

2 • Every day

What's in this module?

- **Vocabulary**
 - daily routine/ free-time activities
 - the time
 - school subjects
- **Grammar**
 - linkers (*first, then, next, after (that)*)
 - present simple
 - prepositions of time/ direction/movement
 - adverbs of frequency
 - question words
 - *must, mustn't*
- **Speaking**
 - asking for/giving directions
- **Writing**
 - an email giving information
 - a blog entry about your routine
- **CLIL (Citizenship):** School Rules
- **Culture Spot:** The national game of England
- **Values:** Happy days
- **Presentation Skills:** Present a sportsperson
- **Mediation:** an email giving information

IN THE MORNING 12:00 am – 12:00 noon



1

get up



2

take a shower

AT NOON 12:00 pm



6

have lunch

IN THE AFTERNOON 12:00 noon – 6:00 pm



7

finish school

IN THE EVENING 6:00 pm – 12:00 am



11

have dinner



12

watch TV

NOTE!

- In English, we can use the 12-hour clock or the 24-hour clock when writing. We normally use the 12-hour clock when speaking. **It's 6 pm.** (NOT: ~~It's 18:00.~~)

1



Watch the video. Complete the sentences in your notebook.


- 1 Ann wakes up at
- 2 Martin finishes school at
- 3 Liz goes to bed at

Every day

What's in this module?


Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this unit will cover.

1 To present daily routines

 Play the video. Then, give time to Ss to complete the sentences. Check Ss' answers.

Answer Key

1 7 am 2 3 pm 3 10 pm

2  To present vocabulary for daily routine/
free-time activities

- Read out the **Note!** box.
- Tell Ss to look at the numbered pictures.
- Give them time to list the phrases under the headings.

Answer Key

Daily routine

get up
take a shower
have breakfast
brush my teeth
walk to school
have lunch
finish school
come back home
do my homework
go to basketball
practice
have dinner
go to bed

Free-time activities

watch TV
watch videos online
play video games

3  To talk about your daily routine/free-time
activities

- Read out the **Note!** box.
- Explain the task and read out the example.
- Ask various Ss around the class to tell the rest of the class about their Monday routine.

Suggested Answer Key

I get up at 7 o'clock in the morning, take a shower and have breakfast. Then, I brush my teeth. After that, I walk to school. At noon, I have lunch. In the afternoon, I finish school and come back home. I do my homework and then I go to basketball practice. In the evening, I have dinner. Then, I watch TV and after that I watch videos online. Then I play video games and after that I go to bed.



3

have breakfast



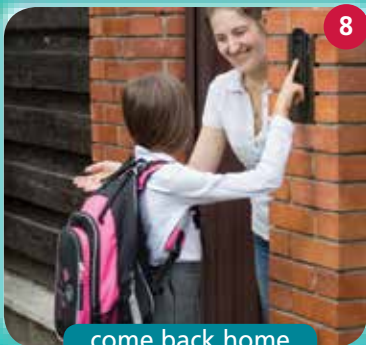
4

brush my teeth



5

walk to school



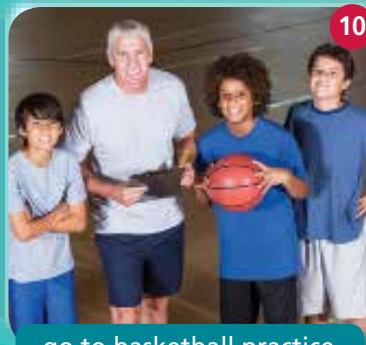
8

come back home



9

do my homework



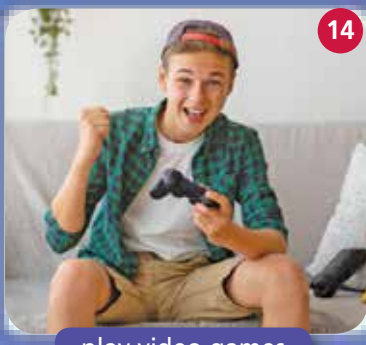
10

go to basketball practice



13

watch videos online



14

play video games



15

go to bed

NOTE!

Linkers

We use *first*, *then*, *next*, *after (that)* to show a sequence of events.

Vocabulary

Daily routine/Free-time activities

- List the phrases in the pictures under the headings: *daily routine – free-time activities*.
- Use phrases from Ex. 2 to tell the class about your morning/afternoon/evening activities on Mondays.

In the morning, I get up and take a shower. Then, I

School days in the UK



Michael lives with his parents in Cheltenham, a town in the UK. Every morning, he gets up at 7:30 am and has his breakfast. He brushes his teeth and wears his school uniform. Then he puts his books in his schoolbag.

Michael's best friend, Ben, lives next door, so they walk to school together. They are in the same class at Greenwood Primary School. There are 30 students in their class. They have registration at 8:45 am and lessons start at 9:00 am. Michael's favourite lesson is Science, but Ben likes History and Geography. They don't like Maths because it is difficult, but their teacher – Mrs Collins – is very kind and helps them.

The students have a short break at 10:30 am and a lunch break at 12:30 pm. Michael brings a packed lunch from home with sandwiches, fruit and crisps, but Ben buys a hot school dinner from the canteen. In the afternoon, they have lessons again from 1:15 pm until 3:40 pm. Their favourite day is Wednesday because they have got Music in the afternoon. They play instruments with the other students in their class and have a lot of fun.


When school finishes, Michael and Ben have football practice. They play for the school team and they practise every Monday, Wednesday and Thursday. Their teacher is Mr Barrows. He is funny, but he likes his team to work hard. Michael and Ben are always very tired after football practice!

At 4:30 pm, Michael and Ben walk back home. Michael takes a shower and does his homework. He has dinner at 7:00 pm with his mum and dad, then they watch TV together. Michael sometimes reads a book or chats online with his friends. He goes to bed at 9:30 pm.

- uniform
- registration
- packed lunch
- canteen
- instruments
- team
- chat online

1  Watch the video. What is a typical school day in the UK?

Reading

2 Michael and Ben are friends. Which is their favourite day at school?
 1.13 Listen and read to find out.


3 Read the text and decide if the sentences are **R** (right), **W** (wrong), or **DS** (doesn't say). Then read the text aloud.


- 1 Michael and Ben walk to school together.
- 2 Ben's favourite subject is Maths.
- 3 There are three breaks in a school day.
- 4 Ben likes the food from the canteen.
- 5 Michael and Ben go to football practice three times a week.

Speaking

4 Read the text again and say what Michael's daily routine is. Use: *first, then, next, after (that)* to tell the class.

Michael gets up at 7:30 am. First he has his breakfast, then he brushes his teeth.

1  To present school life in the UK

 Play the video. Elicit answers to the question.

Answer Key


Students have registration at 8:45 am and the lessons start at 9:00 am. Students have a short break at 10:30 am and a lunch break at 12:30 pm. In the afternoon, they have lessons from 1:15 pm until 3:40 pm.


2  To listen and read for specific information

- Play the recording.
- Allow Ss time to read the text again and find the answer to the question.

Answer Key


Wednesday

3  To read for specific information

- Give Ss time to read the text again and mark the statements according to what they read. Ss check their answers in closed pairs.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the  box.

Answer Key

1 R 2 W 3 W 4 DS 5 R

4  To consolidate comprehension of a text

- Explain the task and read out the example.
- Allow Ss time to review the text and then ask various Ss to talk about Michael's daily routine.

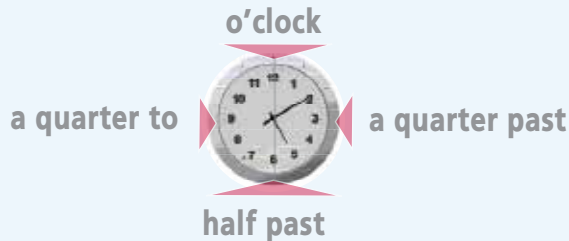
Answer Key

Michael gets up at 7:30 am. First, he has his breakfast and then he walks to school. He has registration at 8:45 am and then lessons. He has a break at 10:30 am and then eats lunch at 12:30 pm. At 1:15 pm, he has more lessons. After that, he goes to football practice. Then, at 4:30 pm, he walks home. After that, he has a shower and then does his homework. At 7 pm he has dinner with his family. Then, he chats online until 9:30 pm. After that, he goes to bed.

2a

5 **Aim** To present the time

- Present the time. Draw a clock face on the board. Explain when we use o'clock, a quarter past, half past, a quarter to.



- Read out the **Note!** box.
- Then ask Ss to work in pairs and ask and answer about the time following the example and using the clocks.
- Monitor the activity around the class.
- If you want you can present digital times to Ss. You can use the following images.



1 five o'clock

2 (a) quarter past five

3 twenty past five



4 half past five

5 twenty to six

6 (a) quarter to six

Answer Key

- A: What time is it?
 B: It's five o'clock.
 A: What time is it?
 B: It's (a) quarter past five.
 A: What time is it?
 B: It's twenty past five.
 A: What time is it?
 B: It's half past five.
 A: What time is it?
 B: It's twenty to six.
 A: What time is it?
 B: It's (a) quarter to six.

6 **Aim** To present/practise vocabulary for school subjects

Elicit favourite subjects from various Ss around the class.

Answer Key

My favourite school subjects are Science and Art.

Interculturality

Aim To develop cross-cultural awareness

- Ask Ss to search the Internet and collect information about schools around the world.
- Ss compare school life in these countries with school life in their country.

(Ss' own answers)

7 **Aim** To listen for specific information

- Ask Ss to look at the timetable.
- Play the recording and have Ss listen and complete the gaps.
- Check Ss' answers on the board.

Answer Key

1 Music 2 English 3 Science 4 Art

8 **Think Aim** To write your school timetable; to compare two timetables

- Ask Ss to write their school timetable for Monday using Tony's as a model.
- Then have Ss compare the two timetables.
- Elicit comparisons from Ss around the class.

Suggested Answer Key [See p. 38(T)]

Gender equality

Aim To promote gender equality

Ask a S to read out the sentence. Ask Ss what school they attend. Write these words on the board: *equal opportunities – socialisation – preparation for real life – competition – bullying*. Ss discuss the statement in groups and present their opinions to the class.

Suggested Answer Key

S1: I think mixed-gender schools are better than single-gender schools because they help to prepare you for real life and help you to improve your social skills with the opposite sex.

S2: I think single-sex schools are better because there are equal opportunities. etc

Riddle!

a clock

NOTE!

We use falling intonation in *wh*-questions.

What time is it?

RIDDLE!

What has got hands but can't clap?

Vocabulary

The time

5 Ask and answer as in the example.

A: What time is it?

B: It's ...



3 twenty past five (5:20)



4 half past five (5:30)



1 five o'clock (5:00)



2 (a) quarter past five (5:15)



5 twenty to six (5:40)



6 (a) quarter to six (5:45)

School subjects

6 What are your favourite school subjects? Tell your partner.



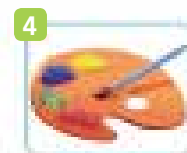
English



Maths



Science



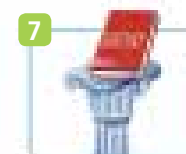
Art



Physical Education (PE)



Geography



History



Music



Collect information about schools around the world. Compare school life in these countries to that in your country.



Single-gender schools are better than mixed-gender schools. Do you agree?

Listening & Writing

7 Listen to Tony talking about his school timetable for Monday and complete the gaps (1-4) in your notebook.

	Monday	Room
8:30 - 9:30	Maths	R10
9:30 - 10:30	1)	R12
10:30 - 10:45	Break	
10:45 - 11:45	2)	R8
11:45 - 12:45	PE	
12:45 - 1:30	Lunch Break	
1:30 - 2:30	3)	R7
2:30 - 3:30	4)	R5



8 Think Write your school timetable for Monday. Compare it to Tony's.

Tony has Maths from 8:30 to 9:30. I have Science from 8:20 to 9:20.



Watch the video. How do we form the 3rd person singular?

Present simple (affirmative)

affirmative	
singular	I/you play
	he/she/it plays
plural	we/you/they play

We use the present simple for **habits/routines**.
I go to school at 8:00 am.
 Time adverbs/phrases used with the **Present Simple**: *usually, often, every day/week, etc.*



Spelling Rules

third-person singular

- verb + **-s** → I eat – he eats, I like – he likes
- verb ending in **-ss/-sh/-ch/-x/-o** + **-es** → I go – he goes, I push – he pushes
- verb ending in **consonant + -y**: ~~-y~~ → **-ies** I cry – he cries, BUT verb ending in **vowel + -y** + **-s** → I enjoy – he enjoys

1 a) Write the third-person singular of the verbs in brackets in your notebook.

	/s/	/z/	/ɪz/
1 (write) writes	✓		
2 (walk) ...	✓		
3 (watch) ...			✓
4 (buy) ...		✓	

	/s/	/z/	/ɪz/
5 (eat) ...	✓		
6 (do) ...		✓	
7 (try) ...		✓	
8 (finish) ...			✓

b) 1.15 Listen and choose the correct box. Write in your notebook. Then, repeat.

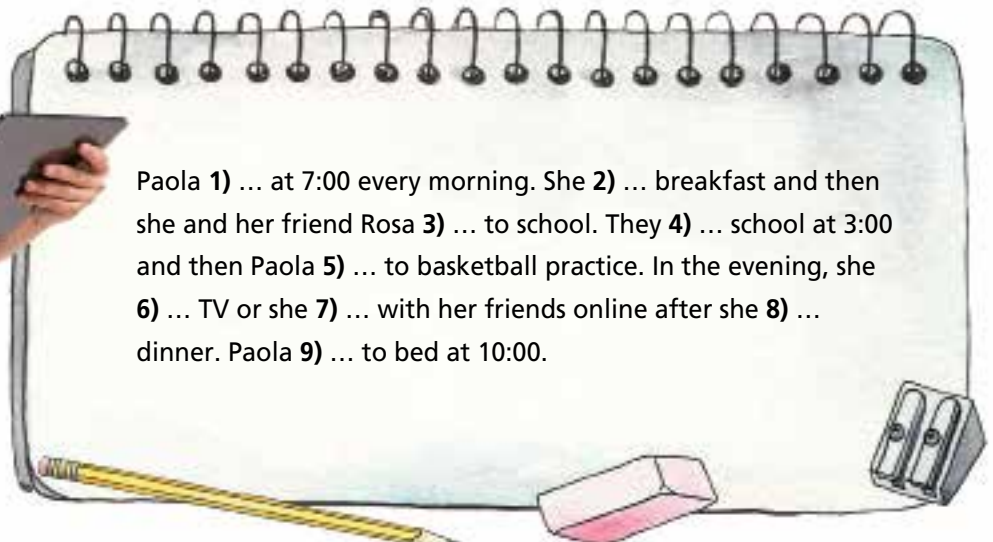
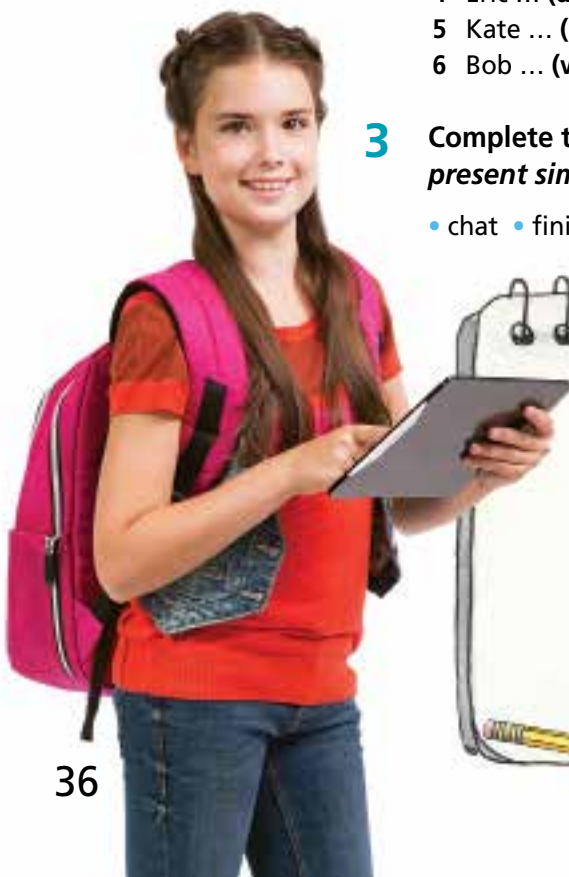
2 Put the verbs in brackets into the *present simple*. Write in your notebook.


- He ... **(have)** dinner at 8:00.
- Ann ... **(catch)** the bus to school at 7:30 am.
- Mary ... **(reach)** school at 8:00 am.
- Eric ... **(do)** his homework in the afternoon.
- Kate ... **(enjoy)** her lessons.
- Bob ... **(wash)** his dog every Friday.

3 Complete the text with the verbs in the list in the correct form of the *present simple*. Write in your notebook.

- chat • finish • eat • get up • go (x2) • have • watch • walk


Paola 1) ... at 7:00 every morning. She 2) ... breakfast and then she and her friend Rosa 3) ... to school. They 4) ... school at 3:00 and then Paola 5) ... to basketball practice. In the evening, she 6) ... TV or she 7) ... with her friends online after she 8) ... dinner. Paola 9) ... to bed at 10:00.



-  Play the video. Elicit answers to the question.
- Alternatively, present the present simple. Say: *I go to school.* Write it on the board.
- Underline go and explain that this verb is in the present simple. Point to a S, say: *You go to school.* Then write it on the board. Underline go. Gesture to yourself and the class, say: *We go to school.* Then write it on the board. Underline go. Point to a group of Ss, say: *They go to school.* Then write it on the board. Underline go. Point to a S, and say: *He/She likes Maths.* Then write it on the board. Underline likes. Explain that the 3rd person singular usually takes an -s.
- Explain that we use the present simple for habits & routines (actions we do every day), permanent states (an action we do all the time) and timetables. Explain that we form the present simple in the affirmative with personal pronoun + bare infinitive.

Answer Key


The 3rd person singular usually takes an -s at the end of the verb.

1 a)  **To present/practise the present simple affirmative (third-person singular)**


- Read out the theory box and the cartoon.
- Read the **Spelling Rules** box aloud and give Ss some time to study it.
- Offer further examples of the spelling rules of the third-person singular by writing the verbs *miss, brush, catch, mix, go, cry* on the board. Stress the difference between the spelling of *enjoy* and *cry*.
- Explain the task and read out the example. Then give Ss time to complete it.

Answer Key

2 walks	5 eats	8 finishes
3 watches	6 does	
4 buys	7 tries	

b)  **To pronounce /s/, /z/ and /ɪz/ (3rd-person singular verb endings)**


- Play the recording. Ss listen and tick the correct box.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

2  **To practise the present simple**

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 has	3 reaches	5 enjoys
2 catches	4 does	6 washes

3  **To practise the present simple**

- Give Ss time to read the text and complete the gaps with the present simple form of the verbs in the list.
- Check Ss' answers.

Answer Key


1 gets up	4 finish	7 chats
2 has/eats	5 goes	8 has/eats
3 walk	6 watches	9 goes

Extra Activity

Say various verbs. Ss, in teams write the 3rd person singular on the board. Each correct answer gets one point. The team with the most points is the winner.

e.g. T: I eat
 Team AS1: he/she eats
 T: Correct! 1 point. I watch.
 Team BS1: he/she watches. etc

2b

-  Play the video. Elicit answers to the question.
- Alternatively, read out the theory box.
- Present the present simple negative. Write on the board: *I don't like Maths and She doesn't like Art.* Underline *I don't* in the first sentence and *She doesn't* in the second sentence. Explain that we use *I/you/we/they don't* and *he/she/it doesn't* to form the present simple negative.

Answer Key

We use *I/you/we/they don't* and *he/she/it doesn't* to form the present simple negative.

4 To practise the present simple negative

- Read out the cartoon. Elicit how we form the negative of the present simple.
- Explain the task and read out the example. Then give Ss time to complete it.

Answer Key

2 *don't have* 4 *doesn't go*
3 *don't start* 5 *doesn't prepare*

5 a) To practise the present simple negative with personal examples

- Explain the task and read out the example.
- Give Ss time to complete the task and then read their sentences to their partner.
- Ask various Ss around the class to share their sentences with the class.

Suggested Answer Key

On Sundays, I don't have lunch with my family at 12:00. I have lunch at 1:00 pm.

On Sundays, I don't prepare dinner. My mum prepares dinner.

On Sundays, we don't eat at a restaurant. We eat at home.

On Sundays, I don't go to the cinema. I watch a DVD at home.

On Sundays, I don't play football in the park. I meet my friends.

b) To practise the present simple using personal examples

- Explain the task.
- Give Ss time to think and tell their partners about their Sunday routine.

Suggested Answer Key

On Sundays I wake up at 10:00 am. I have breakfast at 10:30 am, but I don't have lunch with my parents. I meet up with my friends to play football and then we have lunch at 14:30 pm in our favourite restaurant in town. In the afternoon, I prepare my bag for school and I relax at home until I go to bed. On Sundays, I prepare dinner at 7:00 pm and I go to bed at 10:00 pm.

6 To present prepositions of time

- Go through the table with Ss and read through the example.
- Then explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 *at, in* 2 *on* 3 *in* 4 *on* 5 *at*



Watch the video.
How do we form
the present
simple negative?

Present simple (negative)

		full form	short form
singular	I/you	do not like	don't like
	he/she/it	does not like	doesn't like
plural	we/you/they	do not like	don't like



4 Read the table. Complete the sentences using the verbs in the list in the negative form. Write in your notebook.

• go • have • ~~like~~ • start • make

- Chris **doesn't like** Music.
- They ... dinner at 4:00 pm.
- Lessons ... at 8:00 pm.
- He ... to school on Saturdays.
- My mum ... lunch for us. We have lunch at school.

5 a) What do/don't you do on Sundays? Use the phrases in the list to tell your partner.

• have breakfast at 8:00 • have lunch with my family at 12:00
• prepare dinner • eat at a restaurant • go to the cinema
• play football in the park • meet my friends

On Sundays, I don't have breakfast at 8:00. I have breakfast at 9:00.

b) What's your Sunday routine like?

Prepositions of time (at, on, in)

at	on	in
time: at 7 o'clock	days: on Monday,	months: in January
holidays: at Easter,	on New Year's Day	seasons: in the winter/spring/summer/ autumn
at Christmas	dates: on 2nd August	in the expressions: in the morning/ afternoon/evening, in an hour, in a minute, in a week/month/year/few days
in the expressions: at noon, at the weekend, at night	part of a particular day: on Friday night	

6 Fill in the gaps with: at, on or in. Write in your notebook.

- He doesn't get up ... 8:00 ... the morning.
- I haven't got a music lesson ... Thursdays.
- We can meet ... the afternoon.
- We don't visit our grandparents ... Sunday mornings.
- The children finish lessons ... 3 pm.

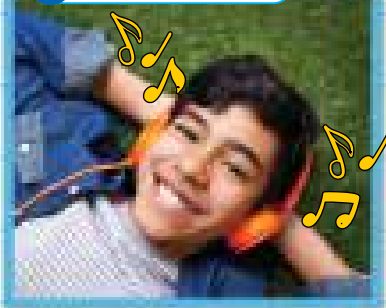


2C • Vocabulary

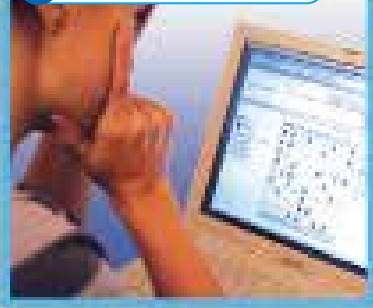
Free-time activities

1 Complete with: *chat, do (x2), hang, play, go (x5), watch, listen*. Write in your notebook.

1 ... to music



2 ... puzzles online



3 ... online



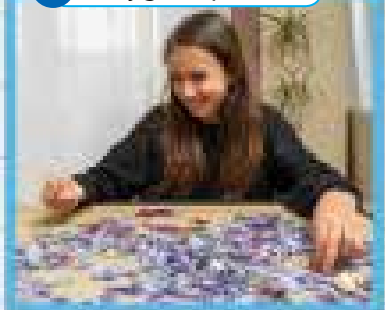
4 ... out with friends



5 ... board games



6 ... jigsaw puzzles



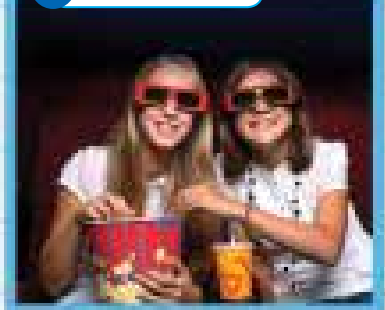
7 ... to the theatre



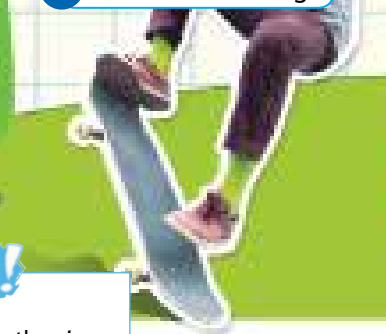
8 ... bowling



9 ... a film



10 ... skateboarding



11 ... to the mall



12 ... to an amusement park



NOTE!

We use the *-ing* form after the verbs *like, love, don't like, hate*.

I like listening to music.

2 Which of the activities in Ex. 1 do you *like/love/not like/hate* doing in your free time? Tell your partner. You can use your own ideas as well.

In my free time I like chatting online and hanging out with my friends. I don't like going to the mall. I hate playing board games.

1 To present free-time activities

- Tell Ss to look at the numbered pictures.
- Give them time to complete the sentences with the verbs from the list.
- Check Ss' answers.

Answer Key

1 listen	5 play	9 watch
2 do	6 do	10 go
3 chat	7 go	11 go
4 hang	8 go	12 go

2 To talk about free-time activities

- Read out the **Note!** box.
- Explain the task and read out the example.
- Ask Ss to tell their partner about the activities they like/love/dislike/hate doing in their free time.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

In my free time, I like listening to music. I love watching films. I don't like going bowling and I hate doing jigsaw puzzles.

Extra Activity

Ss work in pairs. One S mimes activities from Ex.

1. The other S says what he/she likes/doesn't like doing in his/her free time.

From p. 35(T)

Suggested Answer Key

Time	Monday	Room
09:00-10:00	English	E6
10:00-11:00	Music	M2
11:00-11:15	Break	
11:15-12:15	Science	G5
12:15-01:15	Lunch	
01:15-02:15	Maths	M1
02:15-03:15	Art	A7

My first lesson is English, but Tony's is Maths. We both have Music and then we both have a break. I have Science at 11:15, but Tony has it at 1:30. We both have a lunch break. After lunch, Tony has Science and Art, but I have Maths and Art.

2d

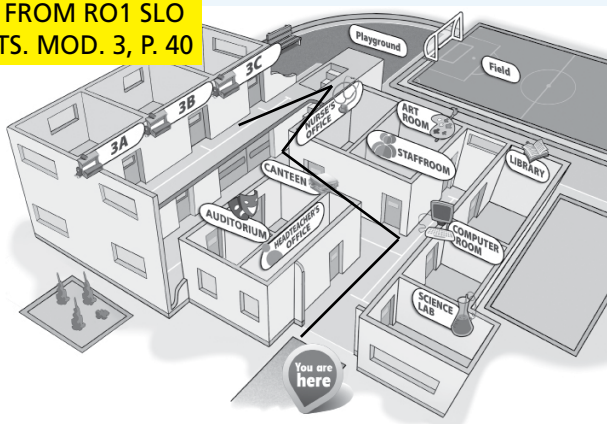
1 **Aim** To listen/read for specific understanding

- Read the **Note!** aloud and present the prepositions of direction/movement using the diagrams.
- Play the recording. Ss listen to and read the dialogue.
- Elicit where Alexis wants to go and how she can get there from various Ss. Give Ss time to draw her route on the map and then check Ss' answers on the board.

Answer Key

She wants to go to classroom 3C.

FROM RO1 SLO
TS. MOD. 3, P. 40



A: Where is the nurse's office?

B: Walk along the corridor and turn right. Walk past the staffroom. The nurse's office is on the right.

A: Thank you.

B: You're welcome.

Dictation

- Play the recording.
- Students do the task.

Pronunciation

Aim To pronounce /θ/, /ð/

- Explain the task, then play the recording.
- Ss listen and repeat either chorally or individually.

Suggested Answer Key

/θ/ through, thing, thirteen

/ð/ this, them, those

2 **Aim** To act out a dialogue

- Ss work in closed pairs and act out dialogues similar to the one in Ex. 1 using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Where's classroom 3A?

B: Walk along the corridor, turn left and walk past the staffroom and the nurse's office. After that, turn right and go up the stairs.

A: Can you repeat that last bit, please?

B: Of course. Turn right and go up the stairs. Then, walk along the corridor past classroom 3C and 3B. Classroom 3A is on the right.

A: Thank you.

B: You're welcome.

A: Where's the auditorium?

B: Walk straight along the corridor past the staffroom and the nurse's office. Then turn left and go past the canteen.

A: Can you repeat that last bit, please?


B: Sure. Turn left and go past the canteen. The auditorium is on the left.

A: Thank you.

B: You're welcome.

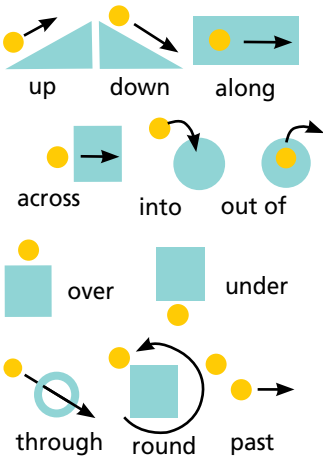
Everyday English • 2d

Asking for/Giving directions


1  1.16 Listen to and/or read the dialogue. Which classroom does Alexis want to go to? How can she get there? Show the route on the map.

NOTE!

Prepositions of direction/movement




Alexis Where's classroom 3C?
Nat Walk past the science lab and turn left. Go past the staffroom and walk along the corridor. Go past the nurse's office and turn right. Then go up the stairs.
Alexis I'm sorry. Can you repeat the last bit, please?
Nat Of course. Go up the stairs. Go along the corridor. Classroom 3C is on your right.
Alexis Thank you.
Nat You're welcome.

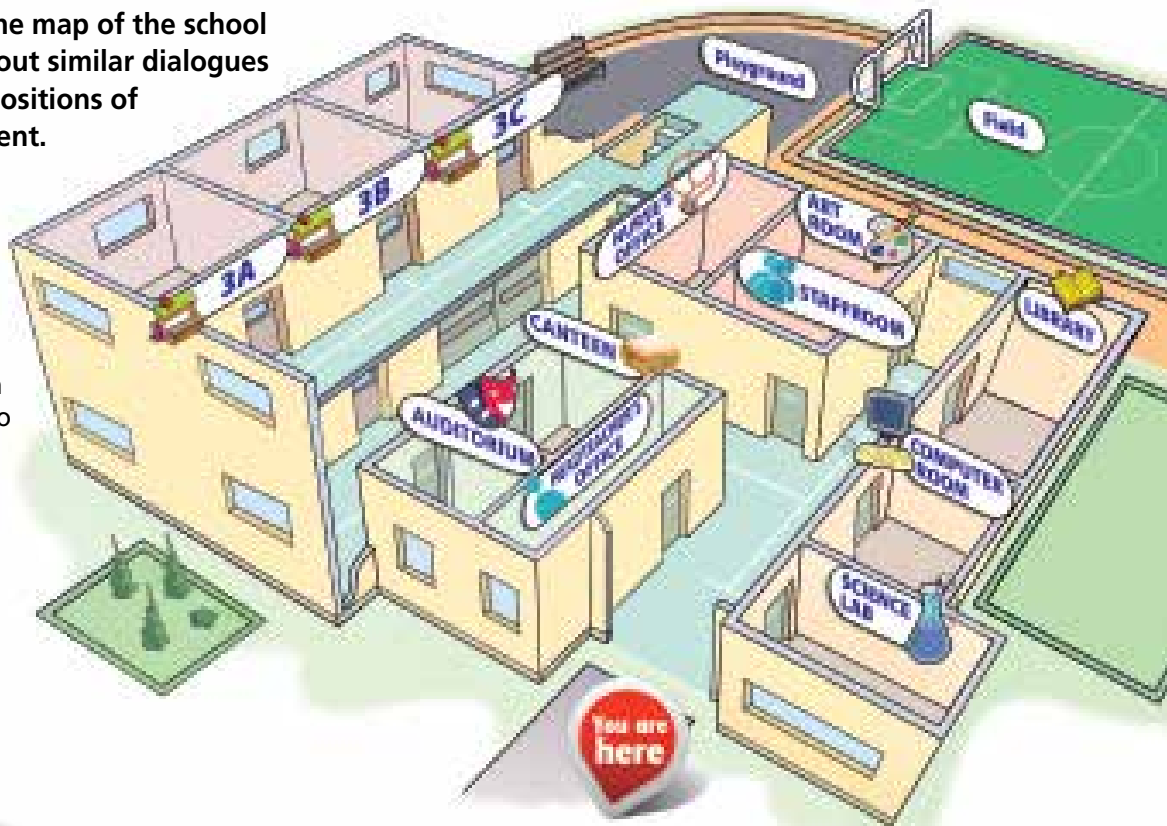
2  Look at the map of the school and, in pairs, act out similar dialogues to Ex. 1. Use prepositions of direction/movement.

Give directions:

- from the science lab to classroom 3A
- from the computer room to the auditorium
- from the library to the nurse's office

Dictation

 1.17 Listen and write the sentences in your notebook.



Pronunciation /θ/, /ð/

 1.18 Listen and repeat. Can you think of more words with these sounds?

/θ/ three, thanks, think

/ð/ that, then, there



Watch the video. Where do we put adverbs of frequency in a sentence?

Adverbs of frequency

My daily routine

- 100% I **always** get up early.
- 75% I **usually** walk to school.
- 50% I **often** go to the gym.
- 25% I **sometimes** chat online in the evening.
- 0% I am **never** late for school.

I **always** have breakfast in the morning.



Adverbs of frequency show how often we do something.

1 Read the table. Then, write the correct adverb of frequency in your notebook.

- 1 John ... **(100%)** walks to school.
- 2 Helen ... **(25%)** watches TV in the evening.
- 3 They ... **(50%)** do their homework after lunch.
- 4 He is ... **(0%)** late for school.
- 5 My dad ... **(75%)** has lunch at work.

2 Put the words in the correct order. Write in your notebook.

- 1 always/early/is/for work/He
- 2 She/late/sometimes/is
- 3 shower/He/in the evening/usually/takes/a
- 4 on Sundays/They/go/often/to the park

3 Look at the table and make true sentences about your daily routine. Use adverbs of frequency.


always usually often sometimes never

7:00 am	get up				
8:00 am	leave for school				
1:30 pm	have lunch				
5:00 pm	do homework				
7:00 pm	have dinner				
9:30 pm	go to bed				

I usually get up at 7:00 am.

4 **Think** Imagine your friend is a famous person. What is his/her daily routine like?

Steve is a famous actor. He never gets up early. He always has a big breakfast.

 Play the video. Elicit answers to the question.

Answer Key

We put adverbs of frequency before the main verb but after the verb 'to be'.

1  **To practise adverbs of frequency**

- Read out the theory and the cartoon. Elicit/ Explain what these adverbs show (show how often we do something).
- Give Ss time to complete the sentences referring to the table as necessary.
- Check Ss' answers.

Answer Key


1 *always* 3 *often* 5 *usually*
2 *sometimes* 4 *never*

2  **To practise adverbs of frequency and word order**

- Elicit where in the sentence the adverbs of frequency appear (before the main verb, but after the verb 'to be')
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key


1 *He is always early for work.*
2 *She is sometimes late.*
3 *He usually takes a shower in the evening.*
4 *They often go to the park on Sundays.*

3  **To practise adverbs of frequency with personal examples**

- Ask Ss to read the table and then put ticks in the correct boxes for themselves.
- Read out the example and then elicit further sentences from Ss around the class.

Suggested Answer Key


I usually get up at 7:00 am.
I always leave for school at 8:00 am.
I often have lunch at 1:30 pm.
I sometimes do my homework at 5:00 pm.
I never have dinner at 7:00 pm.
I usually go to bed at 9:30 pm.

4  **To write a daily routine of an imaginary famous person**

- Explain the task and give Ss time to think about their answers.
- Read out the example sentences and then ask various Ss to present the daily routine of their famous friend to the class.

Suggested Answer Key

Mark is a famous singer. He never goes to school.
He always eats lunch in a restaurant.
He often goes to the gym in the afternoon.
He usually goes to bed late.

-  Play the video. Elicit answers to the question.
- Alternatively, present the present simple interrogative & short answers.
- Say then write on the board: *Do I work in a school? – Yes, I do.* and *Does he work in a school? No, he doesn't.* Explain that we use *Do I/you/we/they* and *Does he/she/it* to form questions in the present simple. Focus Ss' attention on the position of *do/does* (before the personal pronoun). We answer in short form with *Yes/No, I/you/we/they do/don't* and *he/she/it does/doesn't*.
- Ask Ss questions to check understanding.

T: *Do you work?*
 S1: *No, I don't. /Yes, I do.*
 T: *Does your mother work?*
 S2: *No, she doesn't./Yes, she does.*
 T: *Do we live in ...?*
 S3: *Yes, we do. etc.*

Answer Key

We use the auxiliary verb *do* with *I/you/we/they* and '*does*' with *he/she/it* to form questions in the present simple.

5 To present/practise the present simple interrogative & short answers

- Use the cartoon to elicit how we form the present simple interrogative & short answers.
- Ask Ss to read the theory box and read out the **Note!** box.
- Then give Ss time to choose the correct items and complete the answers.
- Check Ss' answers.

Answer Key

- | | |
|------------------|--------------------|
| 1 Do, I do | 4 Does, he doesn't |
| 2 Do, they don't | 5 Do, we don't |
| 3 Does, she does | |

6 To practise the present simple interrogative & short answers

- Explain the task and read out the example.
- Give Ss time to complete the task in pairs.
- Monitor the activity around the class.

Answer Key

- 2 A: *Does Sandra have Maths on Mondays?*
 B: *Yes, she does.*
- 3 A: *Do you watch TV after dinner?*
 B: *No, I don't.*
- 4 A: *Do they have lunch at home?*
 B: *Yes, they do.*

7 To practise the present simple

- Explain the task and give Ss time to complete the task and check Ss' answers.
- Read out the example. Then have Ss ask and answer in pairs.
- Monitor the activity around the class.

Answer Key

- 1 *do you get up*
- 2 *makes*
- 3 *doesn't go*
- 4 *works*
- 5 *finish*
- 6 *play*
- 7 *chat*
- 8 *watches*
- 9 *have*
- 10 *do you do*

- 1 *No he doesn't. He gets up at 7:30.*
- 2 *Yes, she does.*
- 3 *Yes, they do.*
- 4 *No, they don't. They have dinner at 8:00.*



Watch the video.
How do we form
the present simple
interrogative?

Present simple (interrogative & short answers)

interrogative	short answers
Do I work?	Yes, I do./No, I don't.
Do you work?	Yes, you do./No, you don't.
Does he work?	Yes, he does./No, he doesn't.
Does she work?	Yes, she does./No, she doesn't.
Does it work?	Yes, it does./No, it doesn't.
Do we work?	Yes, we do./No, we don't.
Do you work?	Yes, you do./No, you don't.
Do they work?	Yes, they do./No, they don't.



NOTE!

In English, when we give a short answer to a **Yes/No** question, we use the auxiliary verb **do/does**. **Do you like Maths? Yes, I do./No, I don't.** (NOT: *Yes, I like./No, I don't like.*)

We use rising intonation in **Yes/No** questions.

Do you walk to school?

5 Read the table. Choose the correct item. Then, complete the answers. Write in your notebook.

- 1 **Do/Does** you eat lunch at school? Yes,
- 2 **Do/Does** your friends have dinner at 7:00 pm? No,
- 3 **Do/Does** Mary drive to work? Yes,
- 4 **Do/Does** he have a shower in the morning? No,
- 5 **Do/Does** you and your friends play tennis? No,

6 Form questions then answer them. Use appropriate intonation.

- 1 Mario/like Art? (No)
A: "Does Mario like Art?"
B: "No, he doesn't."
- 2 Sandra/have Maths on Mondays? (Yes)
- 3 you/watch TV after dinner? (No)
- 4 they/have lunch at home? (Yes)

7 Complete the gaps with the present simple of these verbs: *finish, work, have, not/go, you/get up, watch, you/do, make, play, chat*. Write in your notebook. Then, answer the questions.

Hi Joshua!
How are you? What time **1)** ... in the morning? I get up at 7:30 and my mum **2)** ... breakfast for me and my sister, Karen. Karen is 21 and she **3)** ... to school. She **4)** ... in a bank. I go to school and my lessons **5)** ... at 3:00. After that, I **6)** ... football in the park with my friends. Then, I do my homework. In the evening, I **7)** ... online and my sister **8)** ... TV. We usually **9)** ... dinner with our parents at 8:00. What **10)** ... every day?
Write back,
Paul

- 1 Does Paul get up at 8:00?
- 2 Does Karen work in a bank?
- 3 Do Paul's lessons finish at 3:00?
- 4 Do Paul and Karen have dinner at 9:00?



Jan Oblak



Jan Oblak is a great footballer, but he never scores any goals. Why? Because his job is to stop them – he’s the goalkeeper! In fact, people often call him the best goalkeeper in the world!

Jan is from Škofja Loka, a small town near Slovenia’s capital city, Ljubljana. His family loves sport. His dad is a goalkeeper too and his sister, Teja, is a great basketball player. She plays for the Slovenian national team and for ZVVZ USK Praha.

Every day, Jan gets up early, takes a shower and eats breakfast. After that, he has football practice with his team. They run a long way and practise moves with the ball. The team has a lunch break, and then they continue training. They sometimes go to the gym, but they usually run again. They all work very hard!

Jan is very tall and fast, so he is an excellent goalkeeper. His nickname in Slovenia is Jump Jump because he can catch the ball even when it’s above his head. However,

the other players in his team call him Wall because he never lets the ball into the goal – he stops it like a wall!

When Jan doesn’t have training or a match, he often hangs out with his friends from his team. He also learns Spanish, because Spain is his new home. He plays as a goalkeeper in Atlético Madrid. Jan spends time with his family when he can, but his sister lives in Prague in the Czech Republic, and his parents still live in Slovenia. They chat on the phone or online and tell each other all their news.

Jan is very famous now, and he has got lots of prizes, but he still works hard every day. “You can always improve,” Jan says. “I’m sure that I can still be much better.”

Fact File

Nicknames: Jump Jump, Wall
Date of birth: 7th January 1993
Place of birth: Škofja Loka, Slovenia

- training • nickname
- news • prize • improve



Culture Spot

The national game of England is cricket.



What is the national game of your country?

1 Watch the video. What are Jan Oblak’s nicknames?

Reading


2 1.19 Listen to and read the text. Match phrases 1-3 to phrases a-c to make sentences. Write in your notebook.

- | | | | |
|------------------|---|---|-----------------|
| Jan Oblak is | 1 | a | and fast. |
| His birthday is | 2 | b | a goalkeeper. |
| Jan is very tall | 3 | c | on 7th January. |

3 Decide if the sentences are **R** (right), **W** (wrong), or **DS** (doesn’t say). Write in your notebook.

- 1 Jan has got a brother.
- 2 Jan gets up at 7 am every morning.
- 3 He always goes to the gym after lunch.
- 4 He lives in Spain.

1  To present a footballer

 Play the video. Elicit answers to the question.

Answer Key


Jump Jump and Wall


2  To listen and read for specific information

- Play the recording and then give time to students to match the phrases to make sentences.
- Check Ss' answers.

Answer Key

1 b 2 c 3 a

3  To read for specific information

- Give Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the  box.

Answer Key

1 W 2 DS 3 W 4 R


Culture Spot

 To develop cross-cultural awareness

Read out the box and then elicit the national game of their country.

Suggested Answer Key


The national game of my country, Spain, is football.

4  **To present/practise verbs associated with free-time activities**

- Explain the task and go through the list of verbs and explain/elicite any unknown meanings.
- Give Ss time to complete the sentences.
- Check Ss' answers.

Answer Key

1 plays 3 spend 5 have
2 goes 4 helps

5  **To talk about Jan Oblak**

- Read out the **Note!** box.
- Explain the task and read out the example.
- Ask Ss to ask and answer questions about Jan Oblak following the example and using question words from the **Note!** box as well as the text to help them.
- Monitor the activity around the class.


Suggested Answer Key

A: When is his birthday?

B: On the 7th of January. Where does he come from?

A: Slovenia. Which team does he play in?


B: Atletico Madrid ... etc.

6  **To develop research skills; to make a presentation**

- Ask Ss to collect information from the Internet about sports people.
- Assign this exercise for HW and ask Ss to give a presentation in the next lesson.

Suggested Answer Key

Christiano Ronaldo is a famous footballer from Madeira, Portugal. He was born on 5 February, 1985. He plays in Manchester United and the national Portuguese team. He is one of the highest-paid footballers in the world. He gets up at 6 am to train and has his breakfast at 9:30 am. He takes a nap at 12:30 pm and has his lunch at 2:00 pm. In the evenings, he spends time with his family and friends and he usually sleeps at 11 pm. He is passionate about fancy cars and he has got over 15 sports cars.

7  **To listen for specific information**

- Explain the task and ask Ss to read through the gapped text about Miguel and think about what information may be missing. (e.g. 1 time, 2 noun, 3 time, 4 noun, 5 time)
- Play the recording. Ss listen and fill the gaps.
- Check Ss' answers on the board.

Answer Key

1 7:00 am 3 12:30 pm 5 9:30 pm
2 practice 4 match

8  **To mediate; to write an email**

- Read out the **Opening/Closing remarks** box.
- Explain the task and give Ss time to complete it.
- Ask various Ss to read their email to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Mike,

How are things? Here's my daily routine. In the morning, I get up at 7:00 am. Football practice starts at 9 and at 12:30 pm we have lunch. After lunch, we play a match. Dinner is at 6:30 pm. Then, at 9:30pm, I go to bed. It's very tiring, but it's really great here!

Write back soon,

Pedro

NOTE!

Question words

Whose is this ball?
Mark's. (possession)

Who is he? He's my
best friend. (people)

What is his surname?
Harris (specific
information)

How old is he? 12.
(age)

Where does he come
from? New York.
(place)

When is his birthday?
2nd August. (time)

Which school does he
go to: Aston or Brigges?
Aston. (choice between
two alternatives) **BUT**

How does he go to
school? By bus.
(manner)

We use falling
intonation in *wh*-
questions.

What's his favourite
sport?

What's his favourite
sport?

We use falling
intonation in *wh*-
questions.

What's his favourite
sport?

Vocabulary

Free-time activities

4 Complete the sentences with: *goes, have, plays, helps* or *spend*. Write in your notebook.

- 1 My dad ... golf on Sundays.
- 2 Robin ... to the gym in the afternoon.
- 3 At the weekend, I ... time with my family and friends.
- 4 My mum ... a charity for children at weekends.
- 5 I ... piano lessons every Saturday.


Speaking

5  Ask and answer questions based on the text. Use question words from the Note box.

A: Who is Jan Oblak?

B: A goalkeeper. What are his nicknames?

A: Jump Jump and Wall.

6  Collect information about sports people from various countries. Prepare and give a presentation to the class who don't like sport so they may not know these people.

Listening


7  1.20 Listen and complete Miguel's timetable in your notebook.

Miguel's timetable



1) ...	get up
7:30 am	have breakfast
9:00 am	have football 2) ...
3) ...	have lunch
2:00 pm	play a 4) ...
6:30 pm	have dinner
5) ...	go to bed

Writing (an email giving information)

8  Your English-speaking friend Mike is interested in joining a sports academy. You have heard Miguel's podcast. Write an email to your friend about the academy and what students can do there. You can use phrases from the box to start/end your email.

Opening/Closing remarks

Thanks for the email.
How are things?
Hope you are OK.
...
Have to go now.
Talk to you later.

Hi Mike,
How are things? Here's my daily routine. In the morning, I After lunch, we It's very tiring, but it's really great here!
Write back soon,
...

A blog entry about your routine

- 1 Read the task. Use the underlined key words to complete the sentences in your notebook.

Write a blog entry about your daily routine (50-60 words). In your blog entry, write: ■ what you do in the morning ■ what you do in the afternoon ■ what you do in the evening.

- 1 You need to write a(n)
- 2 You need to write about
- 3 You need to write ... words.

Model analysis

- 2 Read the model. Make notes under the headings: ■ In the morning ■ In the afternoon ■ In the evening in your notebook. Use your notes to present Mary's daily routine.

Mary's Blog

Hey, guys.
My day starts early. I get up at 7 o'clock in the morning, take a shower and then I have breakfast. I go to school at 8:15. I get back at 3:15 and do my homework before I go to basketball practice. After we have dinner at 7:00, I chat with my friends online or watch TV. I go to bed at 10. What about you?



Post a comment

Writing Tip Linkers *and/or/before/after*

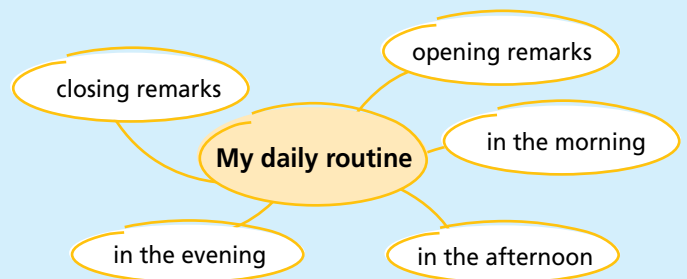
- We use **and** to link similar ideas. I get up and take a shower.
- We use **before** to show that an action happens earlier than another action. Before I go to school, I have breakfast./I have breakfast before I go to school.
- We use **after** to show that an action happens later than another action. After I have breakfast, I go to school. I go to school after I have breakfast.
- We use **or** to link opposing ideas. In the evenings I watch TV or chat online.

- 3 Complete with *and, or, before or after*. Write in your notebook.

- 1 At weekends, I spend time with my family ... hang out with my friends.
- 2 Paul goes straight home ... lessons finish.
- 3 Ann gets her bag ready ... she leaves the house.
- 4 We have dinner ... then we watch TV.

Your turn

- 4 a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your daily routine.



- b) Use the task in Ex. 1 to write a blog entry about your daily routine. Use your ideas from Ex. 4a and phrases from the Useful Language box.

Useful Language

Opening remarks

- Hi, guys!
- Hi there!

Describing daily routine

morning


- In the morning, I get up at ... and then I
- My day starts (early). I ... and then I

afternoon

- After lunch/In the afternoon,
- I finish school at

evening

- I usually ... in the evening.
- I go to bed at

1  To analyse a rubric

- Ask Ss to read the rubric and look at the underlined words.
- Tell Ss to use the underlined words to complete the sentences.
- Check Ss' answers.

Answer Key

- 1 *blog entry*
- 2 *your daily routine (morning, afternoon, evening)*
- 3 *50-60*

2  To analyse a model

- Ask Ss to read the model and then make notes under the headings provided.
- Ask various Ss to use their notes to present Mary's daily routine.


Suggested Answer Key

In the morning: *get up at 7:00, have a shower, have breakfast, go to school at 8:15*

In the afternoon: *get home at 3:15, do homework, go to basketball practice*

In the evening: *have dinner at 7:00, chat with friends online, go to bed at 10:00*


Mary gets up at 7:00 and she has a shower. After that, she has breakfast and then at 8:15, she goes to school. She gets back home at 3:15 and then does her homework. After that, she goes to basketball practice. She has dinner at 7:00 and then chats with her friends online before going to bed at 10:00.

3  To practise linkers

- Read out the **Writing Tip** box.
- Explain the task and read out the example. Give Ss time to complete it.
- Check Ss' answers.


Answer Key

- 1 *or* 2 *after* 3 *before* 4 *and*

4 a)  To brainstorm for ideas

Ask Ss to copy the spidergram from Ex. 2 into their notebooks and complete it with information about themselves.

(Ss' own answers)

b)  To develop writing skills; to write a blog entry

Give Ss time to write their email using the task in Ex. 1, their ideas from Ex. 4a and phrases from the **Useful Language** box.


Suggested Answer Key

Hi there!

This is my daily routine. I always get up at 7:30 and take a shower. Then, I go to school at 8:15. In the afternoon, I finish school at 3:30 and go home. I do my homework and then I go to tennis practice.

In the evening, I usually eat dinner with my family at 8:00 and then watch TV before I go to bed at 9:45. What about you?


- 1 **Aim** To introduce the topic; to learn about school rules

 Play the video. Elicit answers to the question.

Answer Key

Yes, they do.

- 2 **Aim** To listen and read for specific information

- Play the recording. Ss listen and read and find out the rules in Jane's school.
- Give Ss time to look up the meanings of the words in the  box. Alternatively, explain what the words mean.
- Play the video and elicit Ss' comments.

Answer Key

Dos

- *be on time for registration*
- *wear your school uniform*
- *bring a packed lunch to school*
- *respect other students*

Don'ts

- *hand homework in late*
- *cheat on tests*
- *use a mobile phone at school*
- *speak rudely to your teachers*

- 3 **Aim** To present *must/mustn't*

- Explain/Elicit that we use **must** to express obligation and rule and we use **mustn't** to express prohibition.
- Read out the table and then explain the task.
- Give Ss time to complete it and then check Ss' answers.

Answer Key

1 *mustn't* 2 *must* 3 *must* 4 *mustn't*

- 4 **Aim** To talk about school rules in various countries

- Ask Ss to collect information about school rules in a country of their choice.
- Assign the exercise for HW and tell students to give a presentation to the rest of the class in the next lesson.

Suggested Answer Key

A school day in France starts at 8:30 am and finishes at around 4:30 pm. Students must be on time. Each student must have the right things for each lesson and wear appropriate clothing for sports and gymnastics. They cannot have mobile phones in class. Finally, students mustn't speak rudely to their classmates and they must be polite.

- 5 **Think Aim** To develop critical thinking skills; to personalise the topic

- Explain the task and tell Ss to think about their school rules and make notes under the headings.
- Tell Ss they can use the rules in the box to help them.
- Remind Ss to use **must/mustn't** and then ask various Ss to tell the class.

Suggested Answer Key

Dos

be quiet in class
listen to the teacher
be on time

Don'ts

use a mobile phone
cheat on tests
eat or drink in class

We must be quiet in class.
We must listen to the teacher.
We must be on time.
We mustn't use a mobile phone.
We mustn't cheat on tests.
We mustn't eat or drink in class.

Mini Debate

- Ask a S to read out the question. Ask Ss if they wear a uniform at school. Point out that school uniforms are not obligatory in all countries around the world. Ask: Do uniforms help students feel part of the same team? Do uniforms damage students' individuality? Do students judge each other based on the clothes they wear at school? Can all families afford to buy a school uniform for their children?
- Ss in groups or teams have a debate.
- Explain that a debate has two teams and one team should support one side of the argument and the other team should support the other side (regardless of their personal opinions).

Suggested Answer Key

Team A S1: We think school uniforms can make social differences smaller because when everyone wears the same clothes then differences in how much money one family has or hasn't got is harder to see. etc

Team B S1: We disagree because kids don't always like to look the same, especially teenagers and so they will make small changes to their uniforms to make them different. Also, kids can make their own social differences by wearing designer shoes or having an expensive school bag. etc

JANE'S BLOG

Hi, guys! I'm here in England. I miss my life in the USA but I like it here a lot. I love my new school! It's big and there are lots of students. That's why it's important we all follow the rules. Here they are:

✓ DOs

- be on time for registration
- wear your school uniform
- bring a packed lunch to school
- respect other students

✗ DON'Ts

- hand homework in late
- cheat on tests
- use a mobile phone at school
- speak rudely to your teachers

What are the rules at your school? Have you got a school uniform?

1 Watch the video. Do students at Jane's school wear uniforms?

Reading

2 What are the rules in Jane's school?
 1.21 Listen and read to find out.

must/mustn't

must: obligation/duty You **must** listen to your teacher. (It's your duty.)

mustn't: prohibition You **mustn't** eat in class. (It's not allowed.)

3 Use the information in the text in Ex. 1 to complete the sentences in your notebook. Use: *must* or *mustn't*.

- | | |
|--------------------------------|-------------------------------------------|
| 1 Students ... be late. | 3 Students ... respect other students. |
| 2 Students ... wear a uniform. | 4 Students ... be rude to their teachers. |

Speaking & Writing

4 What school rules are there in various countries? Collect information. Tell the class. Use your own words.

5 **Think** Think of your ideal school. What rules have you got? Make notes under the headings: **Dos** – **Don'ts**. You can use the rules in the box to help you. Tell the class. Use: *must* or *mustn't*.

- rule • uniform
- cheat • rudely

MINI DEBATE


Do schools uniforms make social differences smaller?

- be on time
- cheat on tests
- eat or drink in class
- use a mobile phone
- listen to the teacher
- forget their books
- be rude to their teachers
- wear a uniform

2 • Project

“Proverbs!”

Practice makes perfect.

- 1  Collect information about a famous sportsperson and complete the fact file in your notebook. Tell the class.



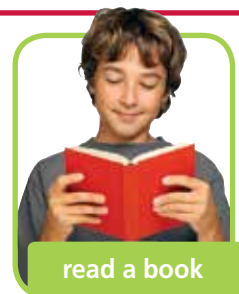
Name:	
Nickname(s):	
Date of birth:	
Place of birth:	
Daily routine:	
Free-time activities:	




VALUES

Happy days

- 2 a) Which of the activities in the pictures do you usually do?



- b)  **Think**
Design a 'Healthy Habits' timetable. Present it to the class.



See Song Section p. 128

Project 2

1 To complete a fact file

- Ask Ss to work in small groups.
- Explain the situation and give Ss time to research online and collect information about a famous sportsperson.
- Ask Ss to copy the fact file into their notebooks and complete it with information about the sportsperson.
- Ask various groups of Ss to present their famous sportsperson to the rest of the class using the fact file.

Suggested Answer Key

Name: Usain Bolt

Nickname(s): Lightning Bolt

Date of birth: 21st August 1986

Place of birth : Jamaica

Daily routines: gets up at 10 am, has breakfast 10:15 am, 11 am lifts weights at gym, 1 pm eats lunch, trains at track, 6 pm goes home, eats dinner, 8 pm spends time with his friends and plays video games, 12 goes to bed

Free-time activities: playing video games, listening to music, playing cricket

He's fast, he's talented. He's ... Usain Bolt. Usain Bolt is a famous Olympic athlete. His nickname is the 'Lightning Bolt' because he runs so fast. His birthday is on 21st August and he was born in Jamaica.

Every morning, Usain gets up at 10 am. He has breakfast at 10:15 am. Then, at 11 am, he starts training. He lifts weights at the gym until around 1 pm and then he eats lunch. After lunch, Usain trains more at the track. He goes home and has dinner at 6 pm. In the evenings, he plays video games and sees his friends. Usain goes to bed at around 12 pm.

In his free-time, Usain Bolt likes playing video games, listening to music and playing cricket.

Usain is a very special athlete. He's a star.

Values

2 a) To develop values

- Ask Ss to look at the activities in the pictures and elicit which ones Ss do.
- Initiate a class discussion about why these activities are healthy habits and the importance of including them in your lifestyle. (Because eating properly, getting regular [physical and mental] exercise, laughing and getting enough sleep will keep you happy and healthy.)

(Ss' own answers)

b) To develop critical thinking skills; to design a 'Healthy Habits' timetable

- Ask Ss to work in groups and design a healthy habits timetable including the activities in Ex. 3a.
- Give Ss time to complete the task and then ask various groups to present their timetables to the class.

Suggested Answer Key

Healthy Habits

7:30 am	get up, have a good breakfast
8:00 am	walk to school
8:15 am – 2:30 pm	lessons at school smile a lot and laugh during breaks
3:00 pm	walk back home have a healthy lunch
4:00 pm	do homework
6:00 pm	play with friends
8:00 pm	read a book
9:00 pm	get lots of sleep

Proverbs!

Ask a S to read out the proverb. Elicit what it means.

Suggested Answer Key

Doing something over and over again makes you better at it and can develop your skill to a high level.

Presentation Skills 2

1 To learn about using reliable information

- Read the box aloud and ask questions to check Ss' understanding.
- Ask various Ss to read the extracts aloud. Elicit which one is NOT OK and why.

Suggested Answer Key

Extract B is not OK. The phrases "I call him The Magician", "I think he has training", and "Neymar probably does too" do not offer correct information, just personal opinion or guesswork.

2 To complete a fact file

- Give Ss time to use the two reliable texts to complete the fact file.
- Check S's answers around the class.

Answer Key

Nickname(s): Jóia

Date of birth: 5 February 1992

Place of birth: Mogi das Cruzes, Brazil

Daily routine: wakes up 6:30, starts practice 9:00, lunch with teammates 12:00, goes to gym 2:00, goes to bed 10:00

Free-time activities: playing computer games, spending time with his family

3 To present a sportsperson

- Give Ss time to prepare their presentations using the fact file from Ex. 2.
- Ss present Neymar to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

He's fast, he's talented, he's a striker. He's one of the best players in the world. He's ... Neymar! Neymar da Silva Santos Júnior was born in Mogi das Cruzes, Brazil on 5 February 1992. His fans call him Jóia – it means 'Jewel' in Portuguese! Neymar has a daily routine. He always wakes up at 6:30 and starts practice at 9 am. He has lunch with his teammates at 12 noon and goes to the gym at 2 pm. He usually goes to bed at 10 pm. A lot of footballers play golf in their free time, but Neymar likes playing computer games. He also enjoys spending time with his family. What about you? Who's your favourite footballer?

Presentation Skills • 2


Present a sportsperson

Researching information

To prepare a presentation about a famous person you need to (re)search for information from various sources such as websites, magazines, books, etc. Make sure the information you use is correct.

- 1 The extracts below give us information about a famous sportsperson. Which one is NOT OK? Why?

A



FOOTBALL WORLD CUP – OFFICIAL WEBSITE

KNOW THE PLAYERS

Neymar da Silva Santos Júnior, or Neymar for short, is a very important player for Brazil. He was born in Mogi das Cruzes in Brazil on 5 February 1992. In his free time, Neymar plays computer games and spends time with his family.

B



GREG'S FOOTBALL BLOG

Hi everyone. My favourite football player is Neymar. I call him 'The Magician' because he's got magic feet! He was born in Brazil and he's around 25. I think he has training every day with his club. A lot of footballers play golf in their free time and Neymar probably does too. Who's your favourite footballer?

C



Striker THE No.1 FOOTBALL MAGAZINE

This week, we take a look at the daily life of Neymar. He's a very skilful Brazilian player. His nickname is Jóia – it means 'Jewel' in Portuguese. Neymar always wakes up at 6:30 and starts practice at his club at 9 am. He has lunch with his teammates at 12 noon and goes to the gym at 2 pm. He usually goes to bed at 10 pm.

- 2 Use the two reliable sources to complete the fact file in your notebook.

Name	Neymar da Silva Santos Júnior (Neymar)
Nickname(s)	
Date of birth	
Place of birth	
Daily routine	
Free-time activities	

- 3 Use the fact file in Ex. 2 to prepare and give a presentation about Neymar. Start like this:

He's fast, he's talented, he's a striker. He's one of the best players in the world. He's ...
Neymar!!!

2 • Progress Check

Vocabulary

1 Choose the correct word. Write in your notebook.

- 1 He **goes/gets** up at 8:00.
- 2 We usually **have/do** lunch at 1:00.
- 3 Tom **has/does** his homework in the afternoon.
- 4 We **walk/take** back home after school.
- 5 She **helps/watches** a charity for children.

5 x 1 = 5

2 Fill in: *take, play, go, watch, brush*. Write in your notebook.

- 1 In the evening, I ... video games.
- 2 We ... TV in the afternoon.
- 3 I always ... a shower in the morning.
- 4 We ... our teeth in the morning.
- 5 They ... to the gym in the evening.

5 x 1 = 5

3 Fill in: *amusement, hanging, puzzles, board, shopping*. Write in your notebook.

- 1 Ann likes playing ... games.
- 2 He hates doing jigsaw
- 3 Keith likes ... out with his friends at weekends.
- 4 We don't like going ... at the mall.
- 5 They love going to the ... park every Saturday evening.

5 x 1 = 5

Grammar

4 Write the third-person singular in your notebook.

- 1 She ... (**work**) as a teacher.
- 2 He ... (**buy**) books online.
- 3 She ... (**wash**) the car every Friday.
- 4 He ... (**chat**) online in the evenings.
- 5 She ... (**study**) English on Mondays.

5 x 1 = 5

5 Choose the correct item. Write in your notebook.

- 1 Does Anna **live/lives** in Madrid? No, she **does/doesn't**.
- 2 Paul and I **don't/doesn't** play tennis.
- 3 **Do/Does** you walk to school? Yes, I **do/ does**.
- 4 My mum **tidy/tidies** the house every day.
- 5 You **must/mustn't** eat in class. It isn't allowed.
- 6 You **must/mustn't** wear a uniform at school. It's your duty.

6 x 2 = 12

6 Put the words in the right order. Write in your notebook.

- 1 We/school/walk/to/every day/.
- 2 late/Tom/is/for school/never/.
- 3 always/We/at/dinner/8:00/have/.
- 4 evening/in/watch/They/TV/the/.
- 5 have/Mondays/We/music lessons/on/.

5 x 1 = 5

Everyday English

7 Match the exchanges. Write in your notebook.


- 1 Is classroom 2D next to the science lab?
- 2 Where's classroom 3C?
- 3 Thank you.

- A It's up the stairs to your right.
B You're welcome.
C No, it's next to the computer room.

3 x 3 = 9

Listening

8 1.22 Listen and complete Aga's daily routine in your notebook.

- 
- 1) ... : get up
 - 6:30: leave the house
 - 2) ... : arrive at school
 - 3) ... : school finishes
 - 7:30: 4) ...
 - 8:30: chat online
 - 5) ... : go to bed

5 x 3 = 15

Progress Check 2

- 1** 1 *gets* 3 *does* 5 *helps*
2 *have* 4 *walk*
- 2** 1 *play* 3 *take* 5 *go*
2 *watch* 4 *brush*
- 3** 1 *board* 4 *shopping*
2 *puzzles* 5 *amusement*
3 *hanging*
- 4** 1 *works* 3 *washes* 5 *studies*
2 *buys* 4 *chats*
- 5** 1 *live, doesn't* 3 *Do, do* 5 *mustn't*
2 *don't* 4 *tidies* 6 *must*
- 6** 1 *We walk to school every day.*
2 *Tom is never late for school.*
3 *We always have dinner at 8:00.*
4 *They watch TV in the evening.*
5 *We have music lessons on Mondays.*
- 7** 1 *C* 2 *A* 3 *B*
- 8** 1 *5:30* 3 *3:30* 5 *10:00*
2 *8:30* 4 *have dinner*

Progress Check 2

- 9 1 *Barrow High School*
2 *warm*
3 *bus*
4 *at 6*
5 *basketball at school*
6 *the Inuit*

10 **Suggested Answer Key**

Hi Stan!

How are you? On Sundays, I usually wake up at 9:00 am. In the morning, I take a shower, have my breakfast and watch TV. In the afternoon, I play football at the park and hang out with my friends. In the evening, I eat dinner with my family at 7:00 pm and then I chat online. I go to bed at 9:30 pm.

What about you?

Write back,

Emily

Reflection & Evaluation

Ask Ss to assess their own performance in the unit by answering the questions. They then ask their classmates the same questions and evaluate them.

Suggested Answer Key

I think you are good at giving directions and you did a great job in the writing task. etc

Reading


- 9 Read the text and complete the sentences in your notebook.

Extreme schools

Chuck is 15 years old and goes to Barrow High School. Barrow is far in the north of Alaska, and in the winter there are two months when the sun never shines. It is also very cold.

It's not always easy, but Chuck usually gets to school. There aren't real roads, but the school bus has 4-wheel drive and snow chains. Chuck gets up early in the morning to catch it – it passes by his house at 7 am, so he gets up at 6. The school has high-speed Internet, warm classrooms and a basketball court. Chuck practises there every day after school. There is also something not many schools have in the rest of the USA – a skating rink!

Chuck does all the usual subjects at school, but he also learns about the Inuit culture. These people have got a long history in Alaska. The city is very proud of its history and Chuck is proud to be part of it.

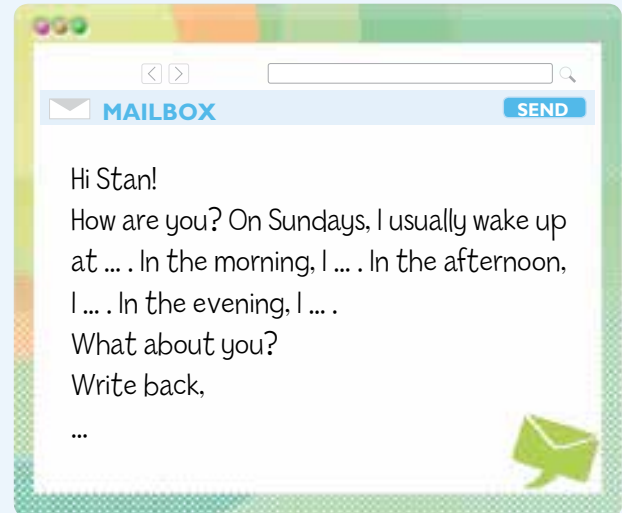


- 1 Chuck is a student at ...
- 2 The classrooms at his school are ...
- 3 He goes to school by ...
- 4 He gets up ...
- 5 Chuck plays ...
- 6 Chuck learns about the culture of ...

6 x 3 = 18

Writing

- 10 Write an email to your English friend, Stan, about what you do on Sundays (50-60 words). Write in your notebook.



21 points

TOTAL: 100 points



Reflection & Evaluation



Answer the questions.

- 1 How did I learn to talk about daily routines & free-time activities?
- 2 Am I good at asking for/giving directions?
- 3 Did I have difficulty writing a blog entry?
- 4 Was it easy to research and collect information from reliable sources?



Now ask your classmates the same questions and evaluate them.

I think you ...

TIP!

Make a list of what you had difficulty with. It will help you identify what you need to improve and ask for help.

A Learning situation

How can we make cities people-friendly?

- 1 What buildings can you see in your town/city? How do you get to school? Where do you go to have some fun?
- 2 Read the text. Is your city people-friendly?

PEOPLE-FRIENDLY CITIES

Designing a city takes a lot of time and thought! You need to think about the houses and what facilities people need to make them happy. Depending on the location and the size, there are certain things a city should have.

Homes

Think about how many people live in a town and the types of houses. Where the houses and other places are is important. For example, homes need be near schools so that children can walk or ride their bikes to school safely. A park should also be nearby so they have somewhere to play after school.

Shops and services

There are some important shops and services that have to exist, such as supermarkets, schools, hospitals, banks and libraries, but also places such as sports centres and cultural centres. People need services, but they also need places to have fun and relax.

Getting around

How people can get around in a town is important, too. For example, busy roads shouldn't be near schools, parks or homes. Bicycle paths in these areas help people commute easily. Also, wide pavements are important to people to walk around easily! Another thing is public transport like trains and buses to help reduce traffic.

Nature


A people-friendly city needs to respect the environment. Green spaces are a must. It's wrong to cut down trees to make more space for buildings. Wildlife needs to have a place to live so that the people in a town can enjoy a fun day out in nature.



Learning situation A

How can we make cities people-friendly?

Explain to Ss that in this lesson you will explore the concept of people-friendly cities. Ask Ss what they think such a city is. You can ask questions to help them if necessary. (Are there wide pavements? Is there a good transport system? Are there parks? etc)

1  **To introduce the topic; to talk about buildings and places in Ss' city**

- Ask Ss to read the questions.
- Give Ss some time to think of their answers and make notes.
- Elicit answers from various Ss around the class.

(Ss' own answers)

2  **To read for gist; to personalise the topic**

- Ss work in groups or pairs. Ask them to read a different part of the text and tell each other what they read about.
- Ss answer the question.

(Ss' own answers)

Learning situation A

3 To develop thinking skills (application)

- Divide Ss into groups.
- Ask them to look at the map and elicit what there is in this city.
- Give Ss time to work collaboratively and answer the questions.
- Go around the class and offer help if needed.
- Ss present their answers to the class.

Suggested Answer Key

- 1 *No. Some houses are on a main road. They should be away from the main road.*
- 2 *There are important shops/services like a supermarket, a hospital, a post office, a baker's, a butcher's etc. There is no bank, chemist's, petrol station, park or train station. We would add these.*
- 3 *We would add trains, buses and cycle lanes for people to ride their bikes.*
- 4 *Yes. There is a football field, but there are no parks.*

4 To develop thinking skills; to develop speaking skills

- Ss work in groups to prepare their questions. Ss can use the headings in the text on p.50. Offer help if necessary.

Suggested questions: Are there enough parks? Is there a good transport system? Are homes near schools for children to go there safely? Is there too much traffic? Are there enough hospitals/schools, etc? What would you like our city to have?

- Ss prepare their questionnaires and then interview relatives and neighbours.
- In the next lesson, Ss discuss their findings as a group and present them to the class.

Suggested answer key

We interviewed 20 people. All of them think that there is not a good transport system. Some of them want more green spaces such as parks for people to relax and enjoy nature. etc

5 To develop thinking skills; to develop speaking skills


- Ss, in groups, use their findings from the interviews to discuss ways to make their city friendly to people. Go around the class and monitor the activity.
- Ss make a list with their suggestions and present their ideas to the class. Ss can use slides if they like to show where the problems are and how they can be solved.
- Have the class vote for the best proposal.

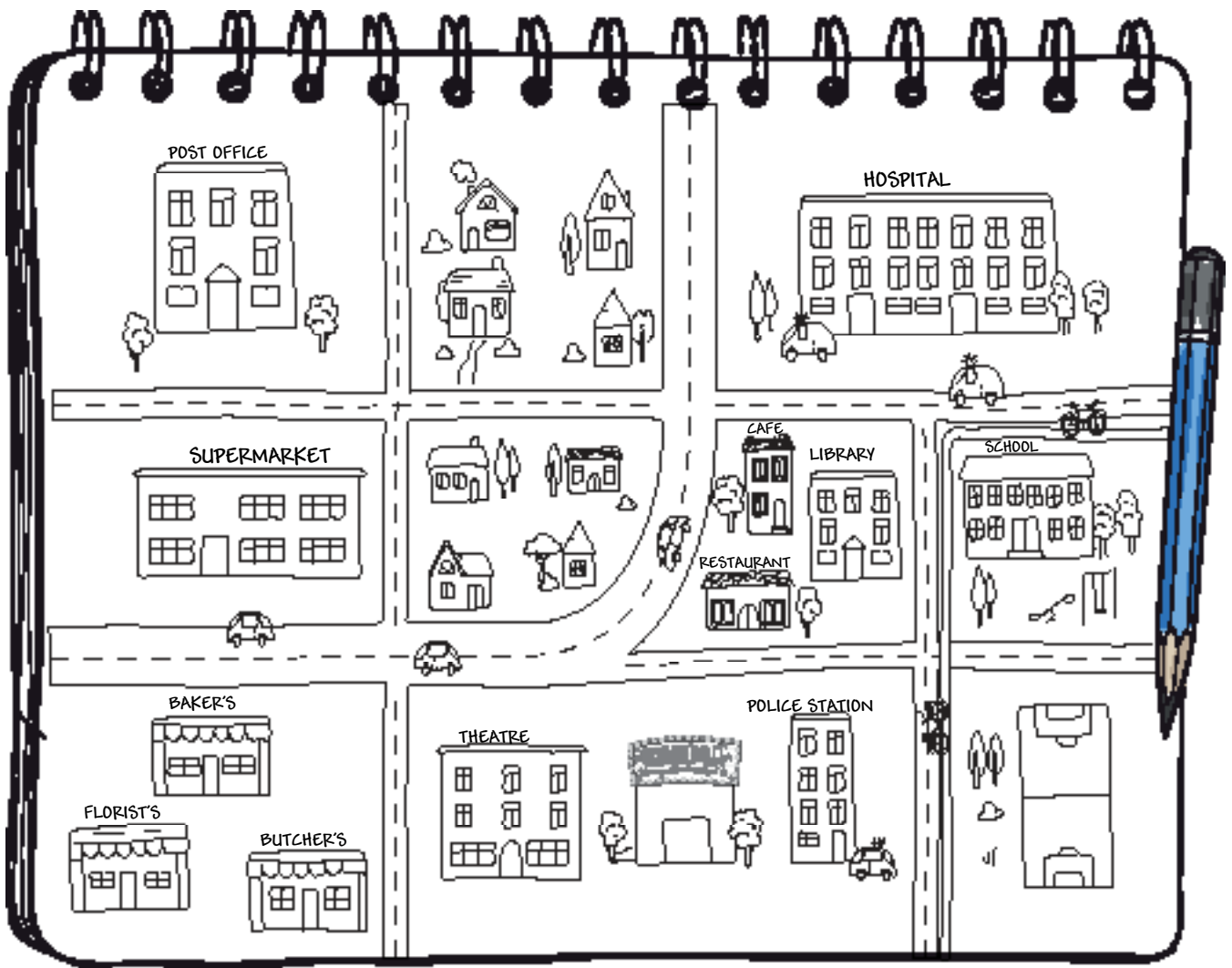
(Ss' own answers)

6 To develop collaborative skills; to develop digital literacy skills; to personalise the content for the audience

- Explain that in order for Ss to make a video they will need to decide on a script, photos, video clips and audio clips. Ss can use their mobile phones to make videos or they can use images/video clips from stock libraries.
- Ss work in groups. As a group, Ss decide on the length (up to 3 minutes is more than enough) and who will do what (who will write the script, who will find images, who will make videos, who will select the audio clips, who will read the script, who will do the editing, etc).
- Ss prepare their video. Offer help when necessary. Ss review the video and make changes if needed e.g. add transitions, re-record parts, etc).



(Ss' own answers)

- 3  This is a map of a city that students designed for a project. Answer the questions in groups.



- 1 Are the houses in the right place? Where should they be?
- 2 Does the city have the important shops/services people need? Which ones are missing? What other shops/services would you add?
- 3 Would you add other means of transport?
- 4 Are there any green spaces in the town?

Life skills

- 4  What can make your city friendly to its people? Decide on the interview questions. Interview relatives and neighbours and list their suggestions.
- 5  How can you change your city to be people-friendly? In groups, present your people-friendly city to the class. Vote for the best proposal.
- 6 Prepare a video of your people-friendly city to send to the local council.