# Contents

<table>
<thead>
<tr>
<th>UNIT</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
<th>READING &amp; LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Life changes</td>
<td>Present tense review</td>
<td>Book review</td>
</tr>
<tr>
<td></td>
<td>Life changes</td>
<td>Present perfect simple review</td>
<td>Things we read</td>
</tr>
<tr>
<td></td>
<td>Life changes</td>
<td>Present perfect continuous review</td>
<td>WORD ZONE recommend</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Chilled or stressed?</td>
<td>Future review</td>
<td>Life choices</td>
</tr>
<tr>
<td></td>
<td>Chilled or stressed?</td>
<td>Future continuous</td>
<td>Nouns ending in -ion and -ness</td>
</tr>
<tr>
<td></td>
<td>Chilled or stressed?</td>
<td>First conditional with different conjunctions &amp; modals</td>
<td>WORD ZONE look forward to</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Moral dilemmas</td>
<td>Second conditional</td>
<td>Money &amp; finance</td>
</tr>
<tr>
<td></td>
<td>Moral dilemmas</td>
<td>wish about the present</td>
<td>Prepositional verbs</td>
</tr>
<tr>
<td></td>
<td>Moral dilemmas</td>
<td>Third conditional</td>
<td>WORD ZONE dis-</td>
</tr>
<tr>
<td></td>
<td>Moral dilemmas</td>
<td>wish about the past</td>
<td>STUDY SKILL Recording collocations</td>
</tr>
<tr>
<td><strong>REVIEW UNITS 1–3</strong></td>
<td>In the news</td>
<td>Past simple &amp; continuous</td>
<td>Disasters</td>
</tr>
<tr>
<td></td>
<td>In the news</td>
<td>used to &amp; would</td>
<td>-ing forms</td>
</tr>
<tr>
<td></td>
<td>In the news</td>
<td>Past perfect</td>
<td>WORD ZONE expressions with just</td>
</tr>
<tr>
<td><strong>REVIEW UNITS 4–6</strong></td>
<td>Time for a change</td>
<td>Reported speech</td>
<td>Describing a holiday</td>
</tr>
<tr>
<td></td>
<td>Time for a change</td>
<td>Reporting orders, requests &amp; advice</td>
<td>Abbreviations &amp; acronyms</td>
</tr>
<tr>
<td></td>
<td>Time for a change</td>
<td>Reported questions</td>
<td>WORD ZONE Collocations</td>
</tr>
<tr>
<td><strong>REVIEW UNITS 7–9</strong></td>
<td>A day in the life</td>
<td>Present perfect continuous</td>
<td>Describing jobs</td>
</tr>
<tr>
<td></td>
<td>A day in the life</td>
<td>Gerunds &amp; infinitives</td>
<td>Synonyms</td>
</tr>
<tr>
<td></td>
<td>A day in the life</td>
<td>Present perfect continuous</td>
<td>WORD ZONE keep doing something</td>
</tr>
<tr>
<td><strong>STUDY SKILL</strong></td>
<td>Writing quiz questions</td>
<td>The passive</td>
<td>Architecultural icons</td>
</tr>
<tr>
<td></td>
<td>Writing quiz questions</td>
<td>Active &amp; passive</td>
<td>An art debate on the radio</td>
</tr>
<tr>
<td></td>
<td>Writing quiz questions</td>
<td>have / get something done</td>
<td>A life in painting</td>
</tr>
<tr>
<td><strong>STUDY SKILL</strong></td>
<td>Organizing an essay (1)</td>
<td>Art &amp; architecture</td>
<td>Dark Matter</td>
</tr>
<tr>
<td></td>
<td>Organizing an essay (1)</td>
<td>Homonyms</td>
<td>The Loch Ness monster</td>
</tr>
<tr>
<td></td>
<td>Organizing an essay (1)</td>
<td>WORD ZONE Compound adjectives</td>
<td>Maritime mystery</td>
</tr>
<tr>
<td><strong>STUDY SKILL</strong></td>
<td>Organizing an essay (2)</td>
<td>Mysteries</td>
<td>STUDY SKILL Reading authentic texts</td>
</tr>
<tr>
<td></td>
<td>Organizing an essay (2)</td>
<td>Negative prefixes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizing an essay (2)</td>
<td>WORD ZONE Words ending -proof</td>
<td></td>
</tr>
<tr>
<td><strong>STUDY SKILL</strong></td>
<td>Ordering information</td>
<td>Shopping</td>
<td>Tricks of the trade</td>
</tr>
<tr>
<td></td>
<td>Ordering information</td>
<td>Nouns ending in -al, -ance, -ence, -ation, -ment</td>
<td>Teens go shopping</td>
</tr>
<tr>
<td></td>
<td>Ordering information</td>
<td>WORD ZONE Adjectives ending in -al and -ic</td>
<td>Big business</td>
</tr>
</tbody>
</table>

**REVIEW UNITS 1–9** | page 104–112 | **GRAMMAR REFERENCE** | page 113 | **STORIES** | The island | page 130 | **junk planet** | page 132
<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>INTERACTION</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and talk about a book</td>
<td><strong>Recommending a book</strong>&lt;br&gt;Starting a conversation&lt;br&gt;Asking for information&lt;br&gt;Recommending a book&lt;br&gt;PRONUNCIATION /v/ and /h/</td>
<td>A book review&lt;br&gt;WRITING SKILL Giving reasons and results</td>
</tr>
<tr>
<td>Describing a book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resolve a family conflict</td>
<td><strong>Giving advice</strong>&lt;br&gt;Giving advice&lt;br&gt;Accepting and rejecting advice&lt;br&gt;PRONUNCIATION Contracted /ı/</td>
<td>A report&lt;br&gt;WRITING SKILL Introducing results</td>
</tr>
<tr>
<td>Expressing a request</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing annoyance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about ethical dilemmas</td>
<td><strong>Expressing different points of view</strong>&lt;br&gt;Asking for opinions&lt;br&gt;Giving opinions&lt;br&gt;Other points of view&lt;br&gt;Agreeing and disagreeing&lt;br&gt;PRONUNCIATION Sentence stress (1)</td>
<td>A discussion essay&lt;br&gt;WRITING SKILL Organizing an essay (2)</td>
</tr>
<tr>
<td>Discussing important things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold a class debate</td>
<td><strong>Telling anecdotes</strong>&lt;br&gt;Sharing news&lt;br&gt;Keeping the story going&lt;br&gt;Showing interest&lt;br&gt;PRONUNCIATION used to&lt;br&gt;STUDY SKILL Informal expressions</td>
<td>A news article&lt;br&gt;WRITING SKILL Expressing contrast</td>
</tr>
<tr>
<td>Write and present a tourism brochure</td>
<td><strong>Making arrangements: persuading and making excuses</strong>&lt;br&gt;Inviting&lt;br&gt;Persuading and encouraging&lt;br&gt;Making and accepting excuses&lt;br&gt;PRONUNCIATION Abbreviations &amp; acronyms</td>
<td>An email of complaint&lt;br&gt;WRITING SKILL Ordering information</td>
</tr>
<tr>
<td>Give a talk to younger students</td>
<td><strong>Going for a college interview</strong>&lt;br&gt;Asking for personal information&lt;br&gt;Giving yourself time to think</td>
<td>An informal letter&lt;br&gt;WRITING SKILL Expressions for giving examples</td>
</tr>
<tr>
<td>Asking for information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about a painting</td>
<td><strong>Asking for information</strong>&lt;br&gt;Asking for and giving directions&lt;br&gt;Asking for and giving instructions&lt;br&gt;Asking for clarification&lt;br&gt;PRONUNCIATION Sounding polite and sounding firm</td>
<td>An article&lt;br&gt;WRITING SKILL Expressing purpose</td>
</tr>
<tr>
<td>Describing a painting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speculate and solve problems in groups</td>
<td><strong>Interrupting and continuing a conversation</strong>&lt;br&gt;Interrupting&lt;br&gt;Continuing a conversation&lt;br&gt;PRONUNCIATION Stress in identical verbs and nouns</td>
<td>A story&lt;br&gt;WRITING SKILL Using adjectives and adverbs</td>
</tr>
<tr>
<td>Plan an advert for a new product</td>
<td><strong>Complaining in a shop</strong>&lt;br&gt;Complaining&lt;br&gt;Expressing frustration&lt;br&gt;Calming things down&lt;br&gt;PRONUNCIATION Stress in nouns and verbs</td>
<td>An opinion essay&lt;br&gt;WRITING SKILL Organizing an essay (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The body artist** page 134  **IRREGULAR VERBS LIST** page 137  **INTERACTIVE RESOURCES:**
Life changes

**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!
Vocabulary Book review | Things we read

Challenge Review and talk about a book

Interaction Recommending a book

Writing A 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.

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?
● Who is the main character?
● Where is it set?
● What is he like?
● Who is the narrator?
● What is the plot about?
● Who is the author?
● What does the title refer to?
● 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.
1 Complete the dialogue with the present simple or the present continuous.

Lucy: Hey, Josh. ... you ... (want) to meet up later? I'd like you to meet my cousin Bella from America.
Josh: Sure. ... she ... (stay) with you at the moment?
Lucy: Not quite yet. Her plane landed about three hours ago. I ... (wait) for her at the station.
Josh: What ... Bella ... (do) now? ... she ... (look for) a job?
Lucy: No, she's at college. She ... (study) Literature and Film. Well, she ... (say) 'movies'!
Josh: Cool. Hey, Lucy. Which station are you in at the moment?
Lucy: I'm on Platform 4. What ... you ... (stand)? We can meet up.
Josh: Um, I ... (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?
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?
What about at the weekend?
At quarter to seven.

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!

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

This week's book is To Kill a Mockingbird by Harper Lee.
I ... normally ... (not like) historical books, but this novel is incredibly powerful. The story ... (take) place over a three-year period in the 1930s in the USA. The main story ... (focus) on the trial of a black man. However, for me the real story is about the man who ... (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 ... (be) dark and complicated, and Harper Lee ... (show) us a period of history that was full of racism and inequality. However, Scout ... (bring) humour to the storytelling, so the book never ... (get) depressing. My brother ... (read) this at the moment. He has to read it for school. Unfortunately, he ... (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 ...

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

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

7 Look at Express yourself and answer the questions.
   Which expressions can you use to show you are:
   - just a bit
   - The funny thing is
   - for ages

   Dialogues: page 126

   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.
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.

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!
3 Read Melissa’s blog and decide if the information is true, false or not mentioned. Correct the false sentences.
1 Melissa’s blog is three years old.
2 Melissa has got long hair now.
3 She has recently thrown away her favourite old sweater.
4 She usually reads three books a month.
5 She knows the **X-Men** films very well.
6 She gets about 50 texts a day.
7 She is planning to become a journalist.
8 Her followers can read her next blog post soon.

4 Read the blog again and answer the questions. Why...
1 ... has Melissa decided to introduce herself again?
2 ... do you think she had her haircut?
3 ... did she throw away her favourite sweater?
4 ... is she reading more novels now?
5 ... does she say, ‘I have to get a life’?
6 ... does she want to travel and learn languages?
7 ... 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?

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

7 Answer the questions about the words in exercise 6.
Which ...
1 ... are usually written by hand?
2 ... would you normally see online?
3 ... are communications between friends or family?
4 ... 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.

9 Match the verbs to the definitions.
1 continue reading
2 look at different parts of a book very quickly, in a shop for example
3 turn from a child into an adult
4 place something that you were holding onto a table or the floor
5 look after a child until they are an adult

10 Complete the sentences with the verbs in the correct form.
1 I ... a few books at the airport but I didn’t see any that I liked.
2 I’m reading the latest Dan Brown thriller – it’s amazing! I can’t ... it ... !
3 My aunt ... my cousins by herself after my uncle died.
4 I got to a really violent scene in my book, and I couldn’t ... after that.
5 I had an idyllic childhood. I ... in a tiny village in the mountains.

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

**Present perfect simple review**

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.*
- *I live here since 2008.*

**Fast Finishers**

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

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

   **Films**
   
   *get*  *not like*  *start*  *watch*

   Recently, I ... really interested in old films. It's weird, isn't it? I ... watching them online in bed. I ... about 30 of them now. I mean, I ... 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 ... terrible. I've got flu! I ... in bed since Monday. But I ... a couple of books and I ... some revision for my exams next week -- so it isn't bad! But I ... bored. Someone entertain me!

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

   - *How long have you lived in your present home?*
   - *How long have you lived in your present home?*
   - *How long have you lived in your present home?*
   - *How long have you lived in your present home?*
   - *How long have you lived in your present home?*
   - *How long have you lived in your present home?*

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

   - *I've lived there for three years.*

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.*

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

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

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 want to do and haven't done yet*
   - *something you have to do and have already done*

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

   - *I've spoken to Andy Murray.*
   - *I've spoken to Andy Murray.*
   - *I've spoken to Andy Murray.*

8. **Listen and repeat the sentences.**

   1. They've been in Berlin for over two years.
   2. Have you ever broken an expensive vase?
   3. Victoria Beckham's biography was very boring.
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
   - 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
You are going to hear two people recommending books to read. Before you listen, discuss the questions.

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

Listen to the second part of the conversation and answer the questions.
1. What type of book is Fahrenheit 451?
2. What is the importance of the title?
3. Why are books banned in this future society?
4. What is odd about the Fire Department in this society?

Vocabulary

Look at the adjectives below and answer the questions.
disappointing gripping hilarious serious tear-jerking terrifying thought-provoking

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

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

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.

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.

Recommending a book
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.

Listen to the conversation and answer the questions.

1. Which book has Nicky recently finished?
2. Why are astronauts' lives boring?
3. Sam says astronauts suffer from 'cabin fever'. What is this?
4. What does the book teach the reader?
A book review

1 Read the book review and answer the questions.
   1 Who is the author?
   2 When was the book published?
   3 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.
   1 The story is about life in Mongolia.
   2 The main characters are not from Liverpool.
   3 Julie tells the story when she is older.
   4 Julie’s job was to teach the two boys how to play football.
   5 The boys have to go back to Mongolia because they are not allowed to stay in the UK.
   6 Julie took the photos that appear in the book.

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.

   1 They didn’t have the correct paperwork. They couldn’t stay in the country. (because / therefore)
   2 She acted as their guide. They didn’t speak any English. (because / consequently)
   3 She taught them about life in the UK. They learned 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.
   1 Who wrote it and when was it published?
   2 Where is it set? Who are the main characters? Who is the narrator?
   3 What is the plot about?
   4 Would you recommend it? Why / Why not?

Write a book review.

   1 Use Harry’s review as a model.
   2 Use your notes from exercise 5 and the plan below.
   3 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

6 Write a book review.

   1 Use Harry’s review as a model.
   2 Use your notes from exercise 5 and the plan below.
   3 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 your book review.

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