

19 The written word

Unit profile

Vocabulary: Magazines

Reading: Has it been a good year for you?

Grammar: Reported speech

Vocabulary: say, speak, talk and tell

Writing: An online review

Warmer

Write *Magazines* on the board and ask students to name some that they, or people they know, read. Brainstorm types of magazines, e.g. cars, sports, fashion and write them on the board. They could also give titles for each type. Ask students to memorise the words on the board for one minute, looking carefully at the spelling. Make sure you keep a note of the words on the board before you erase them.

Divide the class into small teams. Then write one of the magazine types or titles on the board omitting its vowels. Students work together to write the full word. Award a point to teams which spell the words correctly. The winner is the team with the most points.

Your profile

Model the activity by telling students which magazines you enjoy reading and why, and which kinds of magazines you don't enjoy and never read. Put them into pairs to discuss the questions.

Take a class vote to find out which magazines (types and titles) are the most popular. Invite different students to tell the class about their partner.

VOCABULARY Magazines

- Put students in pairs to identify the magazine types.
- 2.29** Find out who they think likes each magazine (Ali, Jess, Jess's mother, and Matt) and why. Remind them to think about what they know about the characters and what they enjoy doing.
Play the recording for students to listen and check their answers. Feed back as a class.

Audioscript

Narrator: One. Ali

Ali: There are loads of technology magazines in the shops and online. They're really good if you're into computers. They're full of reviews of the latest games, apps and phones. Some of the reviews are several pages long, and some are just a paragraph. I always read the comments sections. People always post really interesting stuff in them. Sometimes I read the comments first! There's an amazing American gaming magazine ... um ... oh, I can't remember the title.

Narrator: Two. Jess

Jess: I sometimes look at celebrity magazines in the shop if I like the front cover, but I don't usually buy them. Mostly I look at websites, blogs and digital magazines on the tablet. My mum gets fashion magazines. The articles can be a bit long so I don't read every line, but I love looking at the photos. I actually really like looking at the adverts too, they're the best bits sometimes!

Narrator: Three. Matt

Matt: I'm really into music magazines that have interviews with bands and singers, and reviews of new songs and albums. I also really love car magazines. You can get most magazines on your tablet, but I prefer the printed magazine because the photos are better. They have cool photos and the headlines always make me laugh. There are reviews of cars from all around the world.

Answers

1 c 2 a 3 d 4 b, e

- 2.29** Ask students to describe what kind of features magazines have, such as a front cover. You could bring in a magazine and elicit new words by pointing to corresponding parts of it. Drill pronunciation of the words in the box, paying attention to *article* /'ɑː.tɪ.kl/ and *title* /'taɪ.tl/.

Play the recording again for students to identify who uses each word. Check answers.

Answers

1 J 2 J 3 A 4 J 5 M 6 M 7 J 8 A 9 A

- 2.30** Put students in pairs and see how many of the gaps they can complete from memory. Then play the recording for them to check. Feed back as a class.

Answers

1 paragraph 2 comments sections 3 title
4 front cover 5 articles; line 6 interviews

- Brainstorm reasons for buying different magazines, e.g. price, free gifts, good stories, great photos and articles about popular bands or actors.
Put students into new pairs to discuss the questions. Monitor and join in with the discussions, helping where necessary. Invite different students to tell the class what they discussed.

Extension activity

Before class, find a few different kinds of magazines. Write a couple of sentences about each one, e.g.

This magazine has a woman on the front cover. It is not a fashion magazine. and *This magazine has an interesting article about football in it, but it is not a sports magazine.*

Students will guess which magazine is being described, so make the statements challenging, and make sure they each describe only one of the magazines.

Write the statements on the board and number them.

Give each group a magazine. Tell them that they will only see each magazine once. Give them a short time limit to look at the magazine they have and write down its name and the number of its corresponding statement. They then pass the magazine to the next group until everyone has seen all of them.

Feed back as a class to find the team with the most correct answers.

READING

- 1 Ask students to read the introduction to the blog and answer the questions. Invite different students to say what they think each of the friends might have done.

Answer

They have to write about the most interesting thing they've done.

- 2 Ask students to read the blog and check their answers. Remind them not to worry about any unknown vocabulary at this point.
Ask 'Which of the activities would you most like to do?'

Answers

Jess volunteered on a city farm, Matt made a film and Ali climbed a mountain.

- 3 Refer students to the questions and tell them to try to answer them without referring back to the text.
Students then read the blog again and check their answers. Invite different students to give their answers and to identify the part of the text where they found the information.

Answers

- 1 City farms are a way for people to experience life in the country, but in a city.
 - 2 She helped a young girl to ride a horse.
 - 3 his phone
 - 4 a short animated film
 - 5 climb the highest mountain in England with his uncle
 - 6 to avoid climbing in the heat of the midday sun
- 4 Ask students to work in pairs to write a definition for one of the highlighted words. Monitor and help as they are working.
Invite students to read out their definitions. Ask the rest of the class to identify the word.

Students then work in pairs to complete the sentences. Check answers.

Answers

- 1 spectacular
- 2 fancy
- 3 neighbourhood
- 4 challenging
- 5 pretty

- 5 Ask students to think about an interesting thing that they have done this year. Tell them it can be a big thing or a small thing. Provide an example of your own, e.g. 'I finally learned to swim!'

Ask students to tell their partner about what they've done. Then invite different students to tell the class about their partner.

Talking points

Ask students to work in small groups to discuss the questions. While they are working, write the following prompts on the board: *What is a good balance between work and play?* and *Does it depend on the weather?* Ask them to discuss these questions, too.
Invite different students to tell the class what they discussed in their group.

EP Word profile

Ask students to read the two sentences. Write the following definition on the board: *have an important emotional effect*. Ask students which sentence matches this meaning (the first one). Ask them to work with a partner to write a definition or alternative phrase for *meant* in the second sentence (e.g. *so as a result*). Monitor as students complete the exercise on page 128. Check answers.

Answers

- 1 does this mean
- 2 I didn't mean
- 3 Did you mean to give me
- 4 mean a cycling magazine
- 5 I didn't mean
- 6 means I can understand my favourite pop songs.

GRAMMAR Reported speech

- 1 Books closed. Talk to the class using reported speech. Pretend to be two people talking to each other. Face to the side, put on a voice and say, 'I'm a film star'. Then face the class, use gesture to indicate that you're talking about the first person and say 'She said she was a film star!' Repeat with an example of the present continuous (Go away, I'm eating my lunch! / He told me to go away. He was eating his lunch.); *can* (I can play the guitar. / He said that he could play the guitar); and *will* (I'll ring you later! / She said that she would ring me later).

Ask students what you were doing to elicit that you were giving examples of reported speech. Ask them what they remember about reported commands (affirmative commands use a reporting verb + object pronoun + infinitive, e.g. *He asked me to close the window*).

Negative commands use a reporting verb + object pronoun + *not* + infinitive, e.g. *She told us not to talk in class*. Ask which reporting verbs they remember (*convince, ask, advise, tell, warn, order, persuade, remind, encourage*).

Books open. Tell students to read the example sentences and to match them to the speech bubbles.

Answers

a 3 b 4 c 1 d 2


- 2** Tell students to look at the examples of reported speech in exercise 1 and the rules. Ask them to compare the verbs in direct speech in the speech bubbles to the reported speech in the examples, and then match the rules and examples.

Put students into pairs to write four examples of direct and reported speech, using the present simple, present continuous, *can* and *will*. Share some ideas as a class. As an alternative, give some examples of reported speech and ask students to write the direct speech.

→ Grammar reference Student's Book page 156

Answers

1 c 2 d 3 a 4 b

- 3**  Preliminary Reading and Writing, Writing Part 1 tests students' ability to rephrase information and their understanding and control of grammatical structures. Students are given five sentences on a common theme. They should read each sentence and then complete a second sentence so that it means the same as the first sentence, using between one and three words.

Ask students to look at the example and elicit what has changed (the pronoun *I* to *she* and the tense from present simple *love* to past simple *loved*).

Tell them to rewrite each sentence so that it has the same meaning as the first sentence, using a maximum of three words. You could support weaker students by doing the first sentence as a class. Tell them to look at it and say what tense it is in (present simple). Then refer them to the rules in exercise 2 and ask which tense it changes to in reported speech (past simple). Ask which part of the verb phrase needs to change (*don't* to *didn't*).

Students complete the sentences in pairs. Monitor and help as they are working. Invite different students to read out the completed sentences.

Students may ask why *that* is included in some sentences and not others. Tell them that both are correct.

Mixed ability

Books closed. Provide consolidation for weaker students by writing the completed reported sentences on the board and asking students to work in same-ability pairs to write the direct speech. Weaker students should focus on the first three sentences, whereas stronger students should be able to write all five.

Answers

1 didn't want 2 would be 3 was writing 4 couldn't be
5 looked 6 would enjoy 7 wouldn't be 8 wasn't listening

- 4** Tell students to look at the first picture and read the speech bubble. Ask some questions about Louisa, e.g. 'Does she read magazines often? What does she read instead? What does she want to do one day?'

Then ask them to read the example sentence about Louisa. Put them into groups to report the rest of what she said. Tell them that this is a race. When they have finished writing about Louisa, a 'runner' from each group should bring their work to you to check. Do not correct any errors, but send them back to their groups to try again.

Tell students to look at the second picture and read the speech bubble. Ask what is different about this (one person is talking about another). Tell them to read the example sentence and repeat the activity with this text.

Invite a stronger student to write the reported speech on the board for the class to check their answers.

Fast finishers

Ask fast finishers to work together to write another speech bubble. They then write it on the board (encourage them to draw a little picture, too) for the class to report.

Extension activity

Ask students to write a speech bubble about themselves. They should write about one particular aspect, such as a hobby they do, or their daily routine. Provide large pieces of paper for them to do this and then display the speech bubbles around the classroom. Monitor and help as they are working.

Put students into small groups. Ask them to look at the bubbles and report what each student said, using reported speech. Feed back as a class.

Answers

Louisa said she didn't read magazines very often. She said she preferred reading online. She said that it was free and that she could choose from thousands of websites. She said she would start her own website one day.

Jon said that Mohammad could play the guitar. He said that he practised every day, and that he was getting really good at it. He said that Mohammad would be a professional one day.

Corpus challenge

Ask students to read the sentence, written by a student. Ask them to look at the sentence and elicit what kind of sentence it is (reported speech).

Tell them that there is one mistake in the sentence. Ask them to work in pairs to decide what the mistake is. Invite a student to say what the mistake is and why it is wrong (the sentence is reporting the past, so all the verbs need to indicate this). Ask another student to correct the mistake.

Answer

I said that I wanted him to come with us.

- 2 Find out if students have ever read or heard of *Crocodile Tears* by Anthony Horowitz, and if so, what it is about. Tell them that they are going to read a review about the book.

Ask 'What kind of information is included in a book review?' to elicit ideas, e.g. title, plot description, and write these on the board. Tell students to compare their ideas to those in the list.

Ask them to read the review quickly and tick the information which is included. Feed back as a class.

Answers

- 1 The title of the book 2 The author's name 4 The name of the main character 6 A description of part of the story 8 His own opinion of the book

VOCABULARY *say, speak, talk and tell*

- 1 Write *say, speak, talk* and *tell* on the board. Elicit any differences in meaning. Students may find this difficult! Explain that the meanings of the words are similar but they aren't used in the same way.

Ask students to read the example sentences and look at the verbs in bold. Tell them to match the uses to the verbs by reading each example sentence again carefully. Check answers.

Advise students that if they aren't sure which verb to use, thinking of these examples is a good way to help them decide.

Put students into pairs to write their own sentences with each verb. Invite different students to read them out.

Answers

- 1 d 2 c 3 a 4 b

- 2 In pairs, students choose the correct option in each sentence. Remind them to use the examples in exercise 1 to help them. Invite different students to read out the completed sentences.

Answers

- 1 say 2 speak 3 told 4 talking 5 said 6 talk 7 speaking 8 tell

WRITING *An online review*

- 1 Tell students that they are going to write an online review and elicit what one is (a report on a website that gives an opinion about a new book, film, etc.). Discuss the questions briefly as a class.

- 3 Ask 'Is the review good or bad?' (good) and 'How do you know?' (the writer says *It's a great book!* and *it's a very exciting story*). Ask why the reviewer didn't describe the ending (so that people will read the book to find out what happens and to avoid spoiling the story for people who haven't read it yet).

Set a short time limit for students to read the tips in the *Prepare* box and find them in the review.

- 4 Tell students to look at the picture and say what they can see (a book called *Artemis Fowl*).

Ask them to read the review of *Artemis Fowl* and say whether or not the reviewer liked the book and how they know this (Yes, they did. They say it's *a really good fantasy novel* and *it's a really exciting story*. The writer also says they will read the rest of the series).

Tell them to read the words in the box and check meaning. Drill pronunciation of *character* /'kærəktər/. Put students into pairs to complete the review. Check answers.

Ask whether anyone has read the book and whether they would like to. Ask 'Do you like series of books which have the same character in them? Which ones have you read?'

Answers

- 1 written 2 author 3 character 4 incredible 5 thought

- 5 Tell students that now it's their turn to write a review. Explain that they can write about a book or a film. Elicit any differences between writing a review about a book or a film (a film review will probably mention actors, special effects and the soundtrack).

In pairs, students talk about the book or film they want to review. Monitor and join in as they discuss the questions, encouraging them to help each other with ideas.

Ask 'Do you think it's OK to write a bad review?' (yes, but it's important to explain why and try to find positive points, too, if possible).

Mixed ability

Weaker students should focus on answering the questions in exercise 5. Encourage stronger students to give more information, e.g. not just who the character is, but also what they are like.

- 6** Students write their review. Remind them to use the tips in the *Prepare* box and to check their spelling and grammar carefully after they have finished writing.
- Ask students to exchange reviews with their partner and check whether they have used the tips in the *Prepare* box. They then decide whether or not they would like to read the book / watch the film. Invite different students to read their partner's review and ask the class whether they would like to read the book or watch the film if they haven't already.
- You could also invite students who have read the book or watched the film to say whether they agree with the review or not, and why.

Sample answer

I've just seen the film *The Maze Runner*, directed by Wes Ball. It's a science fiction drama based on a novel.

The main character is called Thomas. He wakes up one day in an enormous maze and he doesn't remember anything about his life, apart from some dreams about an organisation called W.C.K.D. He has to work out what happened before he got to the maze and use clues that he finds to discover how to escape. I really liked the film because it's exciting – but it's a bit scary, too! (91 words)

Cooler

Do a quick revision quiz of the unit. Put students into small teams and tell them to write numbers one to eight on a piece of paper. Ask these questions:

- 1** What's the title of a magazine article called? (a headline)
- 2** If you get a small present with a magazine, what is this called? (a free gift)
- 3** What is a city farm? (a farm in a city)
- 4** What's the highest mountain in England? (Scafell Pike)
- 5** Write this sentence in reported speech: I don't like horse riding. (She said that she didn't like horse riding).
- 6** Complete this sentence with the correct verb:
I _____ four languages. (speak)
- 7** Complete this sentence with the correct verb:
I'm _____ the truth! (telling)
- 8** True or false: You should include the ending of a book or film in a review. (False)

Ask each group to say their answer and then confirm. Award points for each correct answer to find the winning team.

Project

Tell students that they are going to write a website review. Brainstorm different types of websites which they regularly use, e.g. music, games, homework websites. Elicit what kind of information is included in a review of a website. You may like to provide some examples for them to look at. Make a list on the board, e.g. include the website name and address, give a list of features, say how easy it is to use, give your opinion.

Put students into pairs to choose a website which they both know and enjoy using. Tell them to make some notes about it, using the list on the board. They then write the website review together.

Students can publish their review on the class blog, if you have one. Alternatively, they could read out their reviews in front of the class or in small groups. Ask the class whether they would like to visit the website and why. If they already use the website, ask them whether the review is accurate.

Teacher's resources

Student's Book

Grammar reference and practice page 156
Vocabulary list page 137

Workbook

Unit 19, page 76

Go online for

- Pronunciation
- Corpus tasks