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UNIT 1 HAVE A GREAT DAY!

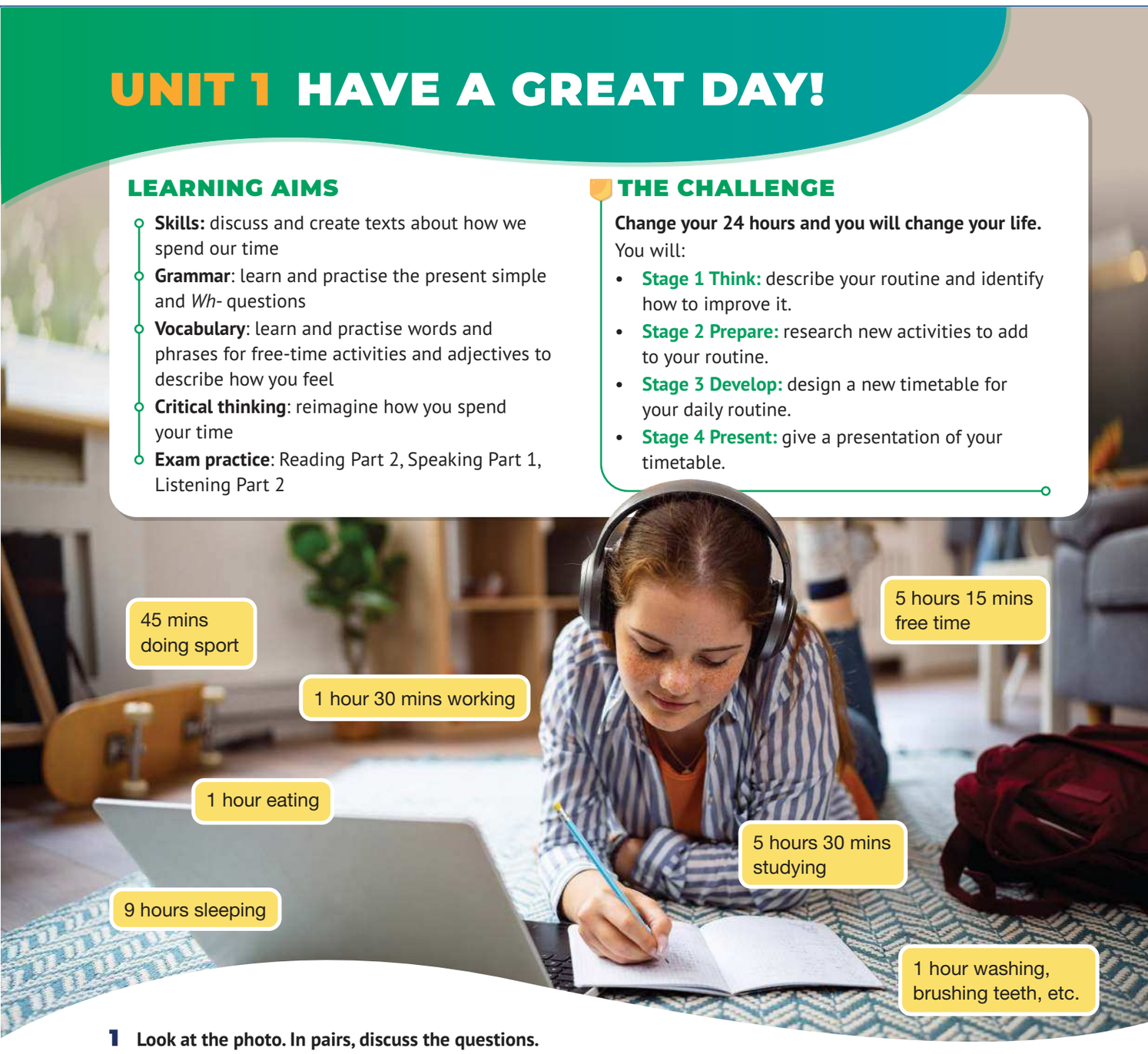
LEARNING AIMS

- **Skills:** discuss and create texts about how we spend our time
- **Grammar**: learn and practise the present simple and *Wh-* questions
- **Vocabulary**: learn and practise words and phrases for free-time activities and adjectives to describe how you feel
- **Critical thinking**: reimagine how you spend your time
- **Exam practice**: Reading Part 2, Speaking Part 1, Listening Part 2

THE CHALLENGE

Change your 24 hours and you will change your life.
You will:

- **Stage 1 Think:** describe your routine and identify how to improve it.
- **Stage 2 Prepare:** research new activities to add to your routine.
- **Stage 3 Develop:** design a new timetable for your daily routine.
- **Stage 4 Present:** give a presentation of your timetable.



1 **Look at the photo. In pairs, discuss the questions.**

1 What is the girl in the photo doing?
2 The times on the photo show how long the girl spends in an average day. How is your day different?

2 **Watch the video and choose the correct words to complete the sentences.**



1 Craig has about *three* / *four* hours of free time each day.
2 Andrea has about one hour of free time *at the weekend* / *each day*.
3 Juan *has* / *doesn't have* a lot of free time.
4 Sara spends all her free time playing the *guitar* / *violin*.

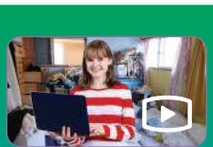
CHALLENGE 1 2 3 4

Think

1 How much time each day do you spend on the seven activities on the photo? Make notes.
2 Work in pairs and compare your daily routines.
3 Discuss these questions.
   - Which parts of your daily routine can you change?
   - Which activities do you want to spend more or less time on?


Documentary


Grammar


Grammar


Speaking

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VOCABULARY

FREE-TIME ACTIVITIES



1 1.1 **Go to the digital activity and choose the correct activity for each photo. Listen, check and repeat.**

bake | draw pictures | go camping | go cycling | go shopping | listen to music | play video games | spend time with friends | visit museums

▶ Vocabulary reference page 16

2 **Complete the sentences with the correct form of the phrases from Exercise 1.**

1 I often _____ in the summer. It's great to wake up in the countryside or the mountains.
2 When I _____, we usually go to the park or play basketball.
3 My sister loves songs, so she _____ every day.
4 Lucy doesn't have a bike, so she never _____.
5 Jonah often sits with his pencil and paper and _____ of the people around him.
6 I _____ on Sundays because the tickets are free.
7 Ben _____ every Saturday. He often buys new clothes.
8 Mum doesn't often _____, but she usually makes a cake for my dad's birthday.
9 I sometimes _____ at the weekend. I like sports games and car racing games the best.

3 **Think about your typical weekend. Complete the table with activities from Exercise 1. Then add two more activities using your own ideas.**

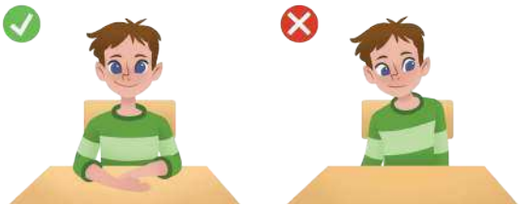
I never ...	I sometimes ...	I often ...	I always ...



ORACY

Using body language to express interest

When you are listening, look at your partner, smile and lean forward. This shows that you are interested in what they say.



4 **Choose six of the activities from your table in Exercise 3. Talk about them with a partner. Use body language to express interest.**

I often ...

CHALLENGE 1 2 3 4

Prepare

1 Work in pairs. What new free-time activities do you want to add to your daily routine?
2 Choose one activity from question 1 to research. Look online and find out how you can do it. Think about these questions.
- Can you do the activity nearby? Or online?
- Do you need to buy anything special?
- When can you do the activity? How much time does it take each day?

3 Work in groups. Share your answers from questions 1 and 2. Which of your group's activities do you want to do?

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READING

SHORT TEXTS

1 **Look at the photos. Which of these activities do you do after school?**






2 **Read the texts and complete them with the sentences (1 – 3).**

1 For me, a great after-school routine means doing exercise and spending time outside.
2 I can do lots of different things where I live.
3 A great routine for me means spending time with my family.



MIA

_____ After school, my sister and I have great fun walking home together and we laugh a lot. It's not far – in fact, if we stand on the sports field, we can see our garden. When we get home, we make a hot drink for my grandma and something for ourselves. We sit in the living room together and do our homework. My sister's younger, so I help her. Then it's time for me to start making dinner. Mum gets home from work at 6 o'clock and she's always hungry.

TIM

_____ My home and my school are in the middle of a city. There are so many things to do here at the weekends and after school. I can visit museums with my friends, but we don't often do that. We usually go to the park and do our homework there, or go shopping. Then, on the train home, I write stories or I draw pictures for my brother's comic book. It's great seeing people through the window. They often help me think of ideas for my stories.

LISA

_____ When school finishes, I go cycling with my friends. We usually ride into the hills before we go home. I love being outside! On Fridays we often cycle home to pick up some things, then we ride to the beach to swim, go camping or maybe cook dinner over a fire. I don't do my homework after school because I like to have lots of free time. I do it all on Sundays instead. That's great for me because my dad's at home to help.

3 **Read the questions in Exercise 5. Which words tell you which information to find?**

4 **Work in groups. Look at the example (0) in Exercise 5 and read Lisa's paragraph. Which words give you the answer to the question?**

EXAM TRAINING READING PART 2

EXAM TIP

Read each question carefully so you know which information to find. Underline the key information you need to find. Then look in the texts for the information.

5 **For each question, choose the correct answer.**

		Mia	Tim	Lisa
0	Who enjoys being near the sea on Fridays?	A	B	(C)
1	Who does their homework outside?	A	B	C
2	Who helps someone with their homework?	A	B	C
3	Who has the same routine after school every day?	A	B	C
4	Who sometimes eats with friends in the evening?	A	B	C
5	Who likes watching other people?	A	B	C
6	Who goes home from school with a family member?	A	B	C
7	Who prefers doing their homework at the weekend?	A	B	C

6 Critical Thinking **Work in groups. Read the sentence below. Group A: Think of three reasons why you agree. Group B: Think of three reasons why you disagree. Share your reasons. Then explain what your real opinion is.**

"A great after-school routine means doing exercise and spending time outside."

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GRAMMAR

PRESENT SIMPLE

1 **Watch the grammar animation. Write down all the free-time activities you see or hear about.**



2 **Look at the examples and complete the rules in the grammar box.**

- I **bake** cakes.
- He **brings** some cakes home every Saturday.
- I **don't like** getting up early.
- My mum **doesn't like** it, though.
- **Do** you **bake** cakes?
- **Does** he **bake** cakes?

Present simple

1 With *he*, *she* and *it*, we usually add the letter _____ to the verb.
2 For negative sentences with *I*, *you*, *we* and *they*, we use _____ before the main verb.
3 For negative sentences with *he*, *she* and *it*, we use _____ before the main verb.
4 For questions, we use _____ before *I*, *you*, *we* and *they*.
5 For questions, we use _____ before *he*, *she* and *it*.

▶ Grammar reference and practice page 114

3 **Go to the digital activities.**

4 **Put the words in the correct order to make present simple sentences.**

1 on / meet / I / Sundays / friends / my / .
2 watching / like / Do / films / you / ?
3 get / Saturdays / on / early / I / up / don't / .
4 me / mum / helps / with / My / homework / my / .
5 sister / tennis / Does / play / your / ?
6 cook / day / He / every / doesn't / dinner / .
7 eat / breakfast / We / school / at / don't / .
8 games / Do / friends / your / video / play / ?
9 university / brother / studies / at / His / .
10 you / summer / camping / Do / go / every / ?

5 **Complete the sentences with the correct form of the verbs.**

1 We _____ to the park with our friends after school. (go)
2 I _____ meat. (not eat)
3 _____ you _____ after school? (exercise)
4 My cousin _____ in a shop. (work)
5 She _____ a book every day. (not read)
6 _____ she _____ pets? (like)
7 _____ your dad _____ tennis at the weekend? (play)
8 My classmate _____ pictures on his phone. (draw)
9 _____ you _____ time with your friends after school? (spend)
10 We _____ to music in maths lessons. (not listen)

6 **Write six sentences about your weekly routine. For two sentences, use *don't*.**

7 **Work in pairs. Tell your partner about your week.**

I usually play video games with my brother after school on Wednesdays.

8 **Work with a different partner. Tell them about your partner's routine in Exercise 7.**

Natalia doesn't play video games every day. She goes cycling.

>>> STRETCH! **Think of a famous person. Write five sentences about their routine. Read the sentences to your partner. Can they guess the person?**

He goes to the gym every day. He doesn't eat junk food.

Is he a sports person?

HOW IS UNIT 1 SO FAR?

☆☆☆ I understand ☆☆ I'm getting there ☆ I don't understand

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THINK OUTSIDE THE BOX!

How to do nothing

Are you always busy? I am! I've got lots of hobbies, a big family and too much homework. I'm never bored! But today is a 'do nothing day'. Imagine that!

1 _____

Experts say that doing nothing helps us to be more creative and relaxed. Also, when we do nothing, we have time to think about what we really want to do with our time. Do you know what you really want to do?

2 _____

It means you can't use your phone or computer! You also can't read or listen to music. You can go for a walk, look out of the window or have a bath.

3 _____

First, I turn my phone off. Then I walk to the park. I lie on the grass, watch the clouds and listen to the birds. It starts raining, so I go home and look out of the window. Do you like looking at the rain from the window? I love the rain!

4 _____

I don't like turning my phone off! I try not to feel stressed about all my homework and hobbies. It's difficult, but at the end of the day I feel calm and sleep very well. I feel surprised that I enjoyed the day so much!



MEDIATION WORKSHEET

READING

AN ARTICLE

1 **Look at the title of the article. How often do you do nothing?**

Think about:

- what you normally do in your free time.
- how often you are bored.

2 1.3 **Read and listen to the article. Put the headings (a–d) in the correct places (1–4).**

a My day doing nothing
b Doing nothing is good for us
c How I feel
d The meaning of 'doing nothing'

3 **Read the article again. Are these sentences true or false?**

1 The writer often does nothing.
2 Experts think doing nothing is good for us.
3 The writer has a bath on his 'do nothing day'.
4 The writer lies in the park on his 'do nothing day'.
5 The writer thinks doing nothing is difficult.
6 The writer does his homework at the end of his 'do nothing day'.

VOCABULARY

DESCRIBING FEELINGS

1 1.4 **Go to the digital activity. Choose the correct word for each photo. Listen, check and repeat.**

bored busy calm creative relaxed stressed surprised

2 **Complete the table with the adjectives from Exercise 1. Use the article to help you. Are your words in the same place as your partner's?**

▶ Vocabulary reference page 16

3 Emotional Development **Discuss the questions in groups.**

1 How often do you feel bored? What do you do?
2 What makes you stressed? What do you do when you are stressed?
3 When do you feel calm and relaxed?
4 Do you think it is good to do nothing?

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GRAMMAR

WH- QUESTIONS



1 **Watch Emily's vlog. Complete the questions with the correct *Wh-* word.**

1 _____ organised are you?
2 _____ does my sister always say?
3 _____ do you study for tests?
4 _____ does it show the answer?

2 **Look at the examples from the grammar vlog. Then complete the rule in the grammar box.**

- **What** does my sister always say?
- **Why** do you do that?
- **How** do you describe your bedroom?

***Wh-* questions**
There are seven main question words used to start *Wh-* questions:
[1] _____, *Who,* [2] _____, *Where, When, Which* and [3] _____.

▶ Grammar reference and practice page 114

3 **Go to the digital activities.**

4 PRONUNCIATION **Go to the digital pronunciation activity.**

5 **Use the table to make present simple questions.**

When		live?
What	you	wake up?
How	your parents	like best?
Who	your brother/sister	travel to school?
Where	your best friend	meet after school?
Which food		like reading?

ORACY

Talking in full sentences, linking ideas

To develop conversations, extend your answers by giving a little more information.
My brother travels to school by bus. (main answer)
His school is 5 km from our house. (more information)

6 **Work in pairs. Ask and answer the questions. Give two extra pieces of information for each question.**

1 When do you wake up in the morning?
2 How often do you have breakfast?
3 Where do you do your homework?
4 When do you study for tests?
5 How do you describe your bedroom?

SPEAKING

GIVING FACTUAL OR PERSONAL INFORMATION



1 **Watch the video. Complete the questions.**

1 How old _____?
2 Where _____?
3 What time _____?
4 What _____?
5 Now, please tell me something about _____.

2 **Watch the video again and complete the checklist for Carlos (C) and Kasia (K).**

	C	K
1 Answers all the questions correctly.	☐	☐
2 Avoids one-word answers.	☐	☐
3 Asks the examiner to repeat a question.	☐	☐
4 Gives extra information.	☐	☐

EXAM TRAINING SPEAKING PART 1

EXAM TIP

Use more than just one word in your answers.

3 **Work in pairs. Follow the instructions. Then swap roles and do the activity again.**

Student A: You are the examiner. Ask the questions from Exercise 1. Complete the checklist in Exercise 2 for your partner.

Student B: You are the exam candidate. Answer the questions. Ask the examiner to repeat one question.

CHALLENGE 1 2 3 4

Develop

1 To change your daily routine, decide on:
- two things you can spend less time doing.
- one thing you can spend more time doing.
- how you can try a new activity.

2 Design a timetable for your new routine. Then share your timetable with a partner.

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PRACTICE EXTRA UNIT 1

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WRITING

A BLOG POST

1 **Look at the photos. What activities are the teenagers doing? Which things would you most like to do? Why?**









2 **Read the blog post. Which photo is most like Leo's dream day?**

BLOG REVIEWS CONTACT

My Dream day

by Leo Andersson

I wake up at 10 o'clock in the morning. It is a hot and sunny day and I feel calm. I am at a hotel near the beach. I climb a tree to get some bananas for breakfast and then I swim in the sea to feel healthy. I ride a horse to a small restaurant and have a pizza for lunch. After lunch I read my book to feel relaxed, and then I sleep on the beach. I eat chocolate and ice cream for dinner. At night I sit on the beach. I am surprised that there are so many stars!

Maria, Argentina @MRodríguez
That sounds like a very relaxing day!

Mamadu, Guinea-Bissau @MamaduMendes
I think it sounds a bit boring. I want to do something exciting on my dream day.

Jon, Iceland @JTKristjansson
I want to go to the beach, too! 😆

3 **Number the pictures of Leo's day in order (1–6). Then tell the story of Leo's day with a partner.**







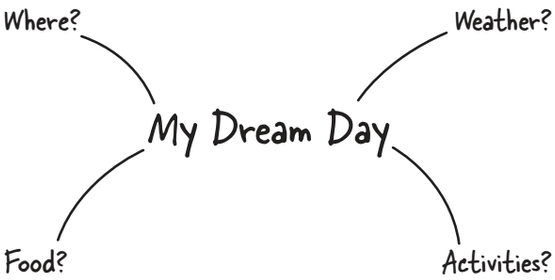






4 **Underline all the present simple verbs in the blog post.**

5 **Imagine your dream day. Make notes in the spidergram. Then work in pairs and compare your spidergrams.**



6 **Make more notes about each of your activities on your dream day.**

- What do you do?
- Who are you with?
- Why do you do it?
- How do you feel?

7 **Write a short blog post called 'My Dream Day'. Use your notes to help you.**

8 **Read your blog post again and check your work. Use these questions to help you.**

1 Does the blog post look nice? Is there a title, a photo and some information?
2 Does the blog post use all the ideas from the spidergram?
3 Does it use the present simple?
4 Does it use adjectives to talk about feelings?

9 **Now work in pairs. Read each other's blog posts and give feedback. Use the questions in Exercise 8 to help you. Make a note of your partner's feedback and write a second draft of your blog post.**

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LISTENING

A MONOLOGUE









1 **Work in pairs. Discuss the hobbies in the photos.**

1 Can you do any of these hobbies?
2 Mark where you think they go on the lines.

boring ⟷ interesting
easy ⟷ difficult

2 1.5 **Listen to a teacher talking about classes for one of the hobbies. Which photo is he talking about?**

3 **Listen again. Write down all the numbers, days and times you hear. Compare with your partner.**

4 **Look at gap 1 in Exercise 5. What type of word do you need?**

EXAM TRAINING LISTENING PART 2

EXAM TIP

The words around each gap will help you to decide what kind of information you need to write in it.

5 **Listen again. For each question, write one word, a number, a date or a time in the gap.**

You will hear a teacher telling students about a new after-school club.

After-school club

Type of club: **(0)** *fencing*
Day: **(1)** _____
Cost: **(2)** £ _____ per class
Number of spaces: **(3)** _____
Bring: **(4)** _____
Teacher: Ms **(5)** _____

ORACY

Speed of speaking

When giving information, speak clearly. Don't talk too quickly or too slowly. Say important information really clearly and more slowly than the rest of your speech.

6 1.6 **Listen. Which information does the teacher say more slowly?**

7 **Read the paragraph. Underline where you will talk slowly.**

Our new pottery class starts on Saturday at 9.30. The classes are for age 10 and older. It costs £25 for eight classes. Please meet at the art studio and wear old clothes.

8 **Work in pairs. Take turns to say the paragraph. Use the checklist to give each other feedback.**

Did your partner …

- talk at a good speed?
- talk more slowly when giving the important information?
- give the important information clearly?

CHALLENGE 1 2 3 4

Present

Work in a large group. Present your timetable for your new daily routine and say:

- what is different about your new day.
- why the new day is good for you.
- how the new routine will change your life.

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WRAP UP



Look back at the unit. Think about:

1. *three new words you want to use this week.*
2. *your favourite photo in the unit.*
3. *something you don't understand very well.*
4. *something you found interesting.*
5. *something new you now know.*

Sustainability

1 **Tell your partner what you know about sustainability. Say three things.**

2 **Look back at the text on page 11. How many sustainable activities can you find?**

SELF-ASSESSMENT: UNIT 1

How confident do you feel about:

- finding the correct information in a text?
- using the present simple?
- asking *Wh-* questions?
- talking about personal information?
- using words for free-time activities and feelings?
- planning ideas before you write?
- listening for specific information?



What was your favourite part of Unit 1? Tell your partner.

Learning to Learn **Look at Unit 2 and find five words you don't know. Check them in a dictionary. Then look at the Grammar reference on page 114. Ask your teacher any questions.**

>>> STRETCH! YOUR CHOICE

Now choose an extra activity!

Choice 1
Plan your afternoon using time-boxing. Then follow your plan and make a vlog.

Choice 2
Turn off your phone, TV or computer. Do nothing for an hour (look at the text on page 11 for ideas). Write about your experience and how you feel about doing nothing.

Choice 3
Find a local club or hobby that is new to you. Research it and make an advert. Maybe you could join the club!

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VOCABULARY REFERENCE

FREE-TIME ACTIVITIES

1 **Match the phrases to the photos.**

bake | draw pictures | go camping | go cycling | go shopping | listen to music | play video games | spend time with friends | visit museums



















DESCRIBING FEELINGS

2 **Match the words to the photos.**

bored | busy | calm | creative | relaxed | stressed | surprised















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PRACTICE EXTRA UNIT 1

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