeks or months.
 - N I think I'd go crazy.
 - S Me too. Just think – a round-trip to Mars would take three years!
 - N The book sounds quite funny.
 - S It's hilarious, actually. But it teaches you a lot at the same time. There's loads of information about space travel and science.
 - N Who's the author?
 - S Mary Roach. She's written other books, too – I haven't read them, but they all get good reviews online.
 - N Sounds interesting. Do you think I'd like it?
 - S You'll love it!
 - N OK, I'll get a copy.

1.18 Student's Book page 16, exercise 4

- N = Nicky, S = Sam
- N If you want to read a science fiction novel, you should definitely read *Fahrenheit 451*.
 - S Weird title. What's that in Celsius?
 - N Oh, I don't know, but it's the temperature paper burns at.
 - S Uh huh. So I guess that fact's important in the book?
 - N You bet! In fact, the first line is 'It was a pleasure to burn.'
 - S Who's it by?
 - N Ray Bradbury.
 - S Oh yeah. I've heard of him, I think.
 - N He was a brilliant writer. He mainly wrote short stories, but this is a novel.
 - S So what's *Fahrenheit 451* about?
 - N Well, it's set in the future, in America. People don't read books any more. People live kind of normal lives, and when they go home they just watch soap operas and stuff on huge screens. Everyone seems to be happy. But in this society all books are banned.
 - S Why?
 - N Because books make you think and question things. And then you might think life should be different. The government's against that. So in this society, firemen are people who actually burn things – they burn books! But one of the firemen, Guy Montag, discovers reading and, well, he starts to question everything about his life. The Fire Department finds out and he has to get away. He becomes a criminal. It's a really thought-provoking novel. I couldn't put it down.
 - S It sounds great – I can't wait to read it! So, where's the science fiction section?

Workbook page 8

- 1** B
- 2** 1 Mac Bowers
2 Morgan Casey
3 Morgan Casey
4 Charlie
- 3** 1 There is easier access to technology.
2 She writes at night in her spare time.
3 She used to live in a big city in California.
4 On her first day at her new high school.
5 She regrets it immediately.
- 4** Students' own answers
- 5** 1 suggest
2 praise
3 vouch for
- 6** Students' own answers

Workbook page 9

- 7** 1 crime
2 classic
3 graphic
4 fantasy
5 historical
- 8** 1 autobiography
2 science fiction story
3 non-fiction book
4 romance
5 horror story
6 biography
7 adventure story
- 9** Students' own answers
- 10** 1 hardback
2 paperback
3 ebook
4 back cover
5 spine
6 blurb
7 front cover
8 publisher
9 author
- 11** 1 front cover
2 blurb
3 paperback
4 an ebook
5 author
6 a publisher
7 hardback
8 publisher
9 spine
- 12** Students' own answers

Workbook page 10

- 1** 1 are ... doing
2 am talking
3 Are ... studying
4 am doing
5 do ... want
6 am sitting
7 am not revising
8 Do ... fancy

- 2** 1 get up, leave
2 is listening, am trying
3 don't like, love
4 aren't studying, are watching
5 are you doing, are you chatting
6 doesn't buy, borrows them
- 3** 1 he's working from home.
2 usually cycle in the city but today they are cycling in the country / park.
3 usually reads the newspaper / sports magazines, but today he's reading a book.
4 usually plays the piano but today she is playing the guitar.
- 4** 1 are ... doing
2 Are ... watching
3 am not doing
4 am writing
5 takes
6 tells
7 am not revealing
8 am drawing
9 am publishing

Workbook page 11

- 1** 1 D
2 F
3 E
4 B
5 G
6 A
7 H
8 C
- 2** 1 He does a writing course for young writers on a Scottish island.
2 Football.
3 Historical.
4 To be a writer.
5 Going to see a film before she has read the book.
- 3** 1 D
2 A
3 B
4 F
5 E
- 4** 1 Crime novels.
2 On a pretty rough housing estate in Glasgow.
3 His parents are really creative people.
4 Bruno, a 9-year-old boy.
5 He's doing a creative writing course two evenings a week.
6 A coming-of-age book and film.
- 5** Students' own answers

Workbook page 12

- 1** Students' own answers
- 2** A telephone box in a village in the south of England that has been turned into a small, free library by the people who live in that village.

Workbook page 13

- 3** 1 D
2 A
3 E
4 B
5 C
- 4** 1 B
2 C
3 A
4 B
5 C
6 C

5 Students' own answers

- 6** 1 brochure
2 diagram
3 note
4 leaflet
5 blurb
6 blog
7 programme
8 menu
9 flyer

Hidden word: catalogue

7 grow up, bring up, flick through, read on, put down

- 8** 1 Her new novel is so good I can't put it down.
2 My little brother wants to be a writer when he grows up.
3 I flicked through that new music magazine yesterday. It looks great!
4 His mother brought him and his brother up alone.
5 That book gets better if you read on.

Workbook page 14

- 1** 1 How long have you had a mobile phone?
2 How long have your parents been married?
3 How long have you had the same English teacher?
4 How long has Isabel worked in the newsagent's?
5 How long have they lived in New York?
- 2** 1 I have had my mobile since my birthday.
2 My parents have been married for 25 years.
3 I have had the same English teacher since last year.
4 Isabel has worked in the newsagent's for 6 months.
5 They have lived in New York since 2010.
- 3** 1 have been
2 for
3 have ... done
4 have read
5 since
6 haven't seen
7 yet
8 have
9 just
10 uploaded
11 have
12 already
13 told
- 4** 1 A. Jim has just come back from holiday.
B. He hasn't unpacked his rucksack yet.
2 A. Sophie has already read 100 pages today.
B. She hasn't finished the book yet.
3 A. Mark and Sara have just cooked a meal.
B. Their friends haven't eaten the meal yet.
- 5** Students' own answers

Workbook page 15

Extra challenge

Students' own answers

Webquest

- 1 Fyodor Dostoyevsky
2 Nelle
3 Robert Galbraith
4 The British library
5 Norway
6 'Silver Blaze'

Marcie's misunderstandings

Marcie thinks Brad's head is literally stuck or trapped inside a book, not that he is really enthusiastic about the book. She brings tools to help him get out.

Workbook page 16

- 1** Suggested answers
1 Have you read anything by (author's name)?
2 What's it about?
3 Where's it set?
4 You should definitely read this book.
- 2** 1 read
2 brilliant
3 think
4 love
5 anything
6 like
7 down
8 try
9 moment
10 classic
11 wrote
12 recommend
- 3** 1 T
2 F. It's set in America (New York and Brooklyn) and Ireland.
3 F. He was born in Brooklyn, where his parents moved before he was born.
4 T
5 T
- 4** Suggested answers
1 No I haven't, who wrote it?
2 Where is the book set?
3 And what's it about?
4 So, do you think I'd like it?

Workbook page 17

- 1** 1 C
2 E
3 B
4 D
5 A
- 2** 1 Karana had to stay behind because the boat couldn't wait for her.
2 The island is not an easy place to live, so Karana has to deal with a lot of difficult situations.
3 She builds a fence around her home because of the wild dogs that are all over the island.
4 But there is a problem with the canoe, and consequently she is forced to return to the island.
5 As a result of the time they spend together, Karana realizes how lonely she has been.
- 3** 1 It's set on an island off the coast of southern California.
2 Karana.
3 Karana's tribe has all been taken to the mainland. Karana had to stay behind because the boat couldn't wait for her.
4 She has to deal with a lot of difficult situations. As well as looking for food and making clothes, she has to build herself a new home.
5 She tries to leave the island by canoe.
6 One of the people that come to the island.
- 4** Students' own answers

1.2 Workbook page 11, exercises 2 and 3

Gregor

Every summer, I do a writing course for young writers on a Scottish island. It's awesome. I meet other young people from all over Scotland and there's always a famous author there. This summer it's someone called Ian McLaren. He's a Scottish crime writer, and I love his crime novels! They're all set on a pretty rough housing estate in Glasgow. The main character is a boy called Gregor, who lives there but who helps the local 'polis' (that's the police to you and me!) to solve crimes.

Matt

At the moment, I'm reading the biography of my favourite football player: Robin van Persie. According to my friends, I'm just a bit obsessed with football! It's a really good read, even if you're not a big football fan or you don't know who RVP is! The book is written by Andy Lloyd-Williams and he's researched it all really well. There's loads of interesting information about van Persie and his family. Apparently, his parents are really creative people and van Persie thinks his creativity shows in his football!

Scarlett

My favourite book is called *The Boy in the Striped Pyjamas*. It was written by an Irish author called John Boyne in 2006. I suppose you'd call it a historical novel. The story is set during the Second World War, and it's told through the eyes of the nine-year-old protagonist, Bruno. It's a very sad story and most of the action takes place inside a concentration camp. The novel has sold more than five million copies since its publication.

Sean

I want to be a writer eventually. I'm studying English Literature and History at school and I'm doing a creative writing course two evenings a week this year. My aim is to go to university to study English and History next year, and then after that try and get a job as a journalist maybe. What I'd really like to do is to write historical biographies. That would mean I could combine all my favourite things in one job. I suspect that's a long way off though!

Erin

One thing I really hate is going to see a film before I've read a book. I just can't do that. Even if I've read a book I find it really hard to go and see the film of it. Sometimes it's okay, like this summer when I went to see a film called *The Spectacular Now*. I read the book last year. I guess it's what you'd call a coming-of-age book and film. The film didn't disappoint. I loved it. I'd really recommend it even if you haven't read the book.

1.4 Workbook page 16, exercise 5

- 1 Have you ever read anything by Jane Austen?
- 2 What are you reading at the moment?
- 3 What's it about?
- 4 Where's it set?
- 5 When's it set?
- 6 Would you recommend it?