

At the start of each unit and lesson, explain to the students what the objectives are.

Language objectives

Grammar

Present simple: affirmative and negative

- Students practise using the affirmative and negative forms of the present simple.

Present simple: questions

- Students practise forming *wh-* and *yes/no* questions with the present simple.

Vocabulary

Adjectives: *big, brainy, clever, colourful, cool, curious, energetic, enormous, heavy, inquisitive, lazy, noisy, slow, vibrant, weighty, wonderful*

- Students practise using synonyms and antonyms to describe pets.

Interests: *collecting, drawing, hobbies, instrument, models, playing the guitar/violin, reading comics, watching films*

- Students practise asking each other questions about their hobbies and interests.

Personality traits: *active, agreeable, careless, cautious, challenging, compassionate, confident, conscientious, consistent, detached, easy-going, efficient, extroverted, friendly, inventive, nervous, neurotic, open to experiences, organised, outgoing, reserved, secure, sensitive, solitary*

- Students discuss and evaluate personality traits.

Idioms and expressions

Friendship: *see eye to eye, get on like a house on fire, be like chalk and cheese*

- Students look at idioms and expressions related to relationships and complete sentences in context.

Recycled language

Hobbies, Adjectives, Subject pronouns

Skills objectives

Speaking

- Students discuss animals and pets.
- Students talk about superheroes.
- Students interview one another about their hobbies.
- Students discuss and evaluate different personality types.
- Students talk about relationships and communication.

Pronunciation: Students practise words with the /eə/ and /ɪə/ sounds.

Pairwork: Students use various mediation techniques in order to find out more about each other's pets.

Listening

- Students listen and complete descriptions of pets and their personalities.
- Students listen and complete descriptions of other animals.
- Students listen and complete a conversation about hobbies and interests.
- Students listen to answer a quiz about superheroes.
- Students listen and complete information about hobbies and ambitions.

Reading

- Students read a text to identify the main issues being addressed.
- Students engage with a text to answer in depth questions about the issues addressed.
- Students categorise words in a text and check understanding of their meanings.

Core values: Students discuss acts of **altruism** and how important they are in everyday life.

Writing

- Students write a summary about personality types using photographs as a prompt.
- Students plan, write and check an article about a person who does charity work.

Focus on linking language: *as well as, too, and, including, but, also, like, although, such as*

Learning to learn tools

SPEAKING TOOLS ⚙️ Students consolidate knowledge by using new expressions in speech.

LISTENING TOOLS ⚙️ Students practise reading a text in advance to improve their listening comprehension.

READING TOOLS ⚙️ Students practise using headings and linking language to help understand a text.

WRITING TOOLS ⚙️ Students use planning and paragraphs to improve the focus of their writing.

VOCABULARY TOOLS ⚙️ Students expand their vocabulary by learning synonyms and antonyms..

Project objectives: School magazine

Task 1 Students research and write about different aspects of pet care.

Task 2 Students create a multiple-choice quiz on a topic of their choosing.

Task 3 Students plan and write a profile for each member of their group.








Audiovisual objectives

Vlog: Students watch and listen to Sarah talk about her new pet.

Culture: Students watch and listen to Sarah talk about the Isle of Man.

Grammar animations: Students are presented with visual presentations of the unit grammar.

Key competences

-  **Linguistic**
pages 10-17
-  **Mathematical and Science and Technology**
pages 10, 11, 14, 15
-  **Digital**
pages 10, 11, 13, 17
-  **Social and Civic**
pages 15-17
-  **Cultural awareness and expression**
pages 10-17
-  **Learning to learn**
pages 10, 12, 14, 16, 17
-  **Sense of initiative and entrepreneurship**
pages 11, 13, 16

→ See pages 42-43 **Key competences**

CEFR Mediation

- 1.1** Relaying information in speech
Can relay the point made in short, simple messages.
- 1.2** Facilitating collaborative interaction with peers
Can ask what others think, making suggestions and understanding responses.
- 1.3** Processing text in writing
Can pick out and reproduce short sentences from a text.
- 1.4** Processing text in writing
Can pick out and reproduce key words and phrases from a short text.
- 1.5** Relaying information in writing
Can list names and simple information in short spoken texts.
- Project** Facilitating collaboration with peers
Can ask what others think, make suggestions and understand responses.
- Unit review** Collaborating to construct meaning
Can make simple remarks and ask questions to show that he/she is following.
- Pairwork** Relaying specific information in speech
Can relay specific information in short, simple texts on familiar subjects.

→ See pages 30-33 **Mediation**

1.1 Vocabulary and listening

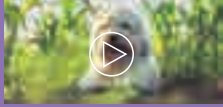
1 ALL ABOUT ME

In unit 1 you will:

- talk about yourself, your pets and your interests.
- review present simple structures.
- practise asking questions.
- write an article about a celebrity.

1.1 Vocabulary and listening

SARAH'S VLOG: It's a girl!



Discuss the questions.

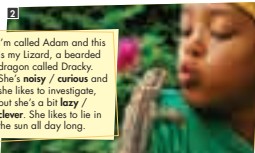
- List three pets you would like to have.
- Which animal wouldn't you like to have as a pet?
- Is it better to adopt or buy a pet? Why?

Flipped Learning

1 Listen and choose the correct option.



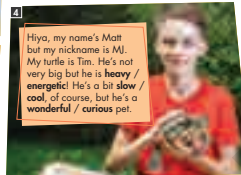
Hi, my name is Jenny. This is my budgie. Isn't he **colourful / heavy**? His name is Yakyak because he's so **wonderful / noisy**! He's really **energetic / slow**. He loves flying around the house!



I'm called Adam and this is my lizard, a bearded dragon called Dracky. She's **noisy / curious** and she likes to investigate, but she's a bit **lazy / clever**. She likes to lie in the sun all day long.



Hello, I'm Kathleen, but you can call me Kath. This is my pet rat, Clark. Some people don't like rats, but actually they are very **clever / colourful** animals. They can learn some really **lazy / cool** tricks, too!



Hiya, my name's Matt but my nickname is MJ. My turtle is Tim. He's not very big but he is **heavy / energetic**! He's a bit **slow / cool**, of course, but he's a **wonderful / curious** pet.

FAST FINISHERS Write a paragraph about your dream pet.

10 Adjectives / Present simple: affirmative and negative

VOCABULARY TOOLS

When you learn a new word, try to learn an antonym or a synonym too. This will help you understand the meaning and also learn more words.

2 Match the words to their synonyms and antonyms.

- | | | |
|-------------|---------------|-----------------|
| 1 colourful | a inquisitive | i unintelligent |
| 2 curious | b enormous | ii tiny |
| 3 heavy | c brainy | iii dull |
| 4 clever | d weighty | iv uninterested |
| 5 big | e vibrant | v light |

Grammar and vocabulary 1.1

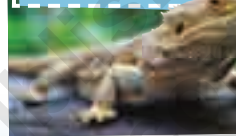
PRESENT SIMPLE: AFFIRMATIVE AND NEGATIVE

Use **present simple** to talk about habits and regular activities. We also use it to talk about facts. We add 's in the third person.

Affirmative	Budgies are called Parakeets in America. Yakyak plays with his toys every day. Male budgies have blue nostrils.
Negative	Budgies aren't carnivores. Yakyak doesn't sleep all day. Female budgies don't have blue nostrils. Grammar reference page 107

3 Choose the correct option. Listen and check.

Bearded dragon lizards are from Australia. They ¹eat / eats small insects and also vegetables. It's important to give them a bath once a week. A bath ²help / helps you to care for the lizard's skin properly. Bearded dragons are curious and ³like / likes to explore. If a lizard ⁴feel / feels frightened, it puffs out its 'beard'. When lizards are looking for food, they ⁵hold / holds up their tails.



4 Complete using the words below in the correct form. Listen and check.

be eat like live spend

Turtles ¹... in the water and also on the land. Some types of turtles come out of the water to 'bask' in the sun. However, they ²... most of their time in the water and they ³... excellent swimmers. A young turtle ⁴... to eat plants, insects and small fish, but an older turtle ⁵... more vegetables and less meat.



5 In pairs, decide if the statements are true or false. Correct the false statements.

- Bearded dragon lizards are omnivores.
- Some turtles like the sunshine.
- Bearded dragons aren't curious.
- Older turtles only eat meat.
- Turtles know how to swim.
- A bearded dragon has a hairy beard.

Pronunciation: /eə/ and /ɪə/

6 Listen and repeat.

/eə/ care, hairy, their, there, wear, where
/ɪə/ beard, ear, clear, hear, here, near

7 NOW YOU! In pairs, say which of these pets you would or wouldn't like to have. Say why.

miniature crocodile hairless cat pig
parrot snake tarantula

PROJECT TASK 1 School magazine

- Get into groups of three. You are going to create parts of a school magazine together. The first part is a pet care section. Decide what type of animal you will write about.
- Each team member should research and write about a different aspect: food, appearance, etc. You will edit what you write in the final task. [Workbook page 20](#)

Workbook pages 4 and 5 11

ANSWER KEY

Page 10-11

- 1 1 colourful; noisy; energetic
2 curious; lazy
3 clever; cool
4 heavy; slow; wonderful

- 2 1 e iii
2 a iv
3 d v
4 c i
5 b ii

- 3 1 eat
2 helps
3 like
4 feels
5 hold

- 4 1 live
2 spend
3 are
4 likes
5 eats

- 5 Suggested answers:
1 True
2 True
3 False
4 False
5 True
6 False

- 6 Student's own answers

- 7 Student's own answers

LESSON FOCUS

Grammar Present simple: affirmative and negative

Vocabulary Adjectives

Listening Descriptions of pets and animals

Speaking Discussion of different types of pets

Project task 1 Research and write about different aspects of pet care

Resources

Teacher's i-solutions, Student's Book audio, Vlog and worksheet

Preparation Pictures of different kinds of animals

Flipped Learning

PRESENT SIMPLE:
AFFIRMATIVE AND NEGATIVE

Draw students' attention to the Grammar table. Remind students that they can use this as a quick reference while completing the exercises.

- ▶ Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 107 for further information on form and use.

→ See page 23 for how to flip the **grammar lesson**

Flipped Learning

SARAH'S VLOG: Top tutors

- Make sure to set up the **Flipped Learning** work with the students beforehand. **See page 20-23 for complete Flipped Learning guidelines.**
- Ask students to put the **Flipped Learning worksheets** on their desks and walk around to check how many have completed the Flipped task.
- In pairs or small groups, ask students to compare and check the *Before you watch...* and *While you watch...* exercises on the worksheet.
- Show students **Sarah's Vlog** and ask volunteers to provide correct answers and clarify any doubts other students may have.
- Choose three or four students to read aloud their answers to the *After you watch...* exercises on the worksheet and encourage some class discussion.
- Move straight to exercise 1 on page 10.

Warmer

▶ Watch Sarah's Vlog and discuss the questions with the whole class. If you don't have video facilities, simply discuss the questions.

- 1 1.4 (See page 168 for transcripts) Tell students they are going to listen to people describing their pets. They should pay special attention to the vocabulary used to describe them and their characteristics, as this will be useful in the next exercises.

VOCABULARY TOOLS

Draw on the adjectives students heard in exercise 1 to lead into this **Vocabulary tool** and elicit antonyms and synonyms.

- 2 Get students to work in pairs to match the synonyms and antonyms, they should discuss how and why they made their choices.

FAST FINISHERS Students can complete this exercise alone or in pairs.

- 3 1.5 (See page 168 for transcripts) Students should read the text and decide on the correct option in the present simple. Indicate that they can refer to the Grammar table to help them do so. Students should then check their answers by listening to the transcript.

- 4 1.6 (See page 168 for transcripts) Students should develop their use of the present simple by completing the text. They will need to conjugate the verbs in the wordpool. They can continue to refer to the Grammar table to help them do so.

- 5 Students can be organised into pairs to discuss the questions. They should use knowledge and vocabulary from the listening exercises. Check their understanding of new words.

Pronunciation

- 6 1.7 (See page 168 for transcripts) Get students to pronounce the individual sound before they say the words.

- 7 **NOW YOU!** Students should also be encouraged to talk about any pets they already have at home and what they like (or dislike) about having a pet.

PROJECT TASK 1
School magazine

Organise student into teams of 3. For this task they will research and create a pet care guide. They can use the pictures of animals from the warmer to help decide which animal they are going to write about. Remind students that they need to keep their project notes together in their **Workbook** (page 20) or in their own notebook.

→ See pages 24-27 **Projects**

FURTHER PRACTICE

Workbook pages 4-5

- **Grammar reference and practice** pages 84 and 94
- **Wordlist and exercises** pages 99 and 102

1.2 Listening and vocabulary

1.2 Listening and vocabulary

LISTENING TOOLS

Read the text before you listen to help you predict the information that you might hear. This will help you to prepare for the task.

1 Listen and complete.

Ellie: OK, are you ready for the interview questions?

Tamara: Sure!

Ellie: First question: do you have a 1...?

Tamara: Well, some of my friends call me Tam.

Ellie: And... do you have a 2...?

Tamara: Yup, I have a dog called Jimmy. He's energetic and a bit silly.

Ellie: Hal True. What's your favourite food?

Tamara: Umh, sausages I think.

Ellie: Yum! What kind of 3... do you like?

Tamara: Erm, I like pop, but I listen to chillout music when I draw.

Ellie: Ah ha! That's the next question. What do you do in your 4...?

Tamara: Well, you know I love drawing, but I also 5... reading comics and watching action films. I collect stamps and models of superheroes, too! Superman is my favourite.

Ellie: Hm, I 6... Spiderman. So, do you draw every day?

Tamara: Yes! My 7... is to be a cartoonist one day. There aren't many female superheroes, so I'm creating one.

Ellie: Cool! What's her superpower?

Tamara: I'm 8... yet, but she is very strong and she has X-ray vision.

Ellie: I can't wait to see the film one day!

2 Answer the questions about Tamara.

1 What is her nickname?

2 What is her pet like?

3 What kind of music does she prefer?

4 What are her hobbies?

5 How often does she draw?

6 What is Tamara's dream?

3 NOW YOU! Ask and answer the questions in pairs.

• Do you have a favourite superhero? Who is it? Why?

• What do you think your superhero name would be?

• Which superpower is the best?

• What do you think superheroes do in their free time?



FAST FINISHERS Invent a new superhero and write a paragraph about them.

Do all exercises in your notebook

12 Interests / Present simple: questions

Grammar and listening 1.2

PRESENT SIMPLE: QUESTIONS

Yes/No questions	Is she called Karen? Are you in the same class? Do you play the guitar? Does he play the violin?	Yes, she is. No, we aren't. Yes, I do. No, he doesn't.
Wh- questions	What instrument do you play? Which is the best superhero? Where are you from? Who is her favourite singer?	I play the guitar. The Hulk, of course! I'm from Wales. She likes Sia.

Grammar reference page 107

4 Complete the questions and do the quiz in pairs.

SUPERMAN QUIZ

1 Where ... Superman from?

- a Krypton b Neon c Argon

2 Where ... live?

- a In Gotham City b In Metropolis.
c In Atlantis.

3 ... a secret identity?

- a Yes, he does. It's Peter Parker.
b Yes, he does. It's Clark Kent.
c No, he doesn't.

4 Which superpowers ...?

- a He is very strong and can fly very fast.
b He grows very big and green.
c He moves things with his mind and creates storms.

5 ... his enemy?

- a Jimmy Olsen. b Lois Lane.
c Lex Luthor.



PROJECT TASK 2 School magazine

- You are going to research and create a multiple-choice quiz for your magazine. In your group, decide on the topic.
- Each person in the group should research the topic. Share your information and decide together what you will include in the quiz.
- Write the questions and answers for the quiz. You will edit it in the final task.

→ Workbook page 20

Workbook pages 6 and 7

Do all exercises in your notebook

13

ANSWER KEY

Page 12-13

1 1 nickname

2 pet

3 music

4 free time

5 enjoy

6 prefer

7 dream

8 not sure

2 1 Tam

2 energetic and silly

3 pop or chill-out

4 drawing, reading comics, watching action films, collecting stamps and models of superheroes

5 every day

6 to be a cartoonist

3 Student's own answer

4 1 a

2 b

3 b

4 a

5 c

5 Student's own answers

6 Student's own answers

LESSON FOCUS

Grammar Present simple: questions

Vocabulary Interests

Listening Conversation about hobbies and interests; Superhero quiz

Speaking Discussion of superheroes, and hobbies and interests

Project task 2 Create a multiple-choice quiz

Resources

Teacher's i-solutions, Student's Book audio

Preparation Research different popular superheroes (names and powers)

- If students don't know very much about Superman, encourage them to interact and work with other pairs to find out the correct answers.
- 1.9** (See page 168 for transcripts) Ask students how many questions they got right. Reward the winning team with the superpower of their choice.
- NOW YOU!** Encourage students to invent questions of their own to add to the table and to be inventive with their own answers.

Warmer

Ask students what superpowers they know. Try and draw in some of the vocabulary from the exercises that are coming up (*X-ray vision; the ability to fly; very strong; move things with the power of the mind*). Which superpower would students like to have? What would they use it for? Do students like reading or watching films about superheroes, or do they have different interests? Try and incorporate phrases and vocabulary about hobbies and interests.

LISTENING TOOLS

Draw students' attention to the **Listening tool**. Students should read the text quickly before listening to the conversation. Explain that this will help them to predict the correct information.

- 1.8** (See page 168 for transcripts) Let students know that they should concentrate on the wider context of the conversation so that they will have a better understanding, instead of only listening out for the words to fill in the gaps.
- Encourage students to answer the questions as full sentences, using the present simple.
- NOW YOU!** As a warmer to the prompt questions, in pairs, students can mime the superhero they admire most and get their partner to guess who it is.

FAST FINISHERS Students can complete this exercise alone or in pairs.

Flipped Learning

PRESENT SIMPLE: QUESTIONS

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference while completing the exercises.

Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 107 for further information on form and use.

→ See page 23 for how to flip the **grammar lesson**

PROJECT TASK 2
School magazine

Tell students that they will work together to decide the topic for the quiz, but each student should do their own research. Students can use exercise 4 for ideas for creating and structuring the quiz. Remind students that they need to keep their project notes together in their **Workbook** (page 20) or in their own notebook.

→ See pages 24-27 **Projects**

FURTHER PRACTICE

Workbook pages 6-7

- **Grammar reference and practice** pages 84 and 94
- **Wordlist and exercises** pages 99 and 102

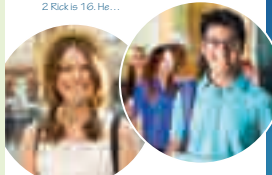
Vocabulary and Grammar worksheets available to download and edit from the

Richmond Learning Platform

→ See page 38-39 **Mixed-ability classes**

1.3 Reading

1 Write a paragraph about these people and their personalities. Compare your answers in pairs.
1 Jenny is 15 and...
2 Rick is 16. He...



2 Discuss which of these things tell you the most about a person. What else is important?
clothes and fashion family
hobbies and interests photos talents

READING TOOLS
Use headings and linking language to help guide your understanding of a text.

3 Read the text and find the two questions it tries to answer. Then find the sentences that give the writer's answers.


4 Read the text again and answer the questions.
1 Why do people look at each other's social media pages?
2 Why does the writer put the word 'friends' in inverted commas?
3 Why is it important to be careful with what you post?
4 What three things does the writer say affect our emotions?
5 What does the writer say about the different parts of our personalities?
6 Write a short sentence to summarise the important lesson in the last paragraph in your own words.

What makes you who you are?

We live in an age of social media. We post selfies and links to things we like. We look at other people's social media pages to see what they look like, who they're with, where they go and what they like. Many people have hundreds of online 'friends'. But how well do we know them, and how well do they know us? And where does the digital age leave our sense of identity?

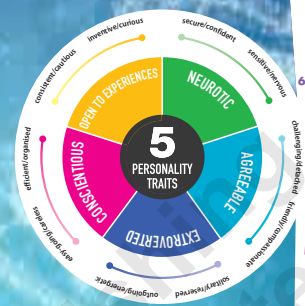
Firstly, it's very public. You put something online and everyone can see it. This means it's important to be very careful with what we post. Secondly, the digital identities we create can be superficial. You are much more than the sum of your selfies, your posts and your hobbies.

So, what makes us who we are? There's no simple answer to that question. We are a complex mix of genes, influences and experiences. These things affect our emotional reactions, our behaviour and our view of the world we live in. On top of that, we often project a different public image to how we really are. We also choose to show different parts of our personalities to different people. And our personalities are unique because we combine the main traits in different ways: agreeable, extroverted, conscientious, open to experiences, neurotic. We change over time and the way we see ourselves can be quite different from how other people see us.



14 Language in context / Personality traits

Reading 1.3



5 Check that you know the meanings of the words and classify them into the categories of **Technology** or **Psychology**.
behaviour emotional reactions
experience genes link online
personality post selfie social media

6 **NOW YOU!** Look at the five personality traits. In pairs, discuss which traits you have and don't have.
I'm definitely a curious person, so I'm open to experiences.
Me too. Do you think I'm extroverted?

CORE VALUES Altruism

7 In pairs, rank these acts in order of how altruistic they are.
a Kyle works as a volunteer for a charity once a month.
b Sam always gives her seat to older people on buses and trains.
c Simon cares for a sick relative for an hour every Friday.
d Diana gives blood every year.

8 Which of these statements best describes your attitude to altruism?
1 I don't think it really exists. People do things for others because they get some benefit themselves.
2 I'm loyal to my friends and family and I try to be nice to everyone.
3 I think you have to take care of yourself before you take care of others.
4 You can't be generous with everyone. Some people just take advantage.
5 If you're generous and kind to others, people will be generous and kind to you.

FAST FINISHERS Write a paragraph about the benefits of being nice to others.

Workbook pages 8 and 9

ANSWER KEY

Page 14-15

1 Student's own answers

2 Student's own answers

3 Suggested answers:

Question 1: Where does the digital age leave our sense of identity?

Answer sentences: Firstly, it's very superficial. Secondly, it can be very superficial.

Question 2: So, what makes us who we are?

Answer sentence: We are all a complex mix of genes and experience that influence our emotional reactions, our behaviour and our view of the world we live in.

- 4**
- 1 To see what they look like, who they're with, where they go and what they like.
 - 2 Because they're not necessarily real friends.
 - 3 Because everyone can see it.
 - 4 Genes, influences and experiences.
 - 5 We project a different public image to how we really are, we show different sides of our personality to different people.

6 Suggested answer: Our identities don't exist on their own, they are affected by the people we come into contact with and how we treat them.

5 **Technology:** link, online, post, selfie, social media
Psychology: behaviour, emotional reactions, experience, genes, personality

6 Student's own answers

7 Student's own answers

8 Student's own answers

LESSON FOCUS

Language in context Personality traits

Core values Altruism

Resources


Teacher's i-solutions, Student's Book audio

Preparation Research some celebrity names

→ See pages 36-37 **Literature**



Warmer

Write the names of around four different celebrities on the board, from politics, sports, the arts or the music industry. Ask students to shout out what they think these people are like, use vocabulary from the reading to guide them (*confident, sensitive, nervous, detached, friendly, reserved*). Ask students how many of them have met one of these famous people. Discuss the role of social media in how we come to make judgements about people we have never met.


- 1 Building on the discussion from the warmer, encourage students to use new vocabulary and expressions in their descriptions.
- 2  Students can work in small groups or pairs. After they have discussed between themselves, write the words from the wordpool on the board and discuss the findings as a class.


READING TOOLS 

Tell students to read the Reading tool and encourage them to apply it to the next exercise.

- 3  **1.10** (See page 168 for transcripts) Remind students of the Reading tool and get them to check their answers with the person sitting next to them to make sure they have applied it.
- 4 In the same pairs give students time to discuss the questions, then ask each pair one of the questions from the list.
- 5 Write the words technology and psychology on the board and ask students to tell you where to put each word. Check they are correct. Ask students to add extra words from the reading to the categories.
- 6  **NOW YOU!** Drill the students with useful expressions and questions in the present simple. Ask them to label someone in their family with one of the five personality traits. Students can then continue in pairs.

CORE VALUES Achievement

- 7  Remind students about the discussion at the beginning of class and to consider if a person's actions say more about them than other things, like their clothes or their job.
- 8 After they have discussed in pairs, ask students when they have done something altruistic for another person, and when another person has done something for them. Ask them how both examples made them feel.

 **FAST FINISHERS** Students can complete this exercise alone or in pairs.

FURTHER PRACTICE


Workbook pages 8-9

1.4 Writing


An article about a celebrity
 Focus on linking language

1 Read the descriptions and match with the celebrities.


CATE BLANCHETT




BRUNO MARS



ELEN DEGENERES



JACKIE CHAN



1 As well as being a successful TV presenter, comedian and writer, she is an active campaigner for animal rights too.

2 He is one of Hong Kong's most famous actors and martial arts experts, and contributes to many causes, including the protection of endangered species.

3 She is one of the world's most respected actors, but she also does charity work for organisations like SolarAid.

4 Although he is a famous singer, not everyone knows about his support for the victims of natural disasters such as typhoon Haiyan in the Philippines.

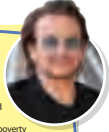
2 Decide which of the linking words and expressions highlighted are used...

1 to add information.
 2 to contrast information.
 3 to introduce examples.

3 Read the profile of Bono and answer the questions.

1 What charity work is mentioned?
 2 What does the writer think of Bono's contributions?

BONO



Bono, real name Paul Hewson, is the lead singer of U2. He lives in Ireland with his wife Alison. Although he is most famous as the singer of one of the world's best rock bands, he and his wife are also very involved in charity and activism, especially in Africa. They work with organisations that combat poverty and disease, and others that promote fair trade. Many people say that Bono does it all for publicity, but I don't agree. I think he contributes a lot to making the world a fairer place, and he inspires others to do the same too.

Q Did you notice?

4 Which of these things does the writer do in the text?

1 Say what Bono is mainly famous for.
 2 Give some details about his path to success.
 3 Give some details about his charity work.
 4 Mention criticisms and address them.
 5 Discuss reasons why celebrities do charity work.

NOW YOU! → Workbook page 10

5 **PLAN** Choose a person who does charity work. Use exercise 4 to plan an article about them.

WRITING TOOLS

Planning your writing in paragraphs gives your text more focus and makes it easier to read.

6 **WRITE** Write your article. Remember to follow your plan and use linking language.

7 **CHECK** Check that your writing is clear and that your use of linking language is accurate.

PROJECT TASK 3 School magazine

- You are going to write a profile for each team member and include them in your magazine. Decide together if you will write your own profile or if you will write profiles for each other.
- In your group, make a plan of the information you are going to include in the profiles.
- Write the profiles. You will edit them in the final task.

→ Workbook page 20

16 An article / Linking language

LESSON FOCUS

Focus on Linking language

Writing An article about a person who does charity work

Project task 3 Plan and write a profile for each member of their group

Resources

Teacher's i-solutions

Preparation Post-it notes

Warmer

Put students into pairs. Student A writes the name of a celebrity on a post-it without Student B seeing and sticks it on Student B's forehead. Student B guesses the name of the celebrity by asking Student A questions, then they swap roles.

Focus on linking language

1 Ask students to close their books and ask them what they already know about the four celebrities. Reopen the books and do the exercise as a class, see if anyone already knew some of the facts about the celebrities.

2 Write the three headings on the board and ask students which linking words and expressions belong to each category. Leave them on the board so that they can be used for the writing exercise.

3 Get students to read the profile quickly and shout out the answers to the two questions.

Did you notice?

4 Ask the students to reread the profile, this time paying special attention to structure so that they can get ideas for their writing task.

5 **PLAN** Once students have finished their plan, encourage them to talk it through with a partner.

WRITING TOOLS

Draw students' attention to the **Writing tool** and ask them to look back over their plan to make sure that it includes paragraphs.

6 **WRITE** Before students start writing, make a checklist on the board of any elements related to content, structure, language and style that they should bear in mind.

7 **CHECK** Once students have checked their own profiles, they can swap with a partner and check theirs

ANSWER KEY

Page 16

- 1 1 Ellen DeGeneres
 2 Jackie Chan
 3 Cate Blanchett
 4 Bruno Mars

- 2 1 as well as, too, also, and
 2 but, although
 3 including, like, such as

- 3 1 Combating poverty and disease, promoting fair trade.
 2 They help make the world a fairer place and inspire others to do the same.

4 1, 3, 4

5 Student's own answers

6 Student's own answers

7 Student's own answers

FURTHER PRACTICE

Workbook page 10


PROJECT TASK 3
School magazine

Remind students to use linking words in their profiles and to pay attention to structure. Remind students that they need to keep their projects notes together in their **Workbook** (page 20) or in their own notebook.

→ See pages 24-27 **Projects**

Culture and communication 1.5

The Isle of Man



1 Discuss the questions.

- Would you like to live on an island? Why?
- Are there any myths connected to the place where you live?
- Which special animals can be found in your country?
- Who is the most famous person in your country's history?

2 Match the expressions you heard with the meanings.

- see eye to eye
- get on like a house on fire
- be like chalk and cheese

- When you have a very good friendship with someone.
- When you are very different from someone.
- When you share someone's opinion or view about something.

3 Complete the sentences with the expressions from exercise 2.

- My grandparents ... I don't know how they're so happy together!
- I always fight with my mum – we never ...
- We ... from the moment we met, and I knew we were going to be friends.

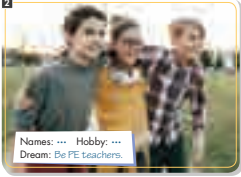
1 Listen and complete the information.

1



Names: Megan and Matt
Hobby: ... Dream: ...

2




Names: ... Hobby: ...
Dream: Be PE teachers.

SPEAKING TOOLS
When you are learning a new expression, use it in lots of short sentences. This will help you to feel more confident with it.

4 NOW YOU! In pairs, talk about...

- what you do when you don't see eye to eye with someone.
- a time when you got on like a house on fire with someone unexpected.
- two people you know that are like chalk and cheese.

3



Names: ...
Hobby: Skateboarding Dream: ...

PAIRWORK
Student A: go to page 99
Student B: go to page 103

Unit 1 Review • page 90
Wordlist • pages 118–120

Do all exercises in your notebook

Idioms and expressions about friendship

Workbook page 11

LESSON FOCUS

Idioms and expressions Friendship

Listening Hobbies and ambitions

Speaking Relationships and getting along with people

Resources

Teacher's i-solutions, Student's Book audio, Culture video and worksheet

The Isle of Man

Video and worksheet available on the Richmond Learning Platform

- In pairs, ask students to complete the *What I know...* exercises on the **Culture video worksheet**.
- Show students the **Culture video** and ask them to complete the *What I learned...* exercises on the worksheet.
- In pairs, students compare answers.
- In small groups, tell students to complete the *What I wonder...* exercises on the worksheet.

ANSWER KEY

Page 71

- 1** **1** Name: Megan and Matt
Hobby: Playing keyboard / guitar.
Dream: Be in a famous band.
- 2** Name: James, Liz, Ross.
Hobby: Skateboarding.
Dream: Be PE teachers
- 3** Name: Tom and Alex.
Hobby: Skateboarding
Dream: Be famous scientists

- 2** **1** c **2** a **3** b
- 3**
- are like chalk and cheese
 - see eye to eye
 - got on like a house on fire
- 4** Student's own answers

Warmer

Watch the **Culture video** and discuss the questions with the whole class. If you don't have video facilities, simply discuss the questions.

- 1** **1.11** (See page 169 for transcripts) Ask students which pair of friends they think they are most like.

Idioms and expressions

- 2** Ask students if they guessed the meaning of the phrases from the words used. Explain how the meanings of the expressions can be guessed from the words used.
- 3** Ask students to think of three examples of people they know that fit the three sentences.

SPEAKING TOOLS

Tell students to read the **Speaking tool** and apply it to exercise 4.

- 4** **NOW YOU!** After they have discussed the questions in pairs, ask one student from each pair to tell the class about a time when the other student got along very well with someone, didn't get along with someone, or someone who is very different to them.

FURTHER PRACTICE AND UNIT ASSESSMENT

Unit 1 Review Student's Book page 90

Workbook page 11

- Reflect on your learning page 11
- Grammar reference and practice pages 84 and 94
- Wordlist and exercises pages 99 and 102

Tests available to download and edit from the

Richmond Learning Platform

→ See pages 40-41 **Assessment**



PAIRWORK Student's Book pages 99 and 103

See **Teacher's Book** page 62 for more information.

→ See pages 30-33 **Mediation**

Unit 1 Review

1 Read and choose the correct option.

Lara

I like taking photos and I always take my camera with me everywhere I go. My favourite photos are of my two cats, Ginger and Tabby. They have very colourful personalities. They play together but they don't always see eye to eye! I do a photography course on Saturdays and I learn a lot. I want to make a darkroom in our bathroom at home, but my parents don't like the idea. When I grow up I don't want to be a professional photographer. I think it's more fun as a hobby.



Tina

I'm curious about how things work and I love robots. I go to a robotics class after school where I build robots and program them. It isn't easy to learn but I enjoy it. I also have a robotic dog called Phep. It walks and barks and picks things up. It also wakes me up in the morning. It's cool! My dad doesn't agree. He doesn't like it because he says it's too noisy and he hears it everywhere in the house! I want to design robots as a job when I grow up. You can make a lot of money!

Kevin

My hobby is quite unusual. I help my grandma to breed snails. They live in a room in our house, in an enormous cage full of plants. We look after them and when they are big enough, we sell them to restaurants. They eat leaves and we also give them lettuce and cabbage to eat. They are very slow and it's relaxing to watch them. I like looking after the snails. They are cool and it's really fun. I have also made enough money from selling the snails to go on a safari holiday this summer.



- Who does their hobby at home?
- Who does their hobby in lots of different places?
- Who wants to do their hobby as a job in the future?
- Who has pets that don't always agree with each other?
- Who says their hobby is difficult to learn?
- Who earns money from their hobby?

	Lara	Tina	Kevin
1	a	b	c
2	a	b	c
3	a	b	c
4	a	b	c
5	a	b	c
6	a	b	c

2 Write an email to one of the people in exercise 1. Tell them about a hobby you have, say when you do it and why you like it.

3 Work in pairs. Take it in turns to ask and answer the questions.

- Can you describe yourself?
- Do you have a pet? What is it like?
- What hobbies and interests do you have?
- Why do you do your hobby?

4 Listen and write two adjectives for each animal.

EXAM TIP

Before you listen, look at the words and think about what you might hear.

- | | |
|----------|-----------|
| 1 Cat | 3 Hamster |
| 2 Lizard | 4 Rabbit |

Do all exercises in your notebook.

90 External exam practice

ANSWER KEY

See page 179 for transcripts

- 1 1 c 2 a 3 b 4 a 5 b 6 c

2 Student's own answers

3 Student's own answers

4 2.37

- enormous, noisy
- energetic, fast
- lazy, slow
- curious, light

Student's Book page 90

Pairwork

Unit 1 • Student A

1 Student B is going to ask you questions about your pet. Read the information and answer their questions.

Name: Woody the stick insect
Age: 6 months old
Eats: Needs fresh leaves every 2 to 3 days.
Lives: in a warm tank with lots of branches, leaves and places to hang.
Why it's a good pet: It's not noisy! It's really educational to watch the life cycle.



2 Copy the headings from the information card into your notebook. Ask Student B about their pet.

Name: ...
Age: ...
Eats: ...
Lives: ...
Why it's a good pet: ...



Student's Book page 99

Unit 1 • Student B

1 Copy the headings from the information card into your notebook. Ask Student A about their pet.

Name: ...
Age: ...
Eats: ...
Lives: ...
Why it's a good pet: ...



2 Student A is going to ask you questions about your pet. Read the information and answer their questions.

Name: Lottie the Axolotl (pronounced axa-lotl)
Age: 4 years old
Eats: Fish, worms and organisms from the water. You feed it a little at a time, not one big meal.
Lives: Warm water tank with plants and hiding places with no sharp rocks or edges.
Why it's a good pet: Really cute and interesting to watch.



Student's Book page 103

CEFR MEDIATION DESCRIPTOR

- Processing text in speech**
Students can summarise the main point(s) in simple, short informational texts on familiar topics.

- Requesting information**
Put the students in pairs, decide who is A and who is B and get them to turn to their corresponding page. Tell them they have the same instructions but different pets and information, and that they can't show each other their page. They need to ask and answer questions about each other's pets in order to understand basic information about each pet.

Unit 1 Grammar reference

Present simple: affirmative and negative

Use **present simple** to talk about habits and regular activities. We also use it to talk about facts. We add **-s** in the third person.

Affirmative	Budgies are called Parakeets in America. Yakov plays with his toys every day. Male budgies have blue nostrils.
Negative	Budgies aren't carnivores. Yakov doesn't sleep all day. Female budgies don't have blue nostrils.

When we talk about things that happen every day, things that we do regularly, facts or attitudes, we use the **present simple**.

I **get up** at eight o'clock.
My dad **comes** from Ecuador.
I **don't like** football. I **prefer** tennis.

We use the same form of the verb in the **present simple** for **I, you, we** and **they**, and the same form for **he, she** and **it**. In the third person singular, (**he, she** and **it**) we add **-s** or **-es**.

We add **-s** to the end of most verbs that end in a **vowel + a consonant**:
She **plays**, he **knows**, it **rains**

We add **-es** if the verb ends in **-ch, -sh, -ss, -o, -x** or **-z**:
He **watches**, she **kisses**, it **buzzes**

If the verb ends in a consonant + **-y**, the ending is **-ies**:
It **carries**, he **studies**, she **flies**

We add **-es** for **go** and **do**:
She **goes**, it **echoes**, he **does**

We also use the **present simple** to talk about timetables and scheduled events in the near future.
Our flight **leaves** at six in the morning.
Hurry up! Your piano lesson **starts** in an hour.
My friends **arrive** tonight.

The negative forms **don't** and **doesn't** are contractions of **do not** and **does not**. We usually use the contracted forms.

We **don't go** on holiday every year.
School **doesn't start** until September.
Johnny **doesn't like** pineapple. I **don't like** it either.

Don't and **doesn't** are used in combination with all verbs, except **be**.
He **isn't** ready to do.
NOT He **doesn't** ready to go.

Present simple: questions

Yes/No questions	Is she called Karen? Are you in the same class? Do you play the guitar? Does he play the violin?	Yes, she is. No, we aren't. Yes, I do. No, he doesn't.
Wh- questions	What instrument do you play? Which is the best superhero? Where are you from? Who is her favourite singer?	I play the guitar. The Hulk! I'm from Wales. She likes Sia.

We use **do** or **does** to form **yes/no** questions in the **present simple** with all verbs, except **be**.

Do you have the time, please?
Does the film seem interesting?

Are you Richard's sister?
NOT Do you ~~are~~ Richard's sister?

Do comes before all **subject pronouns** except the third person singular: **do I?, do you?, do we?, do they?** For questions with the third person singular, we use **does**: **does she?, does he?, does it?**

Do you visit your grandparents often?
Does he live in London?
Do they have enough money?

When we want more information than a **yes/no** question can provide, we add a question word before **do** or **does**.

How often do you visit your grandparents?
Where does he live?
How much money do they have?

When we give short answers in the **present simple**, we repeat **do** or **does**, not the main verb.

Do you like Indian food? Yes, I **do**.
NOT Yes, I like.

Workbook pages 94-97

Do all exercises in your notebook

Student's Book page 107

Wordlist

Wordlist

UNIT 1

Adjectives

big
brainy
clever
colourful
cool
curious
energetic
enormous

heavy
inquisitive
lazy
noisy
slow
vibrant
weighty
wonderful

Interests

collecting
drawing
hobbies
instrument

models
playing the guitar/violin
reading comics
watching films

Personality traits

active
agreeable
careless
cautious
challenging
compassionate
confident
conscientious
consistent
detached
easy-going
efficient

extroverted
friendly
inventive
nervous
neurotic
open to experiences
organised
outgoing
reserved
secure
sensitive
solitary

UNIT 2

Home

attic
basement
bathroom
bedroom
flat
garage
kitchen
living room

main bedroom
porch
rooftop terrace
study
utility room
washing machine

Daily routine

brush your teeth
cook breakfast/lunch/dinner
do homework
eat something for breakfast/lunch/dinner
finish school
get dressed
get home
get up
go far or run
go to bed
have a break

have a nap
have a shower
have/eat breakfast/lunch/dinner
leave the house
play videogames
read a book
ride your bike
study
tidy your room
wake up
walk the dog
water the plants

World geography

Africa
Antarctica
Asia
continent
country
Europe

lake
landmass
North America
Oceania
South America

UNIT 3

Irregular verbs

became
fell
fought
gave

had
made
met
saw

Culture

act
audience
ballerina
dances
interval

orchestra
perform
performance
performer
play

Art forms

architecture
cinema
digital art
drawing
literature
music
novel
performing arts

painting
photography
poetry
sculpture
short story
theatre
visual arts

Workbook pages 102-104

Student's Book page 118

2.46 2.47 2.48