Student's Book
& Workbook
# Level 1

With Access to
Richmond Learning Platform



Everyone!

TEENS

Richmond

British English

1 Nice to Meet You! Page 10

2 Where We Live Page 26

Communicative Functions

- Introducing yourself and other people
- Greeting people and responding to greetings
- Saying hello and goodbye
- Asking for and giving personal information (friends, family, celebrities)

- Asking for and giving simple information about places
- Identifying and describing accommodation
- Expressing existence in the present
- Counting and using numbers
- Expressing possession

Vocabulary

- Countries and nationalities
- Occupations
- Family members

Expressions

- Saying hello and goodbye: *What's up? Hi! Good morning / afternoon / evening. See you later / soon. Take care. Good / Great to see you. How's it going? Howdy! Bye! Goodbye! Have a good / great day! Hey! Have a good one!*
- *Are you serious? No way! You're kidding! Are you kidding me?*
- *Go green*
- *You rock!*
- *Like no other*

- Cities, states, regions
- Location: north, south, east, west
- Rooms and objects in a house
- Clothes
- Sports equipment
- Places at school

Expressions

- Asking about places: *What's the capital / population of...? Where's...? What's it famous for?*
- *I'm impressed!*
- *Are you sure?*
- *That's right! Spot on!*
- *Sorry, you're mistaken here. That's not quite right.*
- *That's no good!*
- *Tons of*
- *That's why*

Grammar Focus

- Verb *to be* in the present: positive, negative, wh- questions, yes/no questions
- Demonstrative pronouns: *this, that*
- Articles: *a, an*
- Possessive adjectives: *my, your, her, his, its, our, their*

- *There is / There are*
- *How many* + plural nouns
- Present simple: *to have got*
- Prepositions of place: *in, under, next to, on, behind, in front of*

Pronunciation

- The alphabet
- /ə/

- /ð/

Listening and Speaking

- Talking about your favourite star

- Interviewing a classmate about their favourite outfit

Reading and Writing

- 'The Continents'
- Using *because* to explain an answer
- Writing a short text about your country, based on a model

- 'Would You Like to Own a Luxury Mansion for £2,400?'
- Writing about the advantages and disadvantages of a virtual universe

Project

- Designing a digital presentation or poster on two celebrities, artists, leaders, etc., whose social work you admire

- Making a collage of your ideal hometown

Richmond

3 Bliss on a Plate! Page 42

4 Enjoy Life! Page 58

Communicative Functions

- Counting and using numbers
- Buying and selling things
- Talking about food and ordering meals
- Talking about things that are and are not near you
- Asking and answering questions about personal possessions
- Expressing preferences, likes, and dislikes
- Expressing preferences, likes, and dislikes

Vocabulary

- Shops and shopping
- Food and drink
- Food containers

Expressions

- Ordering food: *I'd like... How much is a...?*
- *I could eat a horse*
- *Mouth-watering*
- *Yuck!*
- *Social butterfly*
- *Fave(s)*
- *Cut back on*
- *Have a sweet tooth*
- School subjects
- Days of the week
- Pets
- Adjectives related to pets
- Film types, food, leisure activities

Expressions

- Expressing preferences: *I love... My favourite... I'm crazy about... I don't like... I hate...*
- *I'm in!*
- *I'm down*
- *Don't get me wrong*
- *Have got nothing to do with (sth)*

Grammar Focus

- Countable and uncountable nouns
- *Some, any, a / an*
- *How much / How many*
- Demonstrative adjectives: *this, that, these, those*
- *Whose*
- Possessives with *'s*
- Possessive pronouns: *mine, yours, his, hers, ours, theirs*
- *Love, like, don't like, hate*
- Object pronouns: *me, you, her, him, us, them*

Pronunciation

- /Θ/ vs /ð/
- Intonation in yes/no and wh- questions

Listening and Speaking

- Talking about your favourite food
- Talking about your likes and dislikes

Reading and Writing

- 'Meat Without Slaughter? Eco-Friendly Alternatives Are on the Table'
- Writing about food substitutes that help reduce meat consumption
- 'Days, Moods, and Culture'
- Describing your mood in relation to certain days of the week

Project

- Designing an ad to invite people to swap an unhealthy food item for a healthy alternative
- Conducting a survey

Richmond

5 It's Time to Have Fun! Page 74

6 Birds of a Feather Page 90

Communicative Functions

- Making and responding to suggestions
- Asking and telling people the time
- Asking for and giving information about routines and habits
- Agreeing
- Expressing preferences, likes, and dislikes
- Talking about what people are doing at the moment
- Expressing ability in the present
- Talking about future plans or intentions
- Describing people (personal appearance)

Vocabulary

- Telling the time
- Time expressions
- Verbs: routines
- Housework
- Sports

Expressions

- Making and responding to suggestions: *Why don't we...? How about...? Let's go to... Maybe we should… I think it would be better to… I recommend / suggest that we... Don't you think…? Great! I'm not sure. Cool! OK. Brilliant! Good idea! Well… Maybe.*
- *Eat out*
- *Tidy up*
- *At about…*

- Musical instruments
- Music genres
- Leisure activities
- Adjectives related to parts of the body: body (height, build), eyes (size, colour), hair (length, type, colour)

Expressions

- Agreeing: *Me neither / Me too*
- *Ugh!*
- *Birds of a feather*
- *Lucky you!*
- *Show off*
- *Look after*
- *Go out*
- *Put on*
- *Out of this world*

Grammar Focus

- Present simple: positive, negative, questions
- Prepositions of time: *in, on, at*
- Adverbs of frequency: *usually, never, sometimes, always*
- Expressions of frequency: *once / twice / three times a day / week / month / year*
- Article: *the*
- *Can* (ability)
- Present continuous (actions at the moment of speaking and arrangements): positive, negative, questions
- *Good / Bad at…*
- Adjectives: word order

Pronunciation

- Final *–s*: /s/, /z/, /ɪz/
- Stressed syllables

Listening and Speaking

- Talking about your weekend routine
- Talking about your favourite band

Reading and Writing

- 'Liam and Lucia's Weekly Timetable'
- Writing a text about your weekly routine and creating a timetable
- 'Cirque du Soleil's *R.U.N.*'
- Writing about what people are doing in pictures

Project

- Designing an eco-timetable
- Creating an infographic about a Paralympic athlete

Richmond

Review

1. Listen and outline with the shape mentioned.

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

2. Complete the table. Then, listen and check.

• fourteen • ~~zero~~ • nine • twenty • eleven • six • three • seventeen

zero	one	two		four	five	
seven	eight		ten		twelve	thirteen
	fifteen	sixteen		eighteen	nineteen	

3. Point to a number and ask a classmate to spell it.



13	1	15	11	9	17	4
7	20	5	14	0	18	10
2	16	8	12	6	19	3

4. Complete the sentences. Then, listen and check.

A group of ten makes **(a)** _____.
Two times ten is **(b)** twenty.
Three times ten is **(c)** _____.
(d) _____ times ten is forty.
Five times ten is **(e)** _____.
Six times ten is **(f)** _____.
Seven times ten is **(g)** _____.
(h) _____ times ten is eighty.
Nine times ten is **(i)** _____.
Ten times ten is **(j)** _____.

- a hundred
- eight
- four
- fifty
- ninety
- seventy
- sixty
- ten
- thirty
- ~~twenty~~

Quick note!

To read numbers after 20, use tens (twenty, thirty, etc.) followed by the numbers one to nine:

24: *twenty-four* **36:** *thirty-six*
61: *sixty-one* **95:** *ninety-five*

Richmond

5. Solve the maths problems. Then, listen and say aloud.

a. 45 – 12 = _____

b. 7 × 9 = _____

c. 70 + 16 – 54 = _____

d. 50 ÷ 10 = _____

Quick note!

- 4 + 7 = 11 (*Four plus seven equals eleven.*)
- 9 – 5 = 4 (*Nine minus five equals four.*)
- 4 × 6 = 24 (*Four times six equals twenty-four.*)
- 16 ÷ 2 = 8 (*Sixteen divided by two equals eight.*)

6. Listen and circle the dates. Then, read them aloud.

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1st first	2nd second	3rd third	4th fourth	5th fifth	6th sixth	7th seventh
8th eighth	9th ninth	10th tenth	11th eleventh	12th twelfth	13th thirteenth	14th fourteenth
15th fifteenth	16th sixteenth	17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth	21st twenty-first
22nd twenty-second	23rd twenty-third	24th twenty-fourth	25th twenty-fifth	26th twenty-sixth	27th twenty-seventh	28th twenty-eighth
29th twenty-ninth	30th thirtieth	31st thirty-first				

Richmond

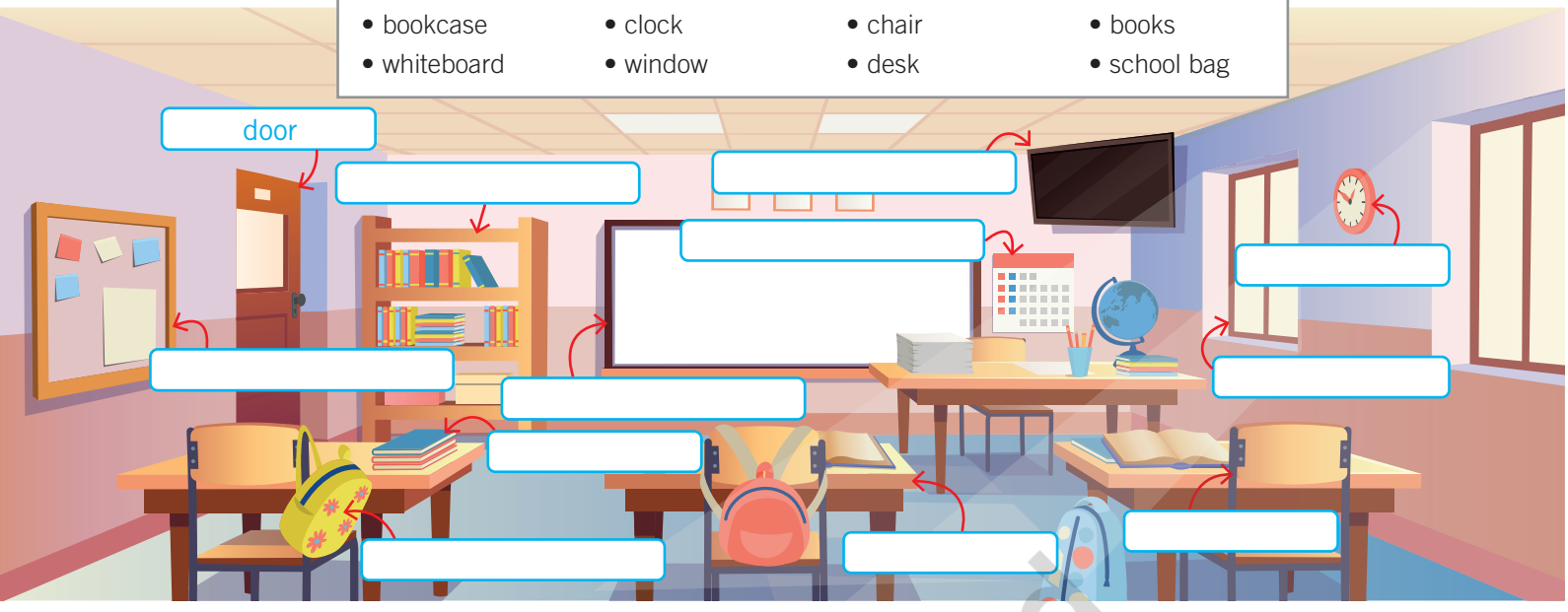
7. Ask your classmates when their birthdays are. Then, write their answers in the table.

Name	Birthday



8. Look and label.

- ~~door~~
- bookcase
- whiteboard
- TV screen
- clock
- window
- calendar
- chair
- desk
- noticeboard
- books
- school bag



9. Read, look, and classify by colours.

- sheets of paper
- ruler
- paintbrush
- sharpener
- paper clips
- felt-tip pen (x2)
- scissors
- pencil case
- paint (x2)
- pen
- desk
- rubber
- coloured pencil (x2)
- highlighter
- watercolour paint tube

red

blue

white

yellow

green
paint

pink

purple

brown

black

orange



Richmond

10. Complete the sentences. Then, listen and check.

• ~~close~~	• write	• look	• say	• listen	• open	• borrow

a.



Close the door, please.

b.



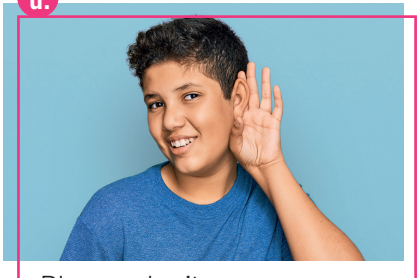
Please, _____ your books to page 9.

c.



Please, _____ at the screen.

d.



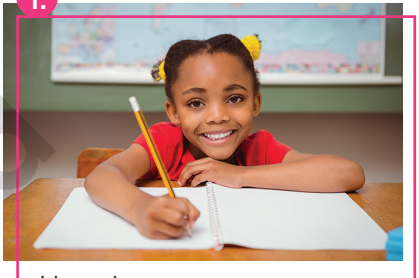
Please, don't _____; just _____.

e.



Can I _____ the microscope, please?

f.



How do you _____ *lápiz* in English?

11. Read and unscramble. Then, listen and check.

a. you? / how / hi, / are
Hi, how are you?

b. again, / could / say / you / please? / that
_____

c. don't / sorry, / I'm / understand. / I
_____

d. meet / you. / to / nice
_____

e. how / pronounce / do / in / you / that / English?
_____

f. word / mean? / what / does / this
_____

12. Highlight the correct options. Then, act out the conversations.

a. A: Hello!
B: Hi, *how are you?* / *how old are you?*

b. A: May I *come in?* / *go to the toilet?*
B: Yes, you may, but don't take long.

c. A: Can you *lend me* / *borrow* your pen?
B: Yeah, sure! Here you are.

d. A: How do you say *libro* in English?
B: I'm sorry, *I don't remember.* / *I don't speak French.*

e. A: *How can I help you?* / *Could you say that again, please?*
B: Yes, sure.



Richmond

1 Nice to Meet You!



Goals

- Introduce yourself and say hello and goodbye in different ways.
- Ask and answer wh- questions with the verb *to be* (personal information).
- Ask and answer yes/no questions with the verb *to be* (personal information).
- Say if things are true or not using the verb *to be*.
- Talk about your favourite star.
- Write a short text about your country, based on a model.



- What's your favourite…
  - colour?
  - day of the week?
  - song?
  - film?
  - sport?

Richmond

Language and Function: A

1. Look at the map and write the names of the countries. Then, listen and check.



a. Hello! I'm Lucas. I'm from Boston, _____. My best friends are Elías and Tania.

b. Hi. I'm Tania, and this is Elías. We're siblings. We're from Valdivia, _____. Lucas is our friend.

c. Hey, guys! My name's Peiyu. I'm from Taipei, _____.

d. Hello! I'm Agustina. I'm 15. I'm from Montevideo, Uruguay. My best friends at school are Chris, Adaobi, and Ziyi.

e. Good morning! My name's Christopher, but you can call me Chris. I'm from Sydney, _____.

f. Hi, everyone! I'm Adaobi. I'm from Abuja, _____.

g. What's up, guys? I'm Claudia. I'm from Antwerp, _____. Nice to meet you.

Pronunciation: the alphabet

2. Listen and repeat the alphabet. Then, write the names of places that start with each letter.

A as in Austria	**H** as in _____	**O** as in _____	**V** as in _____
B as in _____	**I** as in _____	**P** as in _____	**W** as in _____
C as in _____	**J** as in _____	**Q** as in _____	**X** as in _____
D as in _____	**K** as in _____	**R** as in _____	**Y** as in _____
E as in _____	**L** as in _____	**S** as in _____	**Z** as in _____
F as in _____	**M** as in _____	**T** as in _____	
G as in _____	**N** as in _____	**U** as in _____	

3. Listen and complete. Then, match the countries and the flags.



a. E g y p t

b. _ _ _ _ a _ _

c. M _ _ _ _ _

d. _ _ _ _ _ A _ _ _ _ _

e. _ _ _ _ _ _ _ _

f. _ _ _ _ _ _



4. Write the names of other countries you know about.

a. b. c.

d. e. f.

Useful English: saying hello and goodbye

5. Circle the ways to say hello and underline the ways to say goodbye. Then, listen and repeat.

- Hi!
- ***Good*** morning / afternoon / ***evening***.
- See you (later / soon)!
- What's up?
- Take care.
- Good / Great to see you!
- How's it going?
- Howdy!
- Bye / Goodbye!
- Have a good / great day!
- Hey!
- Have a good one!

Quick note!

Careful! ***Good evening*** means *hello*, but ***good night*** means *goodbye*.

6. Complete the conversation. Then, listen and check.

• I'm • Bye! • Great • are • ~~Hey~~

Ben: ***What's up, man?***

Kyle: Hey, mate! How _____ you?

Ben: _____, thanks. And you?

Kyle: _____ just fine!

Ben: OK. See you later. Have a good one!

Kyle: You too! _____



Quick note!

What's up, man? = *Hey, man!*

7. Group work. Practise the conversation from exercise 6 with your own names and different expressions.

Checkpoint I can introduce myself and say hello and goodbye in different ways.

Richmond

1. Listen and complete the information.



Your grammar: question words

2. Complete the questions and match. Then, listen and check.

• Where • Who • How • What

a. _____'s this? — I'm thirteen.

b. _____'s your name? — I'm from Canada.

c. _____ old are you? — This is my new friend Layla.

d. _____ are you from? — I'm Fah.

3. Observe the questions and answers in exercise 2 and complete.

• subject (x2) • verb *to be* (am, is, are) (x2) • wh- word • complement

a. Questions: _____ + _____ + _____ + ?

b. Sentences: _____ + _____ + _____ + .

Richmond

Your grammar: *this* and *that*

4. Look at the pictures and complete the activity below.



Quick note!



- Choose the correct options.

a. We use *this* / *that* for people or things that are ***near***.

b. We use *this* / *that* for people or things that are ***far***.

5. Interview your classmates and complete the table.

What's your name? — My name's Tim.

How old are you? — I'm 14.

Where are you from? — I'm from Brighton, England.

Name	Age	From
Tim	14 years old	Brighton, England

6. Group work. Ask your group members about each other.

How old is she? — She's 13.

Who's that? — It's JD.

Where's she from? — She's from Bolivia.

Checkpoint I can ask and answer wh- questions with the verb *to be* (personal information).

Language and Function: C

1. Look at the pictures and match them with the occupations.

a. a tennis player	**b.** ~~an architect~~	**c.** a doctor	**d.** a teacher	**e.** an actor
f. a singer	**g.** a driver	**h.** a pilot	**i.** an engineer	**j.** a vet




b








2. Listen and tick (✓) the person they are talking about.

Daniil Medvedev ○ Tom Holland ○ Bruno Mars ○

3. Listen again and write two facts about the person.

a. _____

b. _____

Quick note!

left-handed *right-handed*




Your grammar: *a* and *an*

4. Observe and discover in which cases you use *a* or *an*.

She's **a** driver. | He's **an** architect. | He's **a** teacher. | She's **an** engineer.

5. Listen. What are their occupations?

a. She's an actor. **d.** _____

b. _____ **e.** _____

c. _____

Quick note!

I am	I'm
you are	you're
she is	she's
he is	he's
it is	it's
we are	we're
they are	they're

Pronunciation: the schwa (/ə/) sound

6. Listen and tick (✓) the sentence that sounds more natural.

a ○ b ○

Richmond

7. Write the countries. Then, listen and check.

a.	England	English	
b.		Japanese	
c.		Spanish	
d.		Colombian	
e.		German	
f.		American	
g.		Portuguese	
h.		Brazilian	
i.		French	
j.		Australian	

8. Match the descriptions with the celebrities.



a. Liam and Chris Hemsworth



b. Kylian Mbappé



c. Amanda Gorman



d. Dua Lipa

___ She's an English Grammy Award-winning singer and songwriter.

___ They're popular Australian actors. They often star in big-budget films.

___ He's an incredibly talented French footballer.

___ She's an American poet and activist.

Quick note!

We capitalise all nationalities: ***G**reek, **B**olivian, **C**hinese, **F**rench.*

9. Write about four people. Example: *Chloé Zhao is Chinese. She's a filmmaker.*

a. An athlete: _____

_____

b. An activist: _____

_____

c. An artist: _____

_____

d. A politician: _____

_____

Your grammar: yes/no questions with the verb *to be*

10. Read and circle the correct answers.

a. Are the Hemsworth brothers actors?	*Yes, they are.*	*No, they aren't.*
b. Are you 5 years old?	*Yes, I am.*	*No, I'm not.*
c. Is Dua Lipa French?	*Yes, she is.*	*No, she isn't.*
d. Is Kylian Mbappé a footballer?	*Yes, he is.*	*No, he isn't.*

Challenge!

Find the nationalities for these countries:

- Peru
- Finland
- The Netherlands
- Iraq
- Mozambique
- Norway

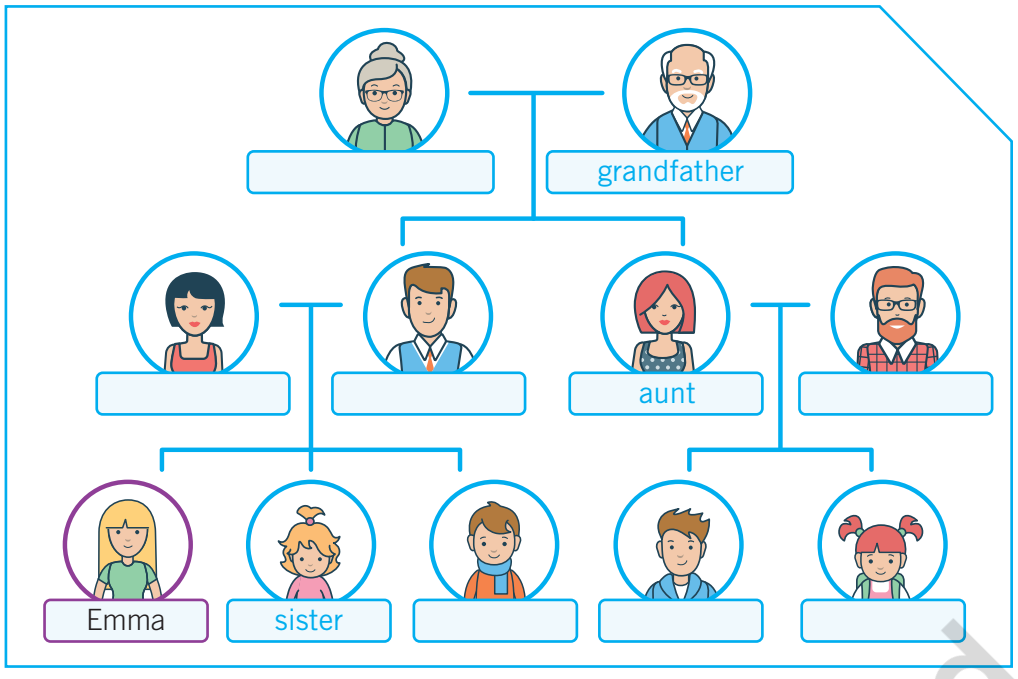
11. Group work. Ask yes/no questions to guess the celebrity your classmates have in mind.

Are you British? — Yes, I am.

Are you an actor? — No, I'm not.

Checkpoint I can ask and answer yes/no questions with the verb *to be* (personal information).

1. Complete Emma's family tree.



- ~~sister~~
- mother
- grandmother
- brother
- ~~grandfather~~
- uncle
- cousin (x2)
- father
- ~~aunt~~

Quick note!

mother = *mum*
father = *dad*
grandmother = *granny*
grandfather = *grandad*

2. Listen and complete the conversation.

Megan: Let's change the ___song___. Its melody is weird.

Wallace: Definitely!

Megan: _____ do you want to listen to?

Wallace: _____, my mum likes Ed Sheeran. _____ her favourite singer, but my dad doesn't like him. Adele is his favourite.

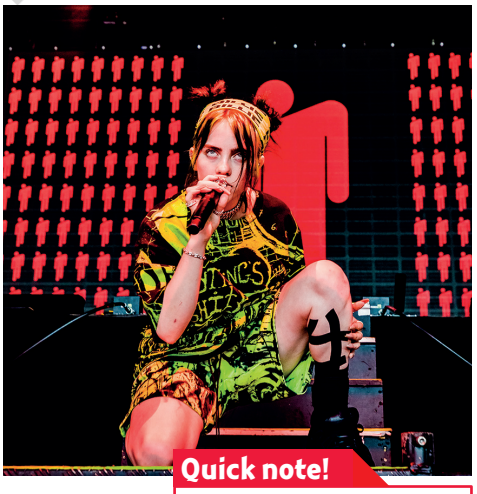
Megan: Emily and I like Ariana Grande. _____ our favourite singer. Noah and Ava like Ariana Grande, too. She's their favourite.

Wallace: Ariana Grande! ***Are you serious?***

Megan: Why? _____ your favourite singer?

Wallace: Um… Billie Eilish.

Megan: That's four against one! Sorry.



Quick note!

Are you serious? = *No way! You're kidding! Are you kidding me?*

Your grammar: possessive adjectives

3. Read the conversation again and complete the table.

Subject pronouns	I	you	he	she	it	we	they
Possessive adjectives	my						

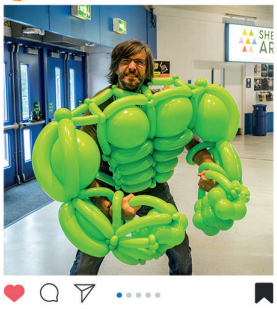
4. Group work. Make your family tree and present it to your classmates.



Richmond

5. Read Wallace's comments and match his relatives with their costumes.

wall.maroni ...



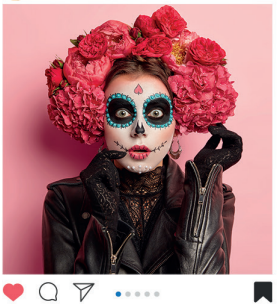
wall.maroni ***Go green***, cousin Ed!

wall.maroni ...



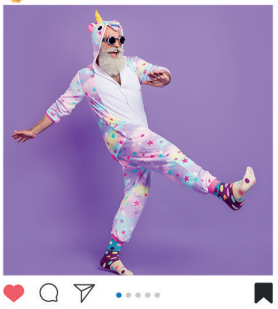
wall.maroni Granny, may you be the sweetest magician tonight!

wall.maroni ...



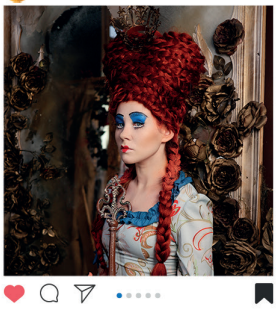
wall.maroni Have a good Halloweekend, Aunt Gigi!

wall.maroni ...



wall.maroni ***You rock***, Grandad!

wall.maroni ...



wall.maroni My sister, Irene. Off with their heads!

wall.maroni ...



wall.maroni ...and this is me. Time to cosplay!

a. The Queen of Hearts	Wallace
b. The Hulk	Grandad
c. A magician	Cousin Ed
d. La Catrina	Granny
e. Spider-Man	Aunt Gigi
f. A unicorn	Irene

6. Read and complete with the correct family member.

a. She's my mum's sister. She is my _____.

b. He is the son of my aunt. He is my _____.

c. His brother is my dad. He is my _____.

d. They're dad's mum and dad. They're my _____.

e. She is my aunt's mum. She's my _____.

Quick note!

Go green also means to be eco-friendly.

You rock! = *You're awesome!*

Believe it or not...

The Queen of Hearts is a character in Lewis Carroll's *Alice in Wonderland*. 'Off with their heads!' is her most famous line.

Your grammar: negative sentences with the verb *to be*

7. Write sentences to correct the descriptions.

a. Gigi is Wallace's cousin.
Gigi isn't Wallace's cousin. She's his aunt.

b. Wallace's grandmother is the Queen of Hearts.
_____
_____

c. Wallace and Ed are magicians.
_____
_____

d. You're La Catrina.
_____
_____

Quick note!

I'm Spanish.	I'm not Spanish.
You're twelve.	You aren't twelve.
He's / She's / It's new.	She / He / It isn't new.
We're pilots.	We aren't pilots.
They're from Peru.	They aren't from Peru.

Checkpoint I can say if things are true or not with the verb *to be*.

Richmond

Listening and Speaking

1. Listen to Lucy talk about her favourite star and order the information from 1 to 6. Then, complete.



- Year of birth: _____
- 4 Occupation: _____
- Relative / Occupation: _____
- _____
- Name: Timothée Chalamet
- Nationality: _____
- Films: _____
- _____

2. Group work. Ask and answer questions about your favourite stars.

- Who's your favourite star?
- How do you spell her / his name?
- Where's she / he from?
- What are her / his famous TV shows, films, or songs?

3. Now write about your favourite star and share the text with the class.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Quick note!

older sister - older brother



me - younger sister

Checkpoint I can talk about my favourite star.

8 DECENT WORK AND ECONOMIC GROWTH

Before reading

1. Go back to the *Challenge!* box on page 17 and classify the countries by continent.

While reading

2. Read and write the continents on the lines. Then, match with the pictures below.

a. This is Lawan.

She's from Hat Yai, Thailand. Thailand, which means 'land of the free', is in _____Asia_____. It's a country of mountains, forests, and, of course, lotus flowers. It's a rice, silk, and rubber producer. Lawan's suggestion: Visit the gorgeous Grand Palace in Bangkok, the capital.





b. This is Samuel.

He's from Perth, Australia. His country is in _____. Australia is a land of deserts, many types of rainforests, beaches, and unique animals: koalas, platypuses, kangaroos... It's a coal, gold, wool, wheat, and fruit producer. Samuel's suggestion: Visit Uluru, a large rock ***like no other*** on Earth!

c. This is Francesca.

She's from Turin, Italy. Italy is in _____. It's a country of seas, mountains, forests, lakes, small islands, and fertile plains. It's a wine, car, clothing, olive, almond, and meat producer. Francesca's suggestion: Visit the charming Amalfi Coast.



Quick note!

like no other = *very special, incomparable*



d. This is Alejandro.

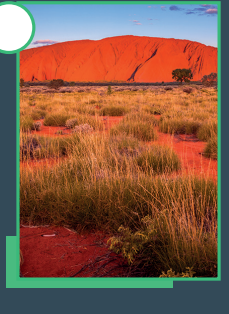
He's from Jalapa, Guatemala. Guatemala is in _____. It's a country of forests, mountains, and volcanoes, like the 'volcano of water' and the 'volcano of fire'. Guatemala is a coffee, sugar, fruit, and corn producer. Alejandro's suggestion: Visit the legendary Tikal, an ancient city with more than 2,500 Mayan buildings!

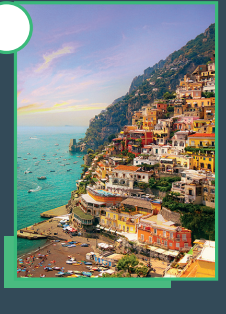
e. This is Hidaya.

She's from Dodoma, Tanzania. Tanzania is in _____. It's a country of savannas, lakes – like Lake Victoria and Lake Tanganyika –, and big animals: lions, elephants, zebras, giraffes, rhinos, crocodiles... Tanzania is a gold, coffee, cotton, and tea producer. Hidaya's suggestion: Visit the astonishing Mount Kilimanjaro!



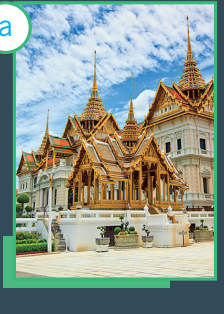








a



Richmond

After reading

3. Read and tick (✓).

	True	False
a. Italy is a rice producer.		✓
b. Tikal is in Guatemala.		
c. Alejandro is from Thailand.		
d. Platypuses are unique to Tanzania.		
e. Perth is in Australia.		
f. The Grand Palace is in Thailand.		
g. Hidaya is Australian.		
h. Thailand is a silk and rubber producer.		
i. The volcanoes of water and fire are in Italy.		
j. Jalapa is in Guatemala.		

Believe it or not...

Antarctica hasn't got any countries or population, except for visiting scientists.

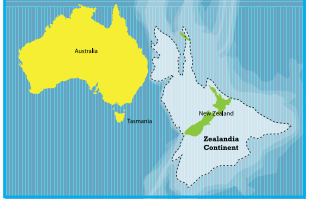


4. Correct the false sentences in exercise 3.

- Italy isn't a rice producer. It's a car and olive producer.
- _____
- _____
- _____
- _____

Believe it or not...

Some geologists consider Zealandia a submerged continent.



5. Find synonyms for the following adjectives in the text.

enchanting	famous	beautiful	big	amazing
charming				

Quick note!

Use ***because*** to explain your answer: *I'd like to visit Australia* ***because*** *I love surfing!*

6. Which of these five places would you like to visit? Why?

Grand Palace Uluru Amalfi Coast Tikal Kilimanjaro

_____

Writing

7. Write a brief description of your country as indicated in the box.

_____

_____

_____

_____

Include:

- The city and country you're from.
- Four landforms that are common in your country.
- Four products from your country.
- A place you suggest visiting.

Checkpoint I can write a short text about my country, based on a model. ✓✓✓

Richmond

WB, pages 9-10

Project

They Make the Difference!

10 REDUCED INEQUALITIES

Step 1 Pair work. Choose two influential celebrities, activists, leaders, etc., whose community work you admire.

Step 2 Complete the fact files.

Name: _____
Year of birth / Age: _____
Nationality: _____
Occupation: _____
Well-known for: _____
_____

Name: _____
Year of birth / Age: _____
Nationality: _____
Occupation: _____
Well-known for: _____
_____

Step 3 Write short biographies about the people you chose. Design a digital presentation or a poster and share your work with the class.

This is Xiye Bastida. She was born in 2002. She's Mexican-Chilean and a member of the Otomi-Toltec people. She's well-known for her work as a climate activist, for the documentary *We Rise*, and the short video *Imagine the Future*. She's the co-founder of Re-Earth Initiative.

'The crisis is getting worse every single day, and many of us are losing hope for our future. But despair is not an option.' (Xiye Bastida)

This is Marcus Rashford. He was born in 1997. He's English and a very talented footballer. But he's also well-known for his commitment to reducing food poverty among children in his country.

'Ending child poverty is more important than any trophy in football.' (Marcus Rashford)





Step 4 Discuss your experience. Circle how you felt while working on this project.



Other: _____

Richmond

1. Listen to the phone calls and fill in the cards.

a.

Clancy's Library and Café



Name: Feri Casas

Place of birth: Quito, Ecuador

Age: _____

Phone number: _____

b.

Clancy's Library and Café



Name: _____

Place of birth: _____

Age: _____

Phone number: _____

c.

Clancy's Library and Café



Name: _____

Place of birth: _____

Age: _____

Phone number: _____

d.

Clancy's Library and Café



Name: _____

Place of birth: _____

Age: _____

Phone number: _____

Richmond

2. Read and tick (✓) the correct option.

a.
This is Mary. She___ American.
✓ 's ___ 're ___ 'm

b.
Hello, you___ Adriana, right?
___ 's ___ 're ___ 'm

c.
I'm from Lima. ___'s the capital of Peru.
___ She ___ It ___ He

d.
What___ your surname?
___ 's ___ 're ___ 'm

e.
My name's Botan. I___ Japanese.
___ 's ___ 're ___ 'm

f.
This is Thomas. ___'s from Amsterdam.
___ She ___ It ___ He

g.
Where ___ you from?
___ is ___ are ___ am

h.
___ old is she?
___ How ___ Where ___ What

3. Circle the correct option.

a. *Her* / *His* name's Ana María.
b. That is Pete. *Their* / *His* mother's an engineer.
c. Toby, what's *our* / *your* surname? I forgot!
d. They're American. *Their* / *His* house is in Kansas.
e. I am British. *My* / *Your* family's from Surrey.
f. We are Brazilian. *Our* / *His* parents are Japanese, though.

4. Write sentences using the information. Follow the example.

a. Gloria and Beto / not Australian / Peruvian
Gloria and Beto aren't Australian. They're Peruvian.
b. Mai / not Korean / Japanese
c. Lloyd / not pilot / engineer
d. Gustav and Sue / not singers / tennis players
e. I / not teacher / student

5. Write a short text introducing yourself. Include: name, age, country, nationality, and school year.

Challenge!
- Add two facts about you:
  - *My favourite (colour, type of food, song, film) is…*
  - *I love (sport, hobby)…*
- Make a video introducing yourself!

6. Work in pairs. Imagine that you are at a party and want to make a new friend.

a. Say hello.
b. Ask for personal information: name, country, nationality, age, and phone number.
c. Ask for likes and hobbies.
d. Answer your classmate's questions.
e. Say goodbye.



Richmond

Workbook
Level 1

Everyone!

TEENS

British English

Richmond

Contents

Unit 1 Nice to Meet You! 4

Unit 2 Where We Live 12

Unit 3 Bliss on a Plate! 20

Unit 4 Enjoy Life! 28

Unit 5 It's Time to Have Fun! 36

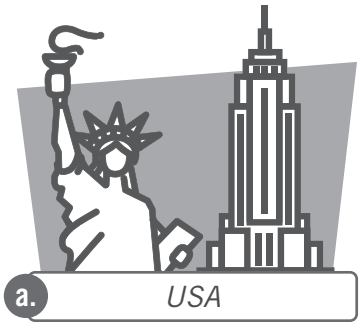
Unit 6 Birds of a Feather 44

Useful Expressions 52

Richmond

1 Nice to Meet You!
Language and Function: A

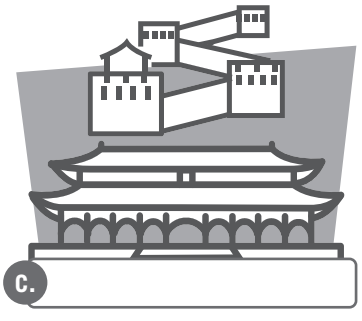
1. Look at the pictures. What countries do they represent?



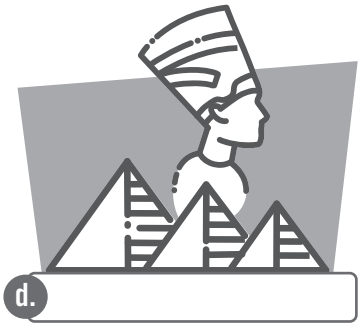
a. USA



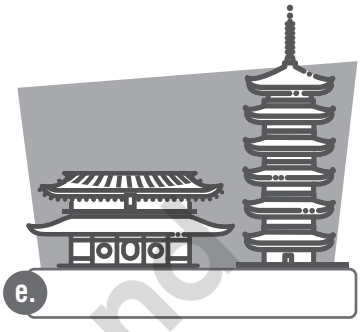
b.



c.



d.



e.

2. Read and tick (✓) the correct options.

a. _____, Mr Smith!



Hello, Mel.

___ See you soon
___ Have a good day
___ Good morning

b. _____, boys?



Hey, Kate! How are you?

___ What's up
___ Take care
___ Good to see you

c. _____!



Goodbye, Mr Jones.

___ Hi
___ See you soon
___ How's it going

3. Number the dialogue in order.

___ **J:** All good. Never better!

___ **J:** Hi, Kali! How's it going?

___ **K:** That's great! Well, take care, then.

___ **K:** Everything's fine. You?

___ **J:** OK, have a good one!

1 **K:** Hey, Jane!

4. Say aloud and tick (✓) the odd one out.

a.	☐ x	☐ l	☐ s	✓ t	**b.**	☐ b	☐ n	☐ x	☐ s	**c.**	☐ c	☐ d	☐ v	☐ k
d.	☐ w	☐ v	☐ q	☐ u	**e.**	☐ j	☐ h	☐ u	☐ k	**f.**	☐ b	☐ e	☐ m	☐ p

Language and Function: B

1. Read and complete.



Hi! What's your name?

I'_m_ Alex. What'____ your name?

My name'____ Blanca.

Where _____ you from?

I'____ from San José, Costa Rica.

I'm _____ Barcelona.



2. Match the answers with the questions.

a. My name's Romina.	Where is he from?
b. He's from Indiana.	How old are you?
c. That's Mike.	Who's that?
d. I'm thirteen.	What's your name?

3. Write sentences using the prompts and the verb *to be*. Use contractions where possible.

A: Hey! / I / Tyler — **A:** *Hey! I'm Tyler.*

B: My / name / Joanna — **B:** _____

A: Who / this / ? — **A:** _____

B: This / Jakob — **B:** _____

A: Where / he / from / ? — **A:** _____

B: He / from / Germany — **B:** _____

4. Unscramble the questions. Then, answer them.

you / are / how
a. *How are you?*

what's / name / your
b. _____

you / from / where / are
c. _____

old / you / are / how
d. _____

phone number / what's / your
e. _____

Richmond

Language and Function: C

1. Look at the pictures and write the occupations.



a. *a driver*



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____

2. Choose *a* or *an.*

a. Carl is (*a*) / *an* great vet.

b. She's *a* / *an* influencer.

c. This is *a* / *an* new drone.

d. What's her occupation? She's *a* / *an* engineer.

e. Is that *a* / *an* smartwatch?

f. That's *a* / *an* orange bag.

3. Complete according to the spelling. Then, add another example to each case.

a. End in *–ian* / *–an*

Brazil	*Brazilian*	Germany			

b. End in *–ese*

Portugal		Japan			

c. End in *–ish*

Spain		England			

d. Irregular

France		Greece			

4. Tick (✓) the option that corrects the word in bold.

a. **Is** you a teacher? Yes, I'm a maths teacher.
___ Am ___ A ✓ Are

b. **Am** Angie and Charles students? Yes, they are.
___ An ___ Is ___ Are

c. **Are** Lynn South Korean? No, she isn't.
___ Am ___ Is ___ Are

d. Is Jean Paul French? Yes, he **be**.
___ am ___ is ___ are

e. Are you **a** electric engineer? No, I'm not.
___ an ___ a ___ are

f. Am I your best friend? Yes, **he** are.
___ we ___ they ___ you

Richmond

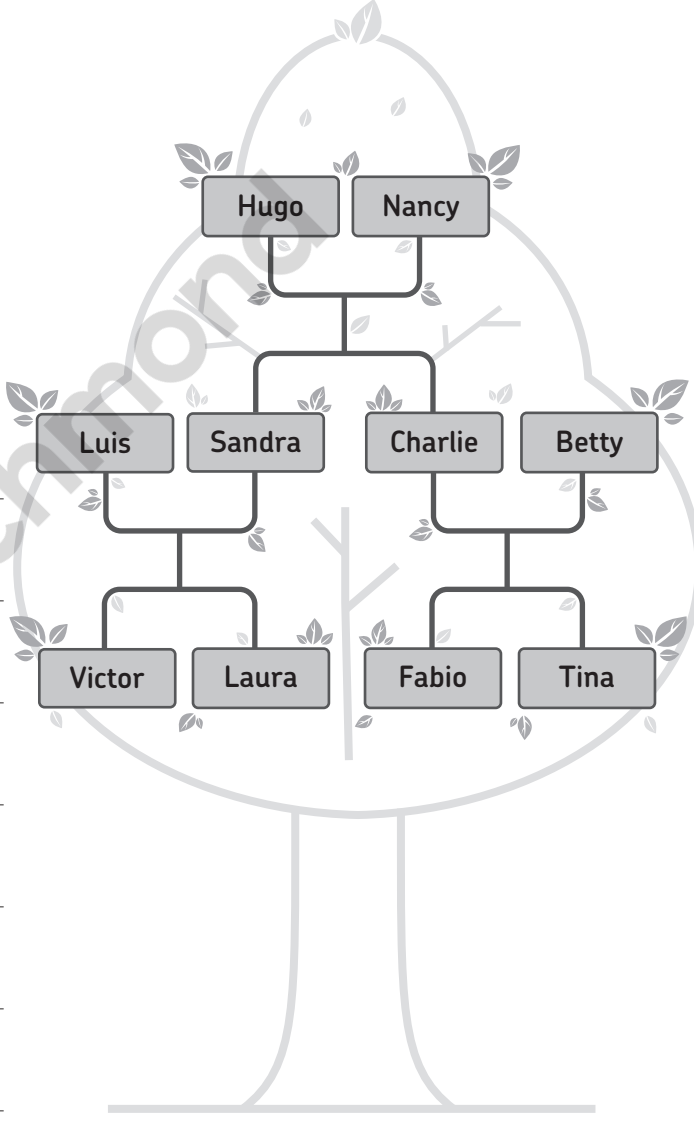
Language and Function: D

1. Match the corresponding family members.

mother	cousin
sister	grandfather
aunt	brother
grandmother	father
cousin	uncle

2. Look and complete with Laura's relatives.

a. Victor is her *brother*.
b. Tina and Fabio are her _____.
c. Betty is her _____.
d. Hugo is her _____.
e. Luis is her _____.
f. Nancy is her _____.



3. Rewrite using possessive adjectives.

a. Betty is Victor's aunt.
Betty is his aunt.
b. Laura is Tina's cousin.
_____
c. Hugo is Fabio and Tina's grandfather.
_____
d. Luis is Fabio's uncle.
_____
e. Charlie is Tina's father.
_____
f. Sandra is Victor and Laura's mother.
_____
g. Victor is Laura's brother.
_____

4. Underline the incorrect information about yourself. Then, correct the statements.

a. I'm thirty-five years old. *I'm not thirty-five years old. I'm...*
b. My grandad is a skydiver. _____
c. I'm Ethiopian. _____
d. My teacher's twelve. _____
e. My surname's Boxall. _____
f. I'm a nuclear engineer. _____

Richmond

Listening and Speaking

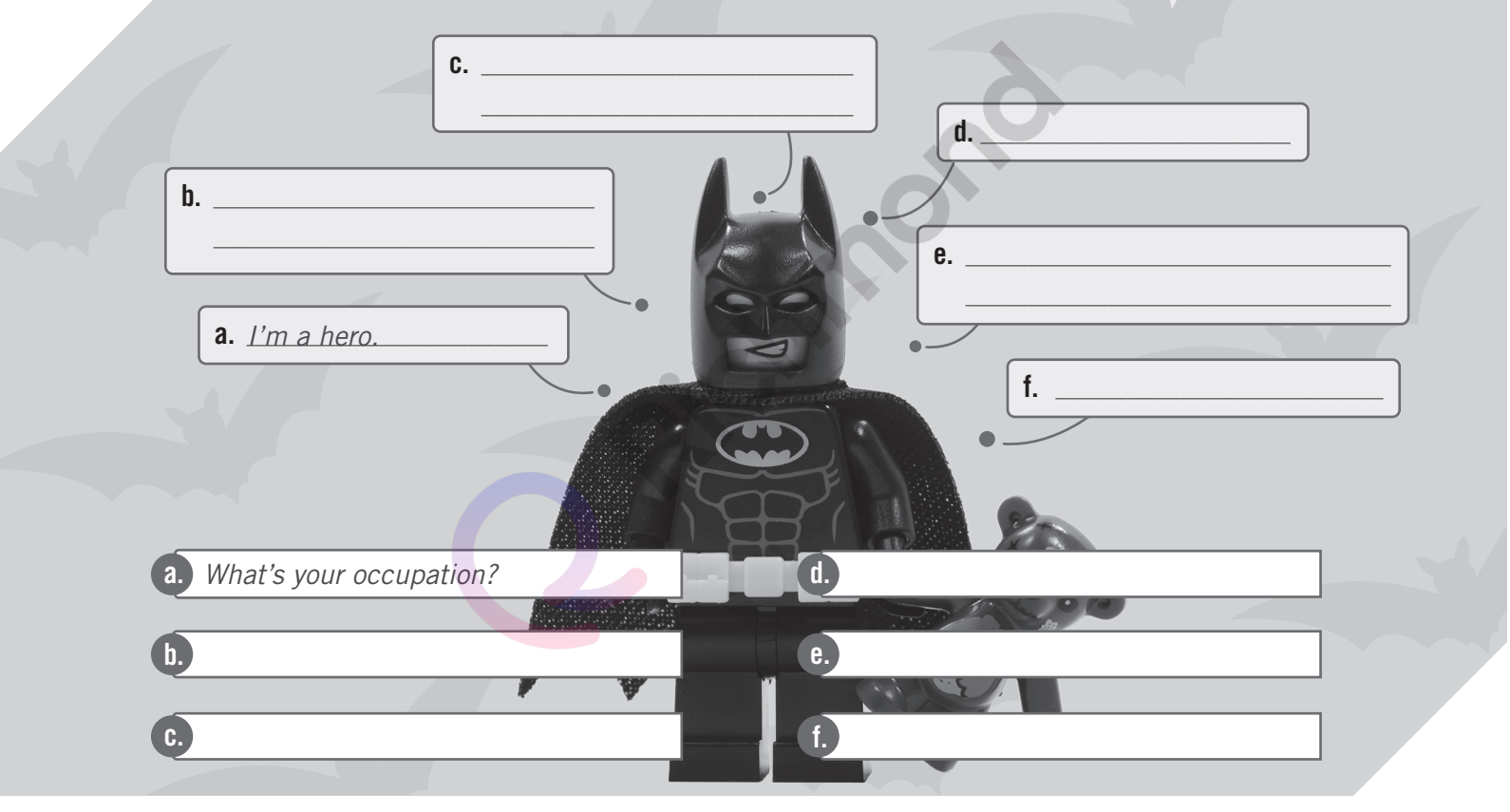
1. Correct the spelling mistakes.



My favourite starr is Karol G. She was burn in 1991. She's a singger and a danzer. She's frum Medellín, so she's Columbian. My favourit Karol G son is 'Ocean'.

a. *star*
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____

2. Listen and write the answers. Then, create the questions.



c. _____

d. _____

b. _____

e. _____

a. *I'm a hero.*

f. _____

a. *What's your occupation?*
b. _____
c. _____
d. _____
e. _____
f. _____

3. Write about yourself.

Name: _____
Nickname: _____
Age: _____
Country, Nationality: _____
Phone number: _____

Quick note!

- **First name:** Marshall
- **Middle name:** Bruce
- **Surname:** Mathers III
- **Nickname:** Eminem



8 DECENT WORK AND ECONOMIC GROWTH

Before reading

1. Number the continents from 1 to 7 in order of size.

Antarctica | North America | Europe | Oceania | South America | 1 Asia | Africa

While reading

2. Read and underline according to the line-type code below.

• Capital: ◯ • Landform: ____ • Animal: - - - - - • Product: ~~~

Quick note!

BC = *Before Christ*

GREECE

Ancient history and fantastic mythology

Greece is a country of beaches, ancient buildings, and great food. The capital of Greece is Athens. Greece is the country that held the first Olympic Games (776 ***BC***!!!). It is a cotton, olive, rice, almond, and tomato producer. Its mythology is fascinating, full of powerful gods like Zeus, Hera, Poseidon, Hades, and Aphrodite.





PERU

Ancient cultures and diverse fauna

Peru is a country of mountains, rainforests, and deserts. Its capital is Lima. Peru is the land of Machu Picchu, the city of the Incas, a pre-Columbian civilisation. It is also the land of the amazing Nazca Lines. Peru is home to ***awe-inspiring*** wildlife, such as llamas, alpacas, vizcachas, around 450 species of butterflies, and many more. It is a silver, gold, copper, zinc, and textile producer.

UGANDA

A jewel in east-central Africa

Uganda is a country of many ecosystems, from volcanic mountains to rainforests, and forested swamps. It is the land of huge Lake Victoria, which also borders Tanzania and Kenya. It is also home to amazing animals: gorillas, elephants, aardvarks, and many species of monkeys. It is a coffee, fruit, vanilla, and tea producer. Its capital is Kampala.



Richmond

After reading

3. Read the text again and choose two synonyms for *awe-inspiring*.

- ○ gorgeous
- ○ astonishing
- ○ amazing
- ○ charming
- ○ big

4. Tick (✓) based on the text.

	Greece	Peru	Uganda
olives	✓	○	○
coffee	○	○	○
textiles	○	○	○
Lake Victoria	○	○	○
almonds	○	○	○
elephants	○	○	○
aardvarks	○	○	○
alpacas	○	○	○
Olympic Games	○	○	○
Nazca Lines	○	○	○
copper	○	○	○

5. Complete with *and* or *but*. Write two additional sentences.

a. Greece is the country of the Olympic Games *and* fascinating mythology.
b. Uganda is the country of gorillas _____ not of vizcachas.
c. Peru is a country of mountains, rainforests, _____ deserts.
d. Greece is a country of delicious food _____ ancient buildings.
e. Uganda is a producer of coffee _____ fruit _____ not olives.
f. _____
_____
g. _____
_____

Quick note!

- Use ***and*** to add information: *Italy is a producer of wine **and** cars.*
- Use ***but*** to express contrast: *Italy is a producer of wine **but** not tea.*
  Attention! Put a comma before ***but*** when connecting two complete sentences: *Italy produces wine, **but** it doesn't produce tea.*

Writing

6. Find information about a country and write a short description of it.

Country, Capital: _____
Continent: _____
Landmarks: _____
Wildlife: _____
Products: _____

Richmond

Vocabulary Review

1. Find ten countries.

R	N	E	I	C	A	Y	C	U	Y	U
O	I	N	R	A	A	K	N	O	R	L
O	A	U	Q	U	C	I	E	E	H	D
A	G	E	G	Y	P	T	P	R	D	E
L	E	U	E	M	E	X	I	C	O	N
R	R	L	C	N	R	A	C	S	G	M
U	M	C	M	H	G	R	A	Q	E	A
S	A	E	W	E	I	L	M	A	A	R
D	N	U	R	S	R	N	A	I	C	K
E	Y	S	U	N	D	X	A	N	O	G
T	H	A	I	L	A	N	D	M	D	Y

a. *Uruguay*
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____

2. Write the nationalities for the countries in exercise 1.

a. *Uruguayan* **b.** _____ **c.** _____ **d.** _____ **e.** _____

f. _____ **g.** _____ **h.** _____ **i.** _____ **j.** _____

3. Write the continent for each country.

a. Italy	*Europe*	**d.** Laos	
b. Sudan		**e.** Canada	
c. Samoa		**f.** Uruguay	

4. Unscramble the occupations.

a. r-g-i-s-n-e *singer* **b.** r-e-n-d-a-c _____ **c.** o-d-c-o-t-r _____

d. o-t-a-c-r _____ **e.** v-r-d-i-r-e _____ **f.** l-t-p-i-o _____

5. Find nine family members.

sfatherrujasistersunclerbrothertgrandmotheryl

jdmotherdnecousindoauntilegrandfatherrud

Richmond

Everyone! Teens is a six-level course in general English that puts students at the centre of their learning process and takes them from the A1 level to the B1 level of the Common European Framework of Reference for Languages.

- A multi-layered syllabus that integrates grammar, vocabulary, communicative skills, functions, pronunciation, learning strategies, and life skills.
- Challenging, relevant texts on topics that promote group discussion and critical thinking.
- Projects that reinforce learning and encourage students to find information on how certain issues are present in their local community and different countries and cultures, thus fostering respect for differences and the realisation that we are all united by our shared humanity.
- Audio files and flashcards available on the Digital Platform.
- A variety of supplementary digital materials, including interactive activities to reinforce student learning, online and printable unit tests, and step-by-step teaching suggestions.

Richmond
www.richmondelt.com

Common European Framework
A1 A2 B1

ISBN 978-950-46-7919-6
9 789504 679196