



# It's your life

## Unit aims

### I can ...

- talk about daily routines.
- read and understand a text about time zones.
- have a conversation about after school activities.
- ask questions about routines and activities.
- understand about schools in other countries.
- ask for and give information about timetables.
- write a blog post about my typical day.
- use basic conjunctions.

## Unit contents

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## Be curious

- Books closed. Ask: *What do you do every day?* Elicit students' answers to this question, e.g. *get up, have breakfast, go to school.*
- Ask students to open their books at page 20.
- Refer students to the photograph and ask them to describe what they can see. To help students with this, check understanding of the following vocabulary and write it on the board: *drums, drum sticks, sofa.*
- Put students into pairs. Give them a minute to answer the three questions.
- Check answers.
- Tell students that the theme of Unit 2 is daily routines.

### Suggested answers

The children are at home.

The girls are clapping because they like the boy's music.

Yes I can./No, I can't.

## CEFR


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## Objectives

- learn vocabulary for daily routines.
- make a timeline of my daily routine.
- talk about my own daily routine.

## Warm-up

- Books closed. Introduce the topic by eliciting any daily activities you think that students may already know the English for, e.g. *have dinner, play computer games, watch TV, play football*.
- Write the names of these activities on the board.

- 1**  **1.18** Ask students to open their books at page 21. Read out the phrase *daily routines* and check that students understand its meaning.
- Elicit brief descriptions of the photos and then ask students to work in pairs to do the matching exercise. Encourage **weaker students** to translate the phrases in Exercise 1 into their own language. You could also encourage students to write example sentences in their notebooks using the new vocabulary.
  - Play the recording.
  - Students listen to it and check their answers.
  - Check that students are pronouncing *dressed* properly. Students may be tempted to say /dresɪd/ rather than /drest/. Point out that the -ed ending is pronounced with a soft /t/ sound.
  - Encourage students to group daily routine activities according to verbs which are regularly used in this context, e.g. *get, have, do* or *go*.

## Fast finishers

Students can turn to the **Vocabulary bank** on page 108 and do the *Daily Routines* activities.

## Answers

**b** brush my teeth   **c** do my homework   **d** have a shower  
**e** get up   **f** have breakfast   **g** go to bed   **h** get dressed  
**i** have lunch   **j** go to school

## Game

- Play *Mime game* using the phrases in Exercise 1.
- See **Games Bank** on page 29.

- 2**
- Put students into small groups.
  - Ask them to cover the text, but look at the photo.
  - Ask students to guess where Cecilia lives, how old she is and what her favourite sport is. Encourage students to agree on their answers as a group rather than come up with a long list of alternatives.
  - One member from each group reads out the group's guesses.
  - Ask students to look at the text and find out how many things they got right.
  - Students can then stay in their groups to complete the text.

- 3**  **1.19** Play the recording.

- Students listen to it and check their answers to Exercise 2.

## Answers

**2** have   **3** get   **4** have   **5** brush   **6** have   **7** do  
**8** do   **9** go

- 4**
- Refer students to the timeline and make sure they understand that it represents Cecelia's daily routine.
  - Students can work alone to complete the timeline and then compare their answers in pairs.
  - Draw the timeline on the board and ask students to call out the right activities to complete it.

## Answers

7.00 **have breakfast**  
7.10 **brush my teeth**  
**7.45** start school  
2.50 **have lunch**  
3.00 **do my homework**  
10.00 **go to bed**

## Your turn

- 5**
- Draw a timeline on the board that represents your daily routine. This will offer students another model to follow when producing their own timelines.
  - Ask students to draw their own timelines. They can use the example in Exercise 4 as a model to follow.
- 6**
- Refer students back to the timeline you put on the board in Exercise 5. Talk students through the timeline, e.g. *I get up at 7.00. I have breakfast at 7.15.*
  - Put students in pairs and ask them to share their timelines with each other.
  - Ask a few students to report back to the class on any similarities between their and their partner's timeline, e.g. *We both get up at 6.30.*

## Optional activity

- Students work alone to think about their perfect day.
- They write some ideas down in their notebooks, e.g. *I get up at 9. I have croissants and jam for breakfast. I go swimming with dolphins at 10.30 and then I play tennis with Rafael Nadal.*
- Put students in pairs (A and B).
- Student A says: *Tell me about your perfect day.*
- Student B reads out their description.
- Students then swap roles.



Set Exercises 1, 2, 3 and 4 on page 17 of the **Workbook** for homework.

# Reading An online forum

## Objectives

- read an article about time zones around the world.
- learn prepositions of time.
- talk about when I do certain activities.
- talk about time zones.

## Preparation

- Bring a map of the world or use a digital map.


## Background

**Universal Coordinated Time (UTC)** is the world's time standard. It replaced Greenwich Mean Time (GMT) and is measured using atomic clocks.

## Warm-up

- Books closed. Put a map of the world on the interactive whiteboard and show how the world is broken up into different time zones.

- 1 • Ask students to look at the map on page 22.
  - Show how the time in Sydney and Dubai is ahead of that in London, whereas the time in Rio is behind.
  - Write *When it's 12 pm in London, it's \_\_\_\_\_ in my town* on the board.
  - Put students in pairs to work out the time in their town.
  - Elicit the correct answer and complete the gapped sentence you put on the board.

- 2  **1.20** Ask students to work alone to complete the exercise.
  - Check answers.
  - Read out the information in the **FACT!** box. Ask: *Do you know the last inhabited place in the world to see a new day?* (Answer: American Samoa in the Pacific Ocean)

## Answers

Marta – London   Michelle – Sydney   Renata – Rio  
David – Dubai

- 3 • Refer students to the gapped sentences.
  - Complete the first one with the class as an example.
  - Put students into pairs to complete the rest of the exercise.
  - If you have the Presentation Plus software, ask students to come to the board to complete the sentences using the interactive whiteboard.

## Answers

1 Marta   2 Michelle, David   3 Michelle   4 Marta/David  
5 Renata   6 Marta

## Explore prepositions of time

- 4 • Read out the example. Explain that *at* is a preposition of time, which we use when talking about when we do things.
  - Students work alone to find examples of prepositions of time in the text.
  - Check answers.

## Answers

walk to school together **in** the morning  
**At** the weekend, I don't do  
sleep **in** the afternoon  
go out **at** night

- 5 • Students work in pairs to complete the first part of the sentences with the correct preposition.
  - Check answers.
  - Students work alone to complete the sentences with the activities they do at those moments in the day.
  - To **extend** work on the vocabulary, ask students to turn to the **Vocabulary bank** on page 108.

## Answers


2 at lunchtime   3 at the weekend   4 in the afternoon  
5 at night

## Your turn

- 6 • Tell students that *am* stands for *ante meridiem*, (meaning from midnight to noon) and *pm* for *post meridiem* (meaning from noon to midnight).
  - Read out the example sentence.
  - Students work out the times by finding the city on the map, locating their own country, and then using the + and - numbers at the bottom of the map, e.g. if a student is in Istanbul, he or she will see that Istanbul is six hours ahead of Rio (Rio is in the -3 zone, Istanbul in the +3.). Therefore, when it is 3 am in Rio, it will be 9 am in Istanbul.
  - Ask students to work alone to complete the exercise.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What does 'a long day' mean?* Elicit or explain that it refers to a day that seems to go on forever.
- Read out the information about the video and then play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask: *Should children or young people work all day?*
- Put students into small groups to discuss the question.
- See page 125 for further activities you can do with this video.

## Answers

Ali wakes up at 5 o'clock.  
Ali makes the bread and takes it to people on his bike.  
Ali eats with his friends from work in the evenings.  
Then they play football.



Set Exercises 5, 6 and 7 on page 18 of the **Workbook** for homework.

# Language focus 1 Present simple

UNIT  
2

## Objectives

- learn the affirmative and negative forms of the present simple.
- learn the difference between the /s/, /z/ and /ɪz/ sounds.
- talk about what I do during the week, at the weekends and every day.

## Warm-up

- Books closed. Write / \_\_\_\_\_ every day on the board. Mime an action, e.g. play football. Elicit the verb and complete the gapped sentence.
- Elicit similar sentences from the class.

- 1
- Ask students to open their books at page 23 and copy the chart into their notebooks.
  - Students work in pairs to complete the sentences by referring to the text on page 22.
  - Check their answers.
  - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

## Answers

	I / We / You / They	He / She / It
+	I <b>start</b> school at this time. We <b>go</b> to school together.	David <b>goes</b> to school.
-	We <b>don't walk</b> to school together.	He <b>doesn't go</b> to school.

## Common error

Students may produce statements such as *She like video-games* or *He don't like homework*.

- 2
- Allow **weaker students** to use the **Grammar reference** section to help them complete this exercise.
  - Ask six students to come to the board to write their answers in turn.
  - The rest of the class says whether or not they agree with these answers.

## Answers

1 brushes 2 starts 3 loves 4 sleeps 5 watches  
6 does

## Say it right!



1.21 Refer students to the **Say it right!** box.

- Ask students to repeat the three verbs after you.
- Students can work in pairs to complete the chart.
- Play the recording for students to check their answers and repeat the verbs.

## Answers

/s/ walks – starts – sleeps  
/z/ goes – studies – loves – does  
/ɪz/ teaches – brushes – watches

- 3
- 1.22 Read out the example sentence.

- Ask students to work in small groups to complete the blog. Encourage students to use the words before and after each space to help them decide the form of the word needed to complete the gap.
- Students listen to it and check their answers.

## Answers

2 works 3 teaches 4 work 5 goes 6 studies  
7 speaks 8 watches 9 do

- 4
- Ask students to read the texts on page 22.
  - Put students in pairs and ask them to correct the sentences. Tell students not to worry if they don't know the answer immediately. They should move on and then go back.
  - Check answers.

## Suggested answers

2 correct 3 David doesn't have lunch at school. He has lunch at home. 4 Michelle doesn't do homework at the weekend. She does her homework during the week.  
5 David's brother doesn't go to school. He stays at home.  
6 Renata doesn't like school.

## Game

- Play *Correct the sentence* using the present simple.
- See **Games Bank** on page 28.

## Your turn

- 5
- Ask students to copy the chart into their notebooks and complete it with their own information.
- 6
- Read out the example sentence.
  - Put students in pairs.
  - Students tell each other about the charts they produced in Exercise 5.

## Optional activity

- Give students five minutes to write down as many activities as they can think of that they do every day, about once a week and about once a month.
- Students should write full sentences, e.g. *I play video games every day*. Help with vocabulary as necessary.
- Put students into small groups of three or four.
- In groups, students read out their lists to each other and delete any sentences which other students also have.
- The students should be left with a few sentences which describe only their own personal routine.
- One student from each group to describe these routines to the class using the third person, e.g. *Juanita goes swimming at 7 am every day*.



Set Exercises 1 and 2 of page 18 the **Workbook** for homework.

# Vocabulary and Listening


## Objectives

- learn vocabulary for after school activities.
- listen to a podcast about after school sports activities.
- talk about after school activities.

## After school activities

### Warm-up

- Books closed.
- Write \_\_\_\_\_ on the board. Students call out letters until the phrase has been completed (answer: *after school activities*).
- Ask: *What activities do people usually do after school?*
- Elicit a few ideas and write them on the board.

- 1  **1.23** Ask students to open their books at page 24.
- Students can work in pairs to do the matching exercise.
  - If you have the Presentation Plus software, put this page on the interactive whiteboard and ask students to come to the board in turn to match the words with the pictures.
  - After you have played the recording, ask students to say which of the activities pictured are sports.


### Fast finishers

Students can turn to the **Vocabulary bank** on page 108 and do the *After school activities* exercises.

### Answers

- 1 do karate 2 play tennis 3 play music  
4 have art classes 5 play football 6 have dance classes  
7 do drama 8 go swimming 9 play chess

## A conversation

- 2  **1.24** Read out the question.
- Before you play the recording, ask students to predict what they will hear.
  - Play the recording.


### Audioscript

**Teacher:** Clara, do you do any sports after school?  
**Clara:** Yes, I do. I play tennis.  
**Teacher:** Really? And what about you, Lucas?  
**Lucas:** No, I don't like sports ..., well, I play chess. Is that a sport?  
**Teacher:** Er, no, but it's interesting! Where do you play?  
**Lucas:** Well, it depends ... I sometimes play at school and sometimes at home.  
**Teacher:** And do you have lessons?  
**Lucas:** No. I play with my friends, that's all. Oh, and sometimes with my mum.  
**Teacher:** Right! And what about you, Clara? Do you have tennis lessons?  
**Clara:** Yes, I do. I have lessons at school.  
**Teacher:** That's good. And when do you play?  
**Clara:** I have lessons on Mondays and Wednesdays and I often play with my dad at the weekend. I love tennis!  
**Teacher:** Ah, so does your dad play tennis?  
**Clara:** Yes, he does, and he's really good!  
**Teacher:** Yes? That's great. Where do you play, then?  
**Clara:** At the tennis club. Do you play tennis, Miss Simmonds?

**Teacher:** Yes, I do. I love tennis!  
**Clara:** Really? Maybe we can play one day!  
**Teacher:** Maybe, with Lucas? What do you think?  
**Lucas:** No, thanks! I really prefer chess!

### Answers

Clara plays tennis. Lucas plays chess.

- 3  **1.24** Give students a minute to look through the exercise.
- Play the recording for students to do the exercise.
  - When checking answers, ask students to tell you information in the recording that directed them towards their answers.

### Answers


2 b 3 a 4 b 5 a



### Get it right!

Read out the information in the box.  
Ask students to think of other activities which end in *-ing* that can be used with *go*, e.g. *climbing, hiking, walking, skiing*.

## Your turn

- 4
- Ask students to work alone to complete the sentences with their own information.
  - Monitor while students write their sentences.
  - Put students in pairs and ask students to tell their partner about the after school activities they do.
- 5  Put students into pairs to ask and answer the questions about the sentences they completed in Exercise 4.

### Game

- Play *The picture game* using the activities in Exercise 1.
- See **Games Bank** on page 29.



Set Exercises 1, 2, 3 and 4 of page 19 and Exercises 1, 2, 3, 4 and 5 on page 21 the **Workbook** for homework.  
Students can take a photo on their phone of a place they go to to do after school activities. In the next class, they show the photo to a partner and describe it, e.g. *This is the sports centre near my house. I go there on Wednesdays to play basketball.*

# Language focus 2 Present simple questions

## Objectives

- learn present simple Yes/No questions, short answers and *Wh*-questions.
- learn adverbs of frequency.
- talk about how often I do certain activities.

## Preparation

- Bring photocopies of the audioscript from page 58.

## Warm-up

- Books closed. Write *computer play games you Do?* on the board.
- Ask students to rearrange the words to make a Yes/No question: *Do you play computer games?*
- Ask students if they can add words to the Yes/No question to make *Wh*-questions, e.g. *Where/When/Why do you play computer games?*

- Ask students to open their books at page 25 and copy the chart into their notebooks.
  - Give students photocopies of the audioscript from page 58, which they can then use to help them complete the sentences.
  - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

### Answers

	I / We / You / They	He / She / It
<b>Yes/No questions and short answers</b>	<b>Do</b> you <b>do</b> any sports? <b>Yes</b> , I <b>do</b> . / No, I <b>don't</b> . <b>Do</b> Carla and her dad <b>play</b> tennis? Yes, they <b>do</b> . / <b>No</b> , they <b>don't</b> .	<b>Does</b> your dad <b>play</b> tennis? Yes, he <b>does</b> . / No, he <b>doesn't</b> .
<b>Wh-questions</b>	Where <b>do</b> you <b>play</b> ? What <b>do</b> they <b>play</b> ?	Where <b>does</b> Lucas <b>play</b> chess? He <b>plays</b> at school and at home.

### Common error

Students may forget the auxiliary and produce questions such as *When you go to the cinema?*

- Go through question 1 with the class as an example.
  - Ask students to work in pairs to complete the exercise.
  - Check answers.
  - Put students in pairs to ask and answer the questions.

### Fast finishers

Students write four extra *Do you...?* questions. These can be used as further practice with the class.

### Answers

1 Do 2 Do 3 Does 4 Do 5 Does

## Your turn

- Read out the instructions.
  - Give students a minute to copy and complete the chart.
  - Ask students to work in pairs to ask and answer Yes/No questions based on the information in the chart.

- Allow **weaker students** to use both the chart in Exercise 1 and the chart on page 100 of the **Grammar reference** section to help them complete these exercises.
  - Students can compare answers in pairs before you check answers with the class.

### Answers

1 do 2 does 3 do 4 do 5 do

- Put students in pairs to ask and answer the questions in Exercise 4.
  - Ask two or three students to tell the class something they found out about their partner, e.g. *Dominica gets up at 6 am.*

### Game

- Play *Guess the question* using present simple questions.
- See **Games Bank** on page 29.

## Your turn

- Write *Sarah always runs in the morning* on the board.
  - Explain that *always* refers to how often Sarah runs in the morning.
  - Refer students to the information in the box about adverbs of frequency.
  - Tell **weaker students** to use their dictionaries to translate the adverbs.
  - Students work alone to add adverbs to the sentences.
  - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

### Language note

Rules about word order are frequently broken in informal contexts. In informal spoken or written language we might use *I go to the cinema sometimes* or *Sometimes I go to the cinema* rather than *I sometimes go to the cinema*.

- Read out the example question and answer.
  - Ask students to work in pairs to ask and answer questions using the information in Exercise 6.

### Optional activity

- Put students into pairs.
- Each pair writes a questionnaire using present simple questions.
- Subjects could include TV, music, films, food, e.g. *How often do you watch TV?*
- Put students into new pairs.
- Students take it in turns to ask and answer questions from their questionnaires. They must keep a note of their partner's answers.
- Ask some students to report back to the class using the third person, e.g. *Zeynep usually watches TV in the evening.*



Set Exercises 1, 2, 3, 4, 5 and 6 on page 20 of the **Workbook** for homework.





# Discover Culture

## Chinese gymnast

### Objectives

- watch a video about a gymnast from China.
- compare my life to the gymnast's.

### Preparation

- Bring photocopies of the videoscript.

### Background

For **background on Beijing** see the note in the Starter Unit on page 42.

### Warm-up

- Books closed. Put the following on the board:

中国

- Alternatively, use the interactive white board to put the Chinese characters on the board.
- Ask: *What is this?* Explain that it is how *China* is written in Chinese.
- Ask students what they know about China, e.g. its geography, climate, culture.

- Ask students to open their books at page 26. Refer them to the photo of the city at the bottom of the page. Ask students to describe it, e.g. *It's very big. It has lots of people and lots of tall buildings.*
  - Students can work pairs to answer the questions about the schoolgirl in the photos.
- **2.2** Play the video with the sound off.
  - Students watch the video and check their answers to Exercise 1.

### Videoscript

This is Zhin Yan.

She's 12 years old, and she's an amazing gymnast. She goes to a special gymnastics school. Children come here when they're very young.

Zhin Yan lives in Beijing, China – but she doesn't live with her parents. During the week, she sleeps and eats at the school for gymnasts. This is her bedroom.

Zhin Yan studies gymnastics six hours a day, six days a week. It's really hard work.

Once a week, the doctor visits to check she's healthy.

Saturdays are special for Zhin Yan. On Saturday afternoon, her father visits her.

Sometimes they cycle to the park.

Zhin Yan loves roller coasters. She's not scared of them. She thinks they're really exciting!

She usually runs by the lake ... and she sometimes skips.

She always runs – she doesn't walk – in the park. Lots of people in Beijing go to the park on Saturday. They like to dance, and talk, and eat. But now it's 6 o'clock – time to go back to school.

Zhin Yan gets up at 7 in the morning on Sunday. She has a gymnastics lesson at 8.

It's another week of school!

### Suggested answers

- 1 She's from Beijing in China.
- 2 It's probably gymnastics.
- 3 I think it's a difficult sport.

- **2.2** Give students time to read through the six events.
  - Play the whole of the video.
  - Students order the events.
  - Check answers.

### Answers

5 – 4 – 6 – 3 – 1 – 2

- **2.2** Ask students if they can complete any of the gaps before you play the video again.
  - Play the video.
  - Students work alone to complete the text.
  - Students can compare answers in pairs before you check answers with the class.

### Answers

1 12 2 school 3 parents 4 six 5 six 6 doctor

- **2.2** Give students a minute to read through sentences 1–5.
  - Play the video for students to complete the exercise.
  - Give **weaker students** a copy of the script to read as they watch the video.

### Answers

- 1 F (On Saturday afternoons, Zhin Yan's father visits her.)
- 2 T 3 F (She always runs in the park.) 4 T
- 5 F (She gets up at 7 o'clock on Sunday.)

## Your turn

- Read out the example. Elicit or write two or three further examples to give students an idea of what to do.
  - Ask students to work alone to make a list how their own lives differ from Zhin Yan's. They should write at least three sentences.
  - Monitor and help as necessary.
- Put students into pairs.
  - Students take it in turns to ask and answer questions about how their life compares with Zhin Yan's.

### Optional activity

- Give students ten minutes to research facts about China online, e.g. <http://www.bbc.co.uk/news/world-asia-pacific-13017879>
- Students write five facts about China. Two of the facts must be false.
- Students read out their facts to their partner who tries to identify which of the facts are false.



For homework, students write a profile of a young sports star from another country. They should find out the following information: name, age, home and family life, daily routine. In the next class, students share what they found out with a partner.

## Objectives


- read a text about the daily routine of a boy from Colombia.
- learn expressions with *have*.
- talk about how the Colombian boy's life is different from mine.

## Warm-up

- Books closed. Write *hosut caaimer* on the board. Ask students to rearrange the letters to spell the name of a part of the world (*South America*).
- Ask students what they know about South America. Elicit information such as countries, cities and famous people.
- Tell students they are going to read about someone's daily life in a big city in South America.

## Background

**Colombia** is a large country in the northwest of South America. It is known around the world for its beautiful Caribbean beaches, its rainforests and the Andes mountain range. Its capital, **Bogotá**, is in the centre of the country. The most influential Spanish-speaking writer of the twentieth century, Gabriel García Márquez, was born in Colombia.

- 1  **1.25** Ask students to open their books at page 27.
- Ask students to cover the text and make predictions about its content based on what they can see in the photos, e.g. *I think burgers are the boy's favourite food*.
  - Ask students the two questions, elicit answers, and then tell them to read the blog quickly to check their answers.

## Answers

The boy comes from Bogotá in Colombia. In his free time, he plays football.

- 2
- Ask a student to read out the three questions.
  - Students work in pairs to answer the questions.
  - Check answers.
  - Alternatively, put students into groups of three and ask each member of each group to search for the answer to only one of the three questions. Students then share what they find out with the rest of their group.

## Answers

1 Paco is 11 years old. 2 He gets up at 5.30.  
3 He has lunch at home.

- 3
- Write the numbers on the board, read them out and ask students to repeat them after you.
  - Divide students into four groups and give each group a different number to search for in the text.
  - One member from each group then tells the class what their number refers to.

## Answers

1 Over 7,000,000 people live in Bogotá. 2 Paco's brother is 16 years old. 3 Colombia has a population of 47,000,000. 4 Paco's sister is 19.

## Optional activity

- Put students into small groups.
- Ask students to write comments to leave on Paco's blog. These comments can take the form of agreement (e.g. *I love spaghetti too!*), disagreement (*I don't like break times!*) or questions (e.g. *What time do you go to bed?*).
- Students can share their comments with the class.

## Explore expressions with *have* 1

- 4
- Elicit any expressions with *have* that students might know, e.g. *have dinner*.
  - Students then scan the text to find phrases with *have*.
  - Check answers.
  - To **extend** work on the vocabulary, ask students to turn to the **Vocabulary bank** on page 108.

## Answers

have a shower  
have breakfast  
have lunch

- 5
- Students can work alone to complete the gapped sentences with *have* in the right form and the words in the box.
  - They can compare answers in pairs before you check answers.

## Answers

1 have a shower 2 have dinner 3 has a snack  
4 have a drink

## Your turn

- 6
- Elicit questions to ask Paco and put them on the board.
  - Put students in pairs to ask and answer the questions.
- 7
- Go through the example with the class.
  - Put students into pairs to compare Jin Yang's life with Paco's life.



Set Exercises 7 and 8 on page 20 of the **Workbook** for homework.



# Speaking Asking for information


## Objectives

- watch or listen to teenagers talking about activities.
- practise asking for information.

## Warm-up

- Books closed. Write these phrases on the board: *do homework, have dinner, watch TV, play computer games, go to bed.*
- Elicit what time of day we usually do these actions usually, e.g. after school, in the evening.

## Real Talk: What do you do after school?

- 1  **2.3** Ask students to open their books at page 28.
- Tell students they are going to watch some teenagers answering the following question: *What do you do after school?*
  - Give students some time to look at the list of activities.
  - Play the video.
  - Students work alone to tick the activities mentioned.
  - Check answers.





## Videoscript

- Adult:** What do you do after school?  
**Freddie:** Um, after school, I go home, do my homework, eat dinner and read a book.  
**Rachel:** I dance. On Mondays and Tuesdays, I go to ballet class. On Wednesdays, I go to jazz. And on Thursdays and Fridays I go to tap.  
**Steve:** Sometimes after school I play video games with my friends.  
**Courtney:** After school, I do my homework, of course. I also do a lot of activities like soccer and karate.  
**Emily:** Um, when I get home I usually watch television and then do my homework.  
**Petra:** I practise violin after school every day.  
**Evan:** After school, I usually do my homework. I love Wednesdays and Thursdays because I have basketball practice.  
**Adult:** What do you do after school?

## Answers


dance do homework read a book watch TV  
play video games do karate play the violin  
play basketball

- 2  Put students in pairs so they can ask and answer questions about what they do after school.
- Ask a few students to tell the class something they found out about their partner, e.g. *Malena always goes online after school.*
  - Make a note of who has been asked to read something out and who hasn't, so that next time you will then know which students you should ask.

- 3  **1.26** Give students time to read the question, then play the recording. Students can compare their answers in pairs before you check answers.



## Answer

karate

- 4
  - Check students' understanding of the phrase *I'm lost*. (We use it when we don't know where we are or where we're going.)
  - Ask **stronger students** to first complete the conversation and then check their answers with the information in the *Useful language* box. **Weaker students** should refer to the box while completing the conversation.
- 5  **1.26** Play the recording again for students to check their answers to Exercise 4.


## Answers

- 1 Do you know about 2 What days are the classes?  
3 what time is the class? 4 How much does it cost?  
5 Meet me

- 6  Ask students to work in pairs to practise the conversation. They can read the conversation twice, taking a different part each time.
- 7  Read through the instructions and make sure that students understand what they have to do.
- Put students in pairs to practise their conversations.
  - Monitor while students are practising their conversations.
  - Check that they are using the phrases from the *Useful language* box. Encourage students to put new language both from this lesson and previous ones into practice as soon as they can.

## Optional activity

- Using the example in Exercise 7 to help them, students work alone to write a box of information about a sports centre, e.g. opening and closing times, activities on offer and price.
- Put students in pairs.
- Students use the information they wrote as the basis to practise more conversations in which they ask for information.

 For homework, ask students to work with a partner from the class to write, rehearse, perform and record a short conversation like the one in Exercise 4. At the beginning of the next lesson, students can play their recording to another pair and then assess how they did in terms of language used, pronunciation and intonation. Students can also do a survey among their friends to find out which after school activities are the most popular. In the next class, they can compare their results, e.g. *Most of my friends play computer games after school. Some do sports. What about your friends?*

## Objectives

- read a blog post about a daily routine.
- learn how to write about my daily routine.
- learn how to use the connectors *and* and *but*.

## Warm-up

- Books closed. Elicit or teach the following vocabulary: *swim, swimmer, swimming pool*.
- Write some questions on the board: *Can you swim? Do you go swimming? How often do you go swimming? Where do you go swimming?*
- Put students in pairs to ask and answer the questions.
- Ask a few students to tell the class what they found out about their partner, e.g. *Marta goes swimming every Saturday. She goes to a pool near her house.*

- Ask students to open their books at page 29.
  - Elicit a description of the photo from the class. Help with this by asking questions, e.g. *Who is in the photo? (A swimmer.) Where is she? (At a swimming pool.)*
  - Give students a minute to read Madison's blog.
  - Elicit answers to the question about Madison's daily routine.

### Suggested answer

It's difficult.

- Make sure that students cover the blog while they try to remember what Madison does at the time listed.
  - Students can then check their answers with the blog.

### Answers

She gets up at 6.45 am.  
She starts school at 8.00 am.  
She finishes school at 2.15 pm.  
She gets home at 7.30 pm.  
She goes to bed at 10.30 pm.

- Put students in pairs.
  - Students tell each other what time they do the activities in Exercise 2.
  - Ask two or three students to report back to the class on what their partner told them.
- Refer students to the information in the *Useful language* box.
  - Elicit example sentences to check students' understanding of the connectors *and* and *but*.
  - Students work alone to find examples of the words in the blog.
  - Check answers.

### Answers

I always get up at 6.45 **and** I have a big breakfast.  
I start school at 8.00 **and** finish at 2.15.  
I swim in the pool **and** do exercises for four hours in the afternoon.  
I haven't got a lot of free time, **but** I sometimes watch TV or chat online with my friends.

- Complete the first sentence with the class as an example.
  - Students can then work in pairs to complete the exercise.
  - Encourage **stronger students** to do this task without referring to the *Useful language* box, while allowing **weaker students** to make use of the box.
  - Check answers.

## Answers

1 and 2 but 3 but 4 and 5 but

## Game

- Play *Noughts and crosses* using *and* and *but*.
- See **Games Bank** on page 29.



## Get Writing

## PLAN

- Students should do their planning in class. The writing can either be done in class or at home.
  - Tell students they are going to write a blog post about their daily routine.
  - Give a couple of minutes to make some notes about their daily routine.

## WRITE

- Students could set up their own blog (e.g. <http://www.weebly.com>) where they could write their post. Advise students to make their blogs accessible only to friends and family.
  - Refer students to the language in Exercise 7. Make sure that students know how to use it before you ask them to write their blog post.
  - Tell students to use Madison's blog post as a model to follow and write at least 70 words.
  - Encourage them to add extra information to their own blog posts, e.g. the food they eat, the exercise they do.
  - Give students ten minutes to complete the writing task.
  - Monitor while students are writing. Help with grammar and vocabulary as necessary.

## CHECK

- Give students a few minutes to look through their blog posts and check them against the points here.
  - Collect students' descriptions and mark them.
  - For homework, students can write a description of what their daily routine would be like, if they were doing their dream job. Put the following information on the board to help students with their descriptions:
    - What you do: *I'm an actor, singer ...*
    - Where you live: *I live in New York, in Rio ...*
    - Who you live with: *I live with my family ...*
    - What you do at the weekend or in free time: *I go out with friends ...*
  - Students can then read their descriptions to a partner in the next class.



Set Exercises 1–11 on pages 22 and 23 of the **Workbook** for homework.