

## UNIT

## 1

## Bookworms


**Aims and objectives****In this unit, students will learn:**

- so / such
- phrasal verbs
- words for kinds of books
- to give reasons
- to talk about books

**Warm-up**

Ask students to look at the picture and say who the characters are. (Emily and Juan) Ask them if they can figure out what the title means. (A bookworm is someone who likes reading a lot.) Ask them if any of them are bookworms, and if so, what kind of books they like best.

**2 1 Listen and read.**

 Play the recording. Ask students to follow along in their books.

Ask some general questions to check comprehension:

*What does Juan want to do?* (hang out at the mall) (Elicit the meaning of *hang out* in this context.)

*Why doesn't Emily want to stop reading?* (It's such a good book.)

*What kind of book is she reading? Is it set in the present, the past, or the future?* (It's a science fiction book set in the future.)

*Why does Juan want to read it?* (because he's so bored)

*Does Emily let him read it?* (No, she wants to finish it first.) (Elicit the meaning of *hang on* from this context.)

Ask students to work in pairs and practice reading the dialogue.

Ask several pairs to perform their dialogues for the class.

**2 Match the sentence halves to make a summary of the dialogue.**

Ask students to do the task in pairs. They may need to check the dialogue again. Check answers.

**Key**

1 g 2 a 3 e 4 b 5 f 6 d 7 c

**Get talking**  
**Giving reasons****3 3 Write the answers under the questions. Listen and check.**

Read the sentences with the class. Ask them to find "the reason" for something in each sentence (clauses containing *so*). Ask them to write the answers under the questions. Play the recording so students can listen and repeat.

**Key**

A 2 B 4 C 1 D 3

**4 Work with a partner. Student A chooses a picture to ask about. Student B chooses prompts from the A and B boxes to reply.**

Demonstrate the first one with a student as an example. Elicit that the dialogue matches the first picture. With less strong students, you may want to suggest a question for another picture too, e.g., *How was the rollercoaster ride?* Ask students to find the picture that matches the question and have them suggest answers using the most appropriate adjective from box A and reason from box B, e.g., *It was so exciting that I wanted to go on it again.* Ask students to complete the rest of the task in pairs. Remind them that each adjective should only be used once. Check answers by asking pairs to read their dialogues to the class.

**FOLLOW UP**

Ask students to suggest other adjectives and reasons to make answers to the questions about each picture.

## Language Focus

### Vocabulary

#### Kinds of books

##### 1 Match the kinds of books with the titles.

Read aloud the kinds of books and ask the class to repeat each word after you. Ask them if they can suggest well-known books as examples of any or all of the kinds of books. Do the first one with the class as an example. Then ask them to complete the task individually or in pairs. Check answers.

##### Key

1 g 2 d 3 a 4 c 5 f 6 e 7 h 8 b

Note that e) is also an example of nonfiction.

##### FOLLOW UP

Stronger classes might enjoy making up similar titles of their own and, in pairs, asking their partner to match their titles to kinds of books.

### Get talking

#### Talking about books

##### 2 Put the lines in order to make two dialogues. Listen and check.

Ask students to read the lines and make dialogues. Have them find the matching pairs of replies and questions.

Play the recording. Have students follow along in their books to check answers.

##### Tapescript Key

**SPEAKER 1:** Do you like poetry?

**SPEAKER 2:** It's OK, but it's not my favorite.

**SPEAKER 1:** So what do you like?

**SPEAKER 2:** I sort of like short stories, but I love comic books.

**SPEAKER 3:** Do you like books about horses?

**SPEAKER 4:** Horses? No, I don't.

**SPEAKER 3:** So what do you like books about?

**SPEAKER 4:** Football and cars.

##### 3 Work with a partner. Say what you think about the kinds of books in Exercise 1.

Ask students to work with a partner. Ask them to

discuss the kinds of books in Exercise 1, using the dialogues in Exercise 2 as a model.

Ask several pairs to demonstrate their dialogues for the class. Find out what the most popular kind of book is for the class.

##### 4 Look at the books. What kind of book do you think each one is?

Ask students to look at the books in the pictures, and try to figure out from the titles and the covers what kind of book each one is. Check answers.

##### Key

*The Curious Incident of the Dog in the Night-Time* = a novel

*The Lost Art* = a novel

*A Step from Heaven* = a novel

*Half Moon Investigations* = a detective novel

*Uglies* = science fiction

##### 5 Which of these books looks interesting to you? If you had to pick one, which one would it be and why?

Draw students' attention to the sample answers to the question. Encourage them to use this language as they work in pairs and talk about one or more of the books on page 46. Ask some students to tell the rest of the class what they think of the books. Find out which books most students would/wouldn't like to read and why.

## Grammar

### So / such

##### 1 Look at the examples and complete the rule.

Read the examples with the class and elicit the rule.

##### Key

such, so

##### 2 Match the pictures and sentences.

Model the first one for the class. A strong class can then work through the task individually, checking in pairs when they are finished. Less strong students can complete the task in pairs. Check answers.

##### Key

1 A 2 G 3 B 4 D 5 E 6 F 7 H 8 C

**FOLLOW UP**

For stronger classes, ask students to rewrite the sentences, changing *such* to *so* and *so* to *such*, and making any other changes necessary, e.g., *It was so hot that ... It was such a boring day that ... I drank such a hot coffee that ...*

**3 Circle the correct word.**

Model the first one for the class as an example. Elicit the rule again so that they are reminded which word, *so* or *such*, to use with a noun or adjective. Check answers.

**Key**

1 so 2 such 3 so 4 so 5 such 6 such

**4 Rewrite the two sentences to make one single sentence. Use the word in parentheses.**

Go through the example with the class. Elicit the rule once again so that they are reminded which word, *so* or *such*, to use with a noun or adjective. Check answers.

- 2 It was such a difficult test that I didn't pass it.  
 3 The computer was so expensive that I couldn't afford it.  
 4 It was such a beautiful view that I had to take a photo.  
 5 He speaks so fast that I don't understand a word he says.  
 6 It was such a good game that I didn't want it to end.

**Phrasal verbs****5 Look at the dialogue on page 4 and complete the sentences below.**

Read the examples aloud with the class. Elicit the meaning of *phrasal verb* by asking students which two parts of speech a phrasal verb always consists of (verb and preposition). Elicit that the meaning of the phrasal verb isn't always the same or similar to the meaning of the verb or preposition on its own, e.g., *hang* and *out* mean something different from *hang out*.

**Key**

- 1 hang out 4 find out  
 2 turn into 5 get into

3 mess around 6 hang on

**6 Match the phrasal verbs in Exercise 5 with these definitions.**

Ask students to look back at the dialogue on page 4 if they need to see the phrasal verbs in context. Ask them to check answers in pairs before a whole class check.

**Key**

- 1 turn into  
 2 find out  
 3 get into  
 4 mess around  
 5 hang out  
 6 hang on

**7 The following contain verbs with prepositions. How are they different from phrasal verbs?**

Read the examples aloud with the class. Elicit the answer to the question (the meaning of some verb + preposition combinations is similar to the meaning of the verbs and prepositions on their own, so they are easier to figure out). Read the rule aloud with the class to reinforce what they have learned.

Note that many phrasal verbs and verb + preposition combinations can have an object placed between the verb and preposition, e.g., *put it down / put down the book*. You can *find out something* or *find it out*. Sometimes the object cannot come between the verb and preposition, but only after the phrasal verb as a whole, e.g., *to get over it* (to recover from something); we cannot say *to get it over*.

**8 Circle the phrasal verbs in the sentences below. What do they mean?**

Read the sentences with the class. Ask students to work in pairs, read the rule on page 8 again, and locate the phrasal verbs. Have them describe what they think each one means. Check answers.

**Key**

- Phrasal verbs:  
 1 takes after (is like)  
 4 ran into (met by accident)  
 6 taken up (started)

**9 Complete the sentences with the phrasal verbs on this page.**

Ask students to figure out what the people are trying to express. Check answers with the class.

**Key**

- |               |            |
|---------------|------------|
| 1 takes after | 4 hang on  |
| 2 get into    | 5 taken up |
| 3 turn into   | 6 run into |

## Skills

### Reading

#### Warm-up

Ask students where they might expect to find book reviews (magazines, newspapers, online book shopping sites and forums, etc.). Find out if any students have ever read or written a book review and how many choose books after reading good reviews.

**1 Read the book review. Does Brenda like the book?**

Ask students to read the review silently, or read it aloud with the class. Ask a few general questions to check comprehension:

*Where does the review appear?* (on an online website)

*Who is Alex Rider?* (a teenage spy)

*How many books have been written about him?* (eight)

*Where does the book take place?* (It starts off in India and then moves to Scotland, London, and Kenya.)

*Why didn't Brenda finish the book all at once?* (She had to stop to have dinner.)

*Does she recommend the book?* (yes)

**2 Circle T (True) or F (False) for the sentences below.**

Ask students to complete the task on their own, checking answers in pairs before a whole class check.

**Key**

- 1 T  
 2 F (seven)

- 3 T  
 4 F (He is a kind of James Bond.)  
 5 T  
 6 T  
 7 F (She thinks it was worth waiting for.)

## Listening

**5 3 Listen to Julie, Fred, and Farid talking about what they think of reading and about their favorite books. Answer the questions with their names.**

Read the questions with the class so that they know which information they are listening for. Then play the recording and have them write down the names of the speakers next to each question. Check answers.

### Tapescript

**SPEAKER 1:** Are you a reader, Julie?

**SPEAKER 2:** I'd say so, yes. I read two or three books every month. And I read the stuff we have to read for school.

**SPEAKER 1:** Hmm, sounds good. So what are your favorites?

**SPEAKER 2:** Mostly girls' books. Like *The Gossip Girls*, which is all about beautiful and rich girls in New York. And I also like books by Jacqueline Wilson. They're sad and funny, and very realistic in a way.

**SPEAKER 1:** What was the last book you read?

**SPEAKER 2:** Hmm, let me think. Oh yes, *Millions*. It's about two boys who have to spend thousands in only a few days. This isn't easy. I liked it a lot. There's a movie, too. Dad and I are going to borrow the DVD next weekend.

**SPEAKER 1:** Thank you, Julie. Fred, what about you?

**SPEAKER 3:** I'm not much of a reader. I prefer watching TV.

**SPEAKER 1:** Does that mean you don't read?

**SPEAKER 3:** Hey, I didn't say that. I even have a book with me—look.

**SPEAKER 1:** Oh, *Pirates of the Caribbean: Dead Man's Chest*. I've seen the movie. I didn't know there was a book.

**SPEAKER 3:** Yeah, it came out after the movie.

**SPEAKER 1:** So you're reading it because you liked the movie so much?

**SPEAKER 3:** That's right. It's really easy to read. And I love pirate movies.

**SPEAKER 1:** Is there anything else you read? Or only books or movies?

**SPEAKER 3:** Well, sometimes I read an R.L. Stine book. He writes horror books for kids. I like those.

**SPEAKER 1:** Thank you. And you, Farid, what about you?

**SPEAKER 4:** I'm really into fantasy. Of course, I've read all the Harry Potter books and *Lord of the Rings*. But I've also read *His Dark Materials* by Philip Pullman. It's a really great trilogy.

**SPEAKER 1:** And what are you reading right now?

**SPEAKER 4:** One of the Artemis Fowl books.

**SPEAKER 1:** Tell us about it.

**SPEAKER 4:** Well, they're books by an Irish writer, and Artemis Fowl is a 12-year-old master criminal. In the first book he wants to steal gold from the fairies, and that's how he gets in touch with the fairies like Captain Holly Short. In the other books he has a lot of adventures. He looks for his lost father, helps the fairies, and so on. In the one I'm reading, *Artemis Fowl and the Lost Colonies*, he's helping the fairies in their struggle against demons.

**SPEAKER 1:** Sounds good. So would you call yourself a reader?

**SPEAKER 4:** Definitely. I love books.

#### Key

1 Fred                      3 Fred      5 Julie      7 Julie  
2 Julie and Farid      4 Fred      6 Farid

## Speaking and listening

- 4** Read the beginning of the Alex Rider book *Snakehead*. Check the picture it describes.

Read the text aloud with the class, and make sure they understand the following new vocabulary, which you can either pre-teach, or, better still, try to elicit meaning from context: *impact, steam, spray, tucked, extraordinary*.

Ask students to figure out which picture illustrates the text.

#### Key

Picture B

- 5** Find these words in the text and circle the best definition for each one.

Ask students to try to figure out the meaning of the words by reading the text again and checking to see which definition matches the word in the text.

Ask them to check answers in pairs before a whole class check.

#### Key

1 a    2 b    3 a    4 c    5 c

- 6** “*Already he found it impossible to believe that the events that had led to his journey into space had really taken place.*”

**Work with a partner. Decide what those events may have been. Make up a short story. Tell your story to the rest of the class and vote on the best one.**

Ask students to work in pairs or small groups. Have them brainstorm ideas and make notes about possible events that may have led to this journey into space. Ask questions to encourage them to use their imagination: *Where was he— which country? What was his mission there? Who were his enemies? Who put him into the space module? Why?* etc.

When students have pooled their ideas, ask them to write a short story of their own. They can complete this part of the task as homework. Then have them read their stories aloud in groups so that the class can vote for the best one. Ask them why they like the story they voted for.

## Speaking and writing

- 7** Think of the last book you read and write notes to answer the questions.

Ask students to make notes under the headings shown. They can complete this part of the exercise as homework if you are sure they don't need extra help.

**8 Work with a partner. Ask and answer questions about your books.**

Put students in pairs and ask them to find out as much as they can about their partner's book. Ask several students to tell the class about an interesting book they have heard about.

**9 Read the review below and answer the questions.**

Read the questions with the class. Then ask them to read the review, looking out for the answers while they do so. Check answers.

**Key**

- 1 A girl dies, but later arrives back at her parents' house. Her personality has completely changed, and her sister doesn't know who this person could be.
- 2 She really liked it.

**10 Expand your notes from Exercise 7 and write a book report. Use the model above to help you.**

Refer students back to the notes they made in Exercise 7. Tell them to use these notes and the model review in Exercise 9 to write their own book review. Remind them to include the name of the author and the book's title, a short synopsis, and their own opinion of the book. Display students' work in the classroom for other students to look at and read.

## Sounds right

### Stress in compound nouns

- 6 11 In compound words, the stress is normally on the first syllable in the word. Underline the syllable that is stressed in the words below. Then listen and check.**

**Tapescript** **Key**

comic book  
 horror story  
 poetry book  
 science fiction

## Learn MORE through English

### Migration

Read the key words aloud and have students repeat them after you. Ask them to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any words they don't know.

**1 Read the article and match the headings to the paragraphs.**

Read the text with the class. Explain any unknown vocabulary after asking them to use the context to guess the meanings of new words or check their ideas about the meanings of the key words. Ask some general questions to check:

*Where and when do blue whales have their young?*

(in the tropics during winter)

*Where do they go after that?* (to the Arctic or to Antarctica)

*How long do they spend there?* (3–4 months)

*Why?* (to find food)

*Why is the swim upstream so dangerous for salmon?* (There are dangerous currents and predators.)

*Why do Arctic terns see so much daylight?* (During the summer, the sun doesn't set in the north; and during the winter, the days are very long in the south.)

*Where do the hummingbirds fly from and to?* (from the U.S. to Costa Rica)

*How do penguins migrate?* (by swimming)

## Mini-project

### Research on migratory birds

- 2 Choose one of these birds. Search the Internet or a library for information about their migration. Think about the questions below. Write a short paragraph to answer each question.**

Read the questions with the class. Ask students to choose one bird to find out about for the project. Have students complete the project as homework. They should write their text and add images for presenting to the class or adding to a display.