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2nd Edition
Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

Welcome
A All about me



WELCOME

A ALL ABOUT ME
Personal information

1 W.01 Put the dialogue in order. Number the boxes. Listen and check.

[1] Ryan Hi. I'm Ryan.
[ ] Ryan I'm thirteen. How about you?
[ ] Ryan Australia.
[ ] Ryan Hello, Claudia. Where are you from?
[ ] Claudia Me? I'm thirteen, too.
[ ] Claudia I'm from Brazil. And you?
[ ] Claudia Hi, Ryan. My name's Claudia.
[ ] Claudia Cool! How old are you, Ryan?

2 W.02 Complete the dialogue with the phrases in the list. Listen and check.

are | meet | this | too

Ryan Claudia – [1]_____ is my friend Ahmed.
Ahmed Hi, Claudia. Nice to [2]_____ you.
Claudia Nice to meet you, [3]_____, Ahmed. And this is my friend: her name's Laura.
Laura Hi, guys. How [4]_____ you? I'm Laura. Laura Junqueira.

3 SPEAKING Imagine you are a famous person. Work in pairs, then in groups.
1 Tell your partner who you are.
2 Introduce your partner to the others in the group.

Hi, I'm Tom Hardy.

Hello, my name's Kate Middleton. And this is my friend Eden Hazard.

4

Nationalities and *be*

4 Complete the names of the countries (add the consonants).

1 _ e _ i _ o
2 _ u _ _ e _
3 I _ a _ _
4 _ _ i _ a
5 _ u _ _ i a
6 the U _ i _ e _ _ _ a _ e _
7 _ _ a i _
8 _ _ a _ i _
9 _ o _ o _ _ i a
10 A _ _ e _ _ i _ a
11 the U _ i _ e _ _ i _ _ _ o _
12 the _ e _ _ e r _ a _ _ _

5 What nationality are the people? Write the sentences.

6 W.03 Complete the dialogue with the correct forms of the verb *be*. Then listen and check.

Claudia So, Ahmed – where [0] *are* you from?
Ahmed Me? I [1]_____ from Britain. Ryan here [2]_____ from Australia, but I [3]_____ British.
Laura But [4]_____ your name British?
Ahmed Oh, good question. Well, no it [5]_____. My parents [6]_____ from Egypt and so my name [7]_____ from Egypt, too. But my sister Fatima and I were both born here, so we [8]_____ 100% British.
Claudia That [9]_____ cool. I think your name [10]_____ really nice.
Ahmed Thank you! And you two, [11]_____ you both Brazilian?
Laura That [12]_____ right. But we [13]_____ not from the same city. I [14]_____ from Belo Horizonte and Claudia [15]_____ from São Paulo. We [16]_____ students at the language school here.

Names and addresses

7 W.04 Ahmed phones for a taxi. Listen and complete the information.

ABBEY'S TAXIS
Booking form
Taxi for [1]_____
Going to [2]_____
Pick up at [3]_____ am/pm
From [4]_____ Street
Number of passengers [5]_____

8 W.05 Now listen to a phone call. Correct each of these sentences.

0 Fernando phones Alejandra.
No – Alejandra phones Fernando.
1 They met last Wednesday.
2 There's a party at Alejandra's place next Friday.
3 The party starts at seven thirty.
4 Alejandra lives at 134 Markam Avenue.
5 Her phone number is 0788 224 234.

5

1 W.01
1, 7, 5, 3, 8, 4, 2, 6

2 W.02
1 this 2 meet 3 too 4 are

3 Students' own answers

4 1 Mexico 2 Turkey 3 Italy 4 China 5 Russia 6 the United States 7 Spain 8 Brazil 9 Colombia 10 Argentina 11 the United Kingdom 12 the Netherlands

5 1 She's Argentinean. 2 They're British. 3 They're Turkish. 4 He's Brazilian. 5 She's Spanish. 6 She's Chinese. 7 He's Colombian. 8 They're Russian. 9 He's Italian.

6 W.03
1 'm 2 is 3 'm 4 is 5 isn't 6 are 7 is 8 are 9 's 10 is 11 are 12 's 13 're 14 'm 15 is 16 're

7 W.04
1 Ahmed Kaynarca 2 airport 3 10 4 12 Lime 5 one

8 W.05
1 They met last Friday.
2 There's a party at Alejandra's place next Saturday.
3 The party starts at seven o'clock.
4 Alejandra lives at 134 Markham Avenue.
5 Her phone number is 0789 224 214.

THINK more

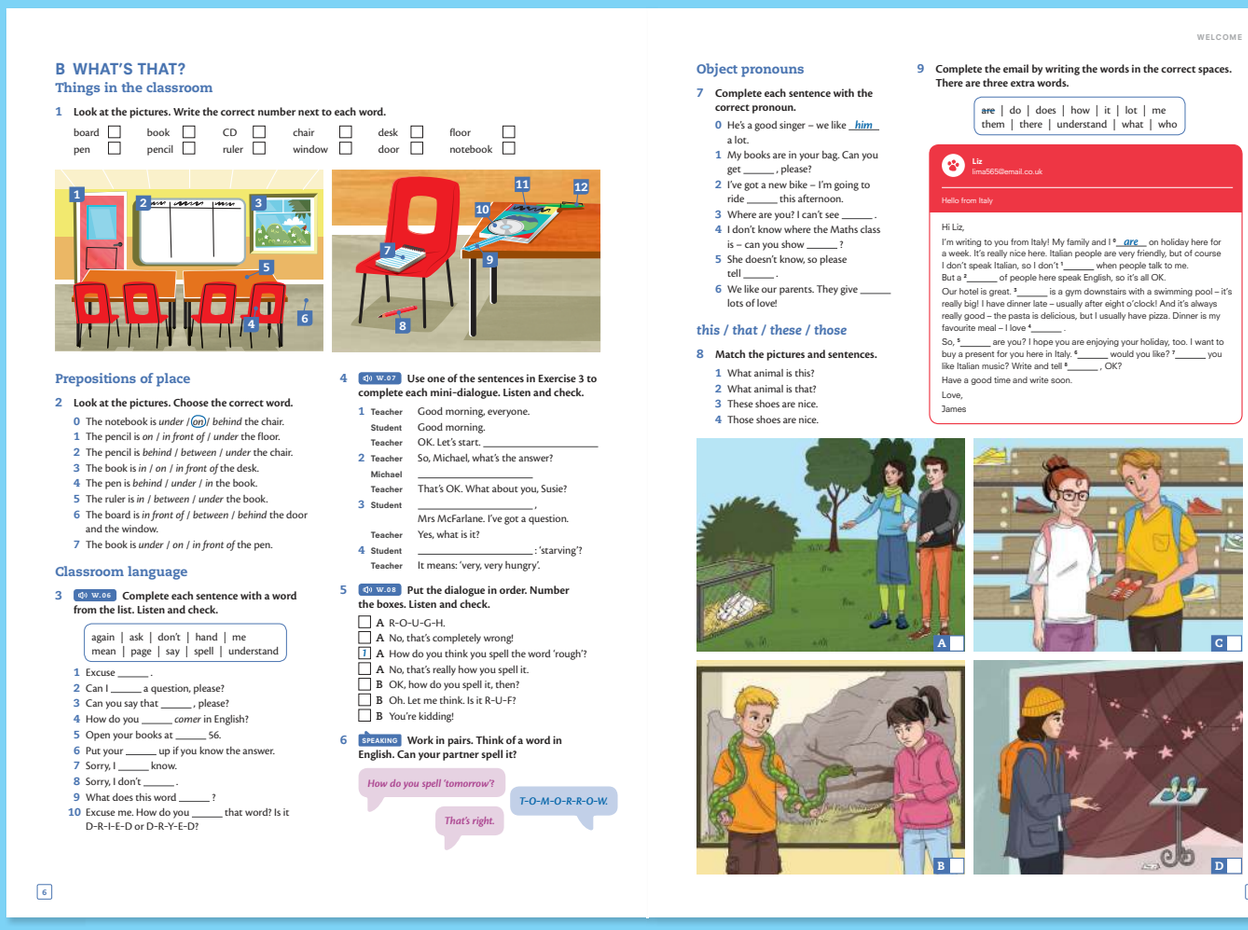
Workbook
A All about me p4–5, Ex.1–10

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Welcome
B What's that?



B WHAT'S THAT?

Things in the classroom

1 **Look at the pictures. Write the correct number next to each word.**

board ☐ book ☐ CD ☐ chair ☐ desk ☐ floor ☐
pen ☐ pencil ☐ ruler ☐ window ☐ door ☐ notebook ☐

Prepositions of place

2 **Look at the pictures. Choose the correct word.**

0 The notebook is *under* / (*on*) / *behind* the chair.
1 The pencil is *on* / *in front of* / *under* the floor.
2 The pencil is *behind* / *between* / *under* the chair.
3 The book is *in* / *on* / *in front of* the desk.
4 The pen is *behind* / *under* / *in* the book.
5 The ruler is *in* / *between* / *under* the book.
6 The board is *in front of* / *between* / *behind* the door and the window.
7 The book is *under* / *on* / *in front of* the pen.

Classroom language

3 W.06 **Complete each sentence with a word from the list. Listen and check.**

again | ask | don't | hand | me
mean | page | say | spell | understand

1 Excuse _____ .
2 Can I _____ a question, please?
3 Can you say that _____ , please?
4 How do you _____ *comer* in English?
5 Open your books at _____ 56.
6 Put your _____ up if you know the answer.
7 Sorry, I _____ know.
8 Sorry, I don't _____ .
9 What does this word _____ ?
10 Excuse me. How do you _____ that word? Is it D-R-I-E-D or D-R-Y-E-D?

4 W.07 **Use one of the sentences in Exercise 3 to complete each mini-dialogue. Listen and check.**

1 Teacher Good morning, everyone.
Student Good morning.
Teacher OK. Let's start. _____
2 Teacher So, Michael, what's the answer?
Michael _____
Teacher That's OK. What about you, Susie?
3 Student _____ ,
Mrs McFarlane. I've got a question.
Teacher Yes, what is it?
4 Student _____ : 'starving'?
Teacher It means: 'very, very hungry'.

5 W.08 **Put the dialogue in order. Number the boxes. Listen and check.**

☐ A R-O-U-G-H.
☐ A No, that's completely wrong!
[1] A How do you think you spell the word 'rough'?
☐ A No, that's really how you spell it.
☐ B OK, how do you spell it, then?
☐ B Oh. Let me think. Is it R-U-F?
☐ B You're kidding!

6 SPEAKING **Work in pairs. Think of a word in English. Can your partner spell it?**

How do you spell 'tomorrow'?
T-O-M-O-R-R-O-W.
That's right.

Object pronouns

7 **Complete each sentence with the correct pronoun.**

0 He's a good singer – we like *him* a lot.
1 My books are in your bag. Can you get _____ , please?
2 I've got a new bike – I'm going to ride _____ this afternoon.
3 Where are you? I can't see _____ .
4 I don't know where the Maths class is – can you show _____ ?
5 She doesn't know, so please tell _____ .
6 We like our parents. They give _____ lots of love!

this / that / these / those

8 **Match the pictures and sentences.**

1 What animal is this?
2 What animal is that?
3 These shoes are nice.
4 Those shoes are nice.

9 **Complete the email by writing the words in the correct spaces. There are three extra words.**

~~are~~ | do | does | how | it | lot | me
them | there | understand | what | who

Liz
lima565@email.co.uk

Hello from Italy

Hi Liz,
I'm writing to you from Italy! My family and I [1] *are* on holiday here for a week. It's really nice here. Italian people are very friendly, but of course I don't speak Italian, so I don't [2] _____ when people talk to me. But a [3] _____ of people here speak English, so it's all OK.
Our hotel is great. [4] _____ is a gym downstairs with a swimming pool – it's really big! I have dinner late – usually after eight o'clock! And it's always really good – the pasta is delicious, but I usually have pizza. Dinner is my favourite meal – I love [5] _____ .
So, [6] _____ are you? I hope you are enjoying your holiday, too. I want to buy a present for you here in Italy. [7] _____ would you like? [8] _____ you like Italian music? Write and tell [9] _____ , OK?
Have a good time and write soon.
Love,
James

1 board 2 book 11 CD 10 chair 4 desk 5 floor 6
pen 12 pencil 8 ruler 9 window 3 door 1 notebook 7

2 1 on 2 under 3 on 4 behind 5 in 6 between
7 in front of

3 W.06
1 me 2 ask 3 again 4 say 5 page 6 hand 7 don't
8 understand 9 mean 10 spell

4 W.07
1 Open your books at page 21.
2 Sorry, I don't know.
3 Excuse me
4 What does this word mean?

5 W.08
5, 3, 1, 7, 4, 2, 6

6 Students' own answers

7 1 them 2 it 3 you 4 me 5 her 6 us

8 1 B 2 A 3 C 4 D

9 1 understand 2 lot 3 There 4 it 5 how 6 What
7 Do 8 me

THINK more

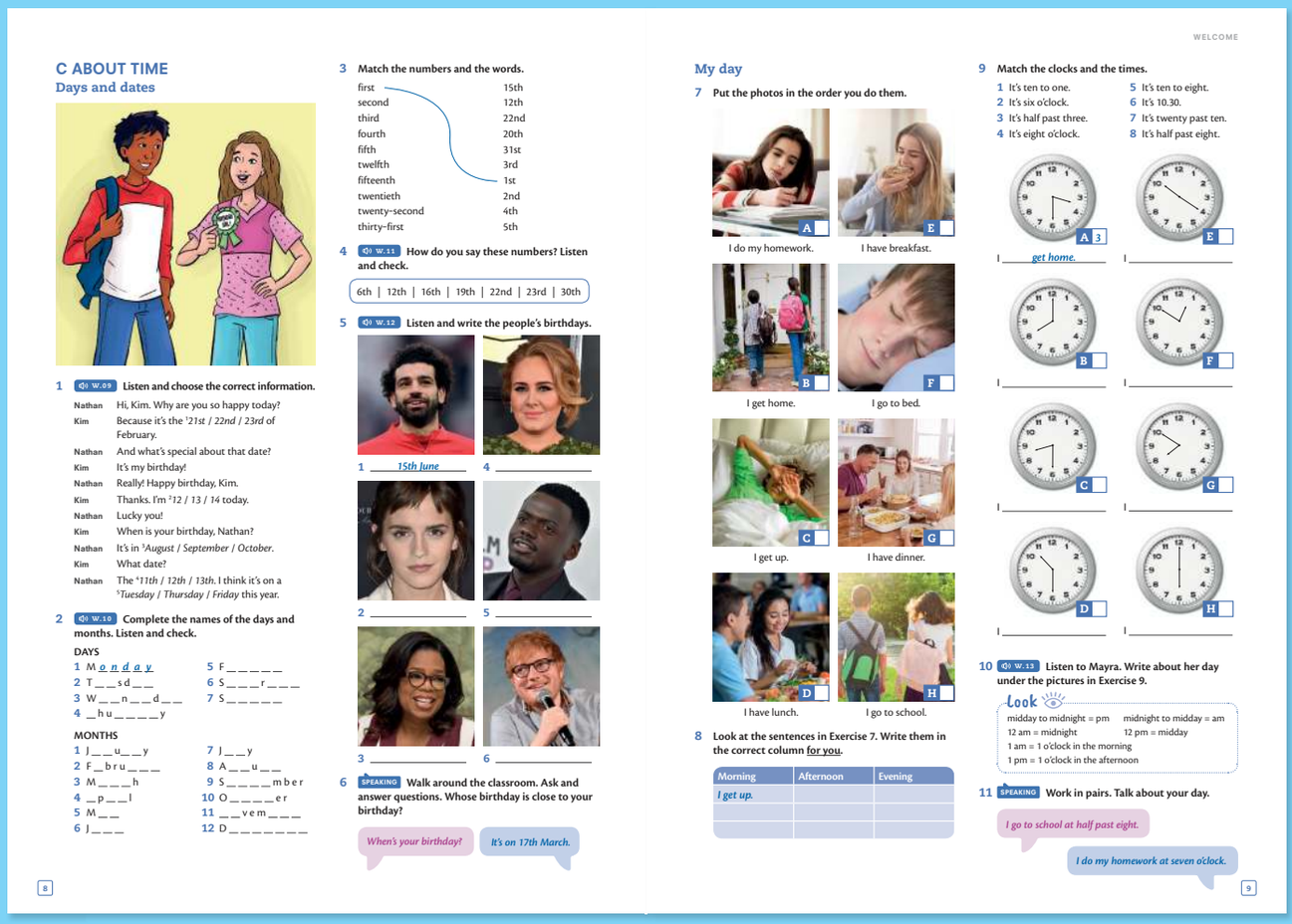
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B What's that? p5–6, Ex.1–9

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Welcome
C About time



C ABOUT TIME
Days and dates

1 W.09 Listen and choose the correct information.

Nathan Hi, Kim. Why are you so happy today?
Kim Because it's the [1]*21st / 22nd / 23rd* of February.
Nathan And what's special about that date?
Kim It's my birthday!
Nathan Really! Happy birthday, Kim.
Kim Thanks. I'm [2]*12 / 13 / 14* today.
Nathan Lucky you!
Kim When is your birthday, Nathan?
Nathan It's in [3]*August / September / October*.
Kim What date?
Nathan The [4]*11th / 12th / 13th*. I think it's on a [5]*Tuesday / Thursday / Friday* this year.

2 W.10 Complete the names of the days and months. Listen and check.

DAYS
1 M o n d a y
2 T _ _ s d _ _
3 W _ _ n _ _ d _ _
4 _ h u _ _ _ y
5 F _ _ _ _ _
6 S _ _ _ r _ _ _
7 S _ _ _ _ _

MONTHS
1 J _ _ u _ _ y
2 F _ b r u _ _ _
3 M _ _ _ h
4 _ p _ _ l
5 M _ _
6 J _ _ _
7 J _ _ y
8 A _ _ u _ _
9 S _ _ _ _ m b e r
10 O _ _ _ _ e r
11 _ _ v e m _ _ _
12 D _ _ _ _ _ _ _

3 Match the numbers and the words.

first	15th
second	12th
third	22nd
fourth	20th
fifth	31st
twelfth	3rd
fifteenth	1st
twentieth	2nd
twenty-second	4th
thirty-first	5th

4 W.11 How do you say these numbers? Listen and check.

6th | 12th | 16th | 19th | 22nd | 23rd | 30th

5 W.12 Listen and write the people's birthdays.

1 *15th June* 4 _____
2 _____ 5 _____
3 _____ 6 _____

6 SPEAKING Walk around the classroom. Ask and answer questions. Whose birthday is close to your birthday?

When's your birthday? *It's on 17th March.*

8

WELCOME

My day

7 Put the photos in the order you do them.

A I do my homework.
B I get home.
C I get up.
D I have lunch.
E I have breakfast.
F I go to bed.
G I have dinner.
H I go to school.

8 Look at the sentences in Exercise 7. Write them in the correct column for you.

Morning	Afternoon	Evening
I get up.		

9 Match the clocks and the times.

1 It's ten to one.
2 It's six o'clock.
3 It's half past three.
4 It's eight o'clock.
5 It's ten to eight.
6 It's 10.30.
7 It's twenty past ten.
8 It's half past eight.

A 3 I *get home.*
B I _____
C I _____
D I _____
E I _____
F I _____
G I _____
H I _____

10 W.13 Listen to Mayra. Write about her day under the pictures in Exercise 9.

Look
midday to midnight = pm
12 am = midnight
1 am = 1 o'clock in the morning
1 pm = 1 o'clock in the afternoon
midnight to midday = am
12 pm = midday

11 SPEAKING Work in pairs. Talk about your day.

I go to school at half past eight.
I do my homework at seven o'clock.

9

1 W.09
1 23rd 2 13 3 September 4 13th 5 Tuesday

2 W.10
Days: 1 Monday 2 Tuesday 3 Wednesday 4 Thursday 5 Friday 6 Saturday 7 Sunday
Months: 1 January 2 February 3 March 4 April 5 May 6 June 7 July 8 August 9 September 10 October 11 November 12 December

3 first – 1st second – 2nd third – 3rd fourth – 4th fifth – 5th twelfth – 12th fifteenth – 15th twentieth – 20th twenty-second – 22nd thirty-first – 31st

4 W.11
sixth – 6th /sɪksθ/
twelfth – 12th /twelfθ/
sixteenth – 16th /ˌsɪk'sti:nθ/
nineteenth – 19th /ˌnaɪn'ti:nθ/
twenty-second – 22nd /ˌtwenti 'sek(ə)nd/
twenty-third – 23rd /ˌtwenti 'θɜ:d/
thirtieth – 30th /'θɜ:.ti.əθ/

5 W.12
1 15th June. 3 29th January. 5 24th February.
2 15th April. 4 5th May. 6 17th February.

6 Students' own answers

7 Suggested answer: C, E, H, D, B, A, G, F

8 *Morning:* I get up, I have breakfast, I go to school.
Afternoon: I have lunch, I get home.
Evening: I do my homework, I have dinner, I go to bed.

9 A 3 B 4 C 8 D 6 E 7 F 1 G 5 H 2

10 W.13
A 3.30 I get home. B 8.00 I have breakfast.
C 8.30 I go to school. D 10.30 I go to bed.
E 10.20 I have a break. F 12.50 I have lunch.
G 7.50 I get up. H 6.00 I have dinner.

11 Students' own answers

THINK more

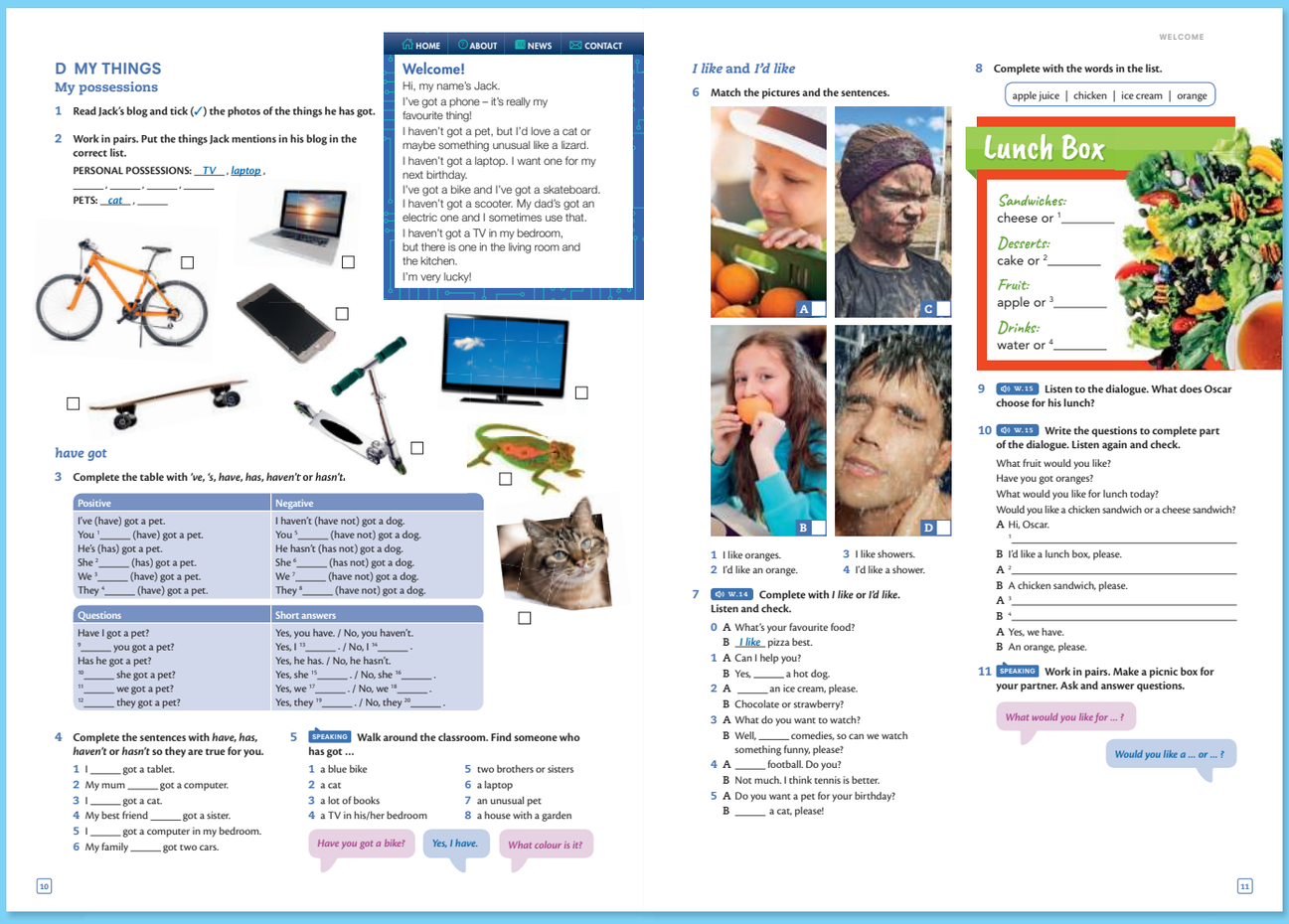
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Welcome
D My things



D MY THINGS
My possessions

1 Read Jack's blog and tick (✓) the photos of the things he has got.

2 Work in pairs. Put the things Jack mentions in his blog in the correct list.
PERSONAL POSSESSIONS: TV , laptop , _____ , _____ , _____ , _____
PETS: cat , _____

HOME | ABOUT | NEWS | CONTACT

Welcome!
Hi, my name's Jack.
I've got a phone – it's really my favourite thing!
I haven't got a pet, but I'd love a cat or maybe something unusual like a lizard.
I haven't got a laptop. I want one for my next birthday.
I've got a bike and I've got a skateboard. I haven't got a scooter. My dad's got an electric one and I sometimes use that.
I haven't got a TV in my bedroom, but there is one in the living room and the kitchen.
I'm very lucky!

have got

3 Complete the table with *'ve, 's, have, has, haven't* or *hasn't*.

Positive	Negative
I've (have) got a pet.	I haven't (have not) got a dog.
You [1]_____ (have) got a pet.	You [5]_____ (have not) got a dog.
He's (has) got a pet.	He hasn't (has not) got a dog.
She [2]_____ (has) got a pet.	She [6]_____ (has not) got a dog.
We [3]_____ (have) got a pet.	We [7]_____ (have not) got a dog.
They [4]_____ (have) got a pet.	They [8]_____ (have not) got a dog.

Questions	Short answers
Have I got a pet?	Yes, you have. / No, you haven't.
[9]_____ you got a pet?	Yes, I [13]_____. / No, I [14]_____.
Has he got a pet?	Yes, he has. / No, he hasn't.
[10]_____ she got a pet?	Yes, she [15]_____. / No, she [16]_____.
[11]_____ we got a pet?	Yes, we [17]_____. / No, we [18]_____.
[12]_____ they got a pet?	Yes, they [19]_____. / No, they [20]_____.

4 Complete the sentences with *have, has, haven't* or *hasn't* so they are true for you.
1 I _____ got a tablet.
2 My mum _____ got a computer.
3 I _____ got a cat.
4 My best friend _____ got a sister.
5 I _____ got a computer in my bedroom.
6 My family _____ got two cars.

5 SPEAKING Walk around the classroom. Find someone who has got ...
1 a blue bike
2 a cat
3 a lot of books
4 a TV in his/her bedroom
5 two brothers or sisters
6 a laptop
7 an unusual pet
8 a house with a garden

Have you got a bike? Yes, I have. What colour is it?

10

WELCOME

I like and *I'd like*

6 Match the pictures and the sentences.
1 I like oranges.
2 I'd like an orange.
3 I like showers.
4 I'd like a shower.

7 W.14 Complete with *I like* or *I'd like*. Listen and check.
0 A What's your favourite food?
B *I like* pizza best.
1 A Can I help you?
B Yes, _____ a hot dog.
2 A _____ an ice cream, please.
B Chocolate or strawberry?
3 A What do you want to watch?
B Well, _____ comedies, so can we watch something funny, please?
4 A _____ football. Do you?
B Not much. I think tennis is better.
5 A Do you want a pet for your birthday?
B _____ a cat, please!

8 Complete with the words in the list.
apple juice | chicken | ice cream | orange

Lunch Box
Sandwiches: cheese or [1]_____
Desserts: cake or [2]_____
Fruit: apple or [3]_____
Drinks: water or [4]_____

9 W.15 Listen to the dialogue. What does Oscar choose for his lunch?

10 W.15 Write the questions to complete part of the dialogue. Listen again and check.
What fruit would you like?
Have you got oranges?
What would you like for lunch today?
Would you like a chicken sandwich or a cheese sandwich?
A Hi, Oscar.
A [1]_____
B I'd like a lunch box, please.
A [2]_____
B A chicken sandwich, please.
A [3]_____
B [4]_____
A Yes, we have.
B An orange, please.

11 SPEAKING Work in pairs. Make a picnic box for your partner. Ask and answer questions.

What would you like for ... ?
Would you like a ... or ... ?

11

1 He's got a phone, a bike and a skateboard.

2 *Personal possessions:* phone, bike, skateboard, scooter
Pets: lizard

3 1 've 2 's 3 've 4 've 5 haven't 6 hasn't 7 haven't 8 haven't 9 Have 10 Has 11 Have 12 Have 13 have 14 haven't 15 has 16 hasn't 17 have 18 haven't 19 have 20 haven't

4 Students' own answers

5 Students' own answers

6 A 2 B 1 C 4 D 3

7 W.14
1 I'd like 2 I'd like 3 I like 4 I like 5 I'd like

8 1 chicken 2 ice cream 3 orange 4 apple juice

9 W.15
chicken sandwich, cake, orange, orange juice

10 W.15
1 What would you like for lunch today?
2 Would you like a chicken sandwich or a cheese sandwich?
3 What fruit would you like?
4 Have you got oranges?

11 Students' own answers

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Workbook
D My things p8–9, Ex.1–8

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Unit 1
Having a good time Reading

Warmer

Ask students to guess what you most enjoy doing. Give three options to choose from: one true, two false. Ask for a show of hands for each option. Elicit reasons for students' opinions before revealing the answer.

▶ 01 Get TH!NKing

Ask the question. Get students to compare their ideas in groups. Play the video, then ask students for feedback.

1 Students do the task individually. Check answers with the class so students can confirm or correct their answers. Check/clarify the distinction between homework and housework.

1C 2F 3G 4B 5A 6E 7H 8D

2 **Check/clarify:** *fun, boring, interesting, easy, difficult.*

Before students begin the task, check that they understand the difference between the three adverbs. Write 100%, 25% and 0% on the board, and get them to match the percentages with the adverbs. To check answers, ask for a show of hands: one hand if the answer is sometimes, two hands if it is always.

3 Set a time limit of two minutes for the discussion.

4 Monitor, and help with unfamiliar language. Present the meaning, spelling and pronunciation of any useful words for activities students mention.



1 HAVING A GOOD TIME

OBJECTIVES

FUNCTIONS: talking about routines and everyday activities; expressing likes and dislikes; giving warnings and stating prohibition; talking about free time activities

GRAMMAR: present simple review; *like* + *-ing*; adverbs of frequency

VOCABULARY: hobbies; collocations with *have*

Get TH!NKING
Watch the video and think: what makes you happy?

A B C D E F G H

READING

1 Match the activities and the photos.

1 sleeping
2 doing homework
3 doing exercise
4 messaging on your phone
5 reading
6 dancing
7 doing housework
8 singing

2 Do you enjoy these activities? Write *always, sometimes* or *never*.

1 Sleeping is _____ fun.
2 Reading is _____ boring.
3 Doing homework is _____ interesting.
4 Dancing is _____ easy.
5 Doing exercise is _____ boring.
6 Doing housework is _____ difficult.
7 Messaging on my phone is _____ fun.
8 Singing is _____ difficult.

3 SPEAKING Work in groups of three and compare your ideas from Exercise 2.

I think reading is sometimes boring.

Really? I think it's never boring.

4 SPEAKING Think of more activities and say what you think.

Playing football is always fun.

Studying is sometimes interesting.

5 1.01 Read and listen to the quiz on page 13. Then take the quiz and compare your score with a partner.

12

5 1.01 Focus on the quiz title. Ask students what it means to enjoy life. Then students read and do the task. When checking answers, ask for a show of hands to find out how many students chose each option.

Objectives

Functions and speaking Talking about routines and everyday activities; expressing likes and dislikes; talking about free time activities; **Developing speaking:** Giving warnings and stating prohibition

Grammar Present simple review; *like* + *-ing*; adverbs of frequency

Vocabulary Hobbies; **WordWise:** Collocations with *have*

Values Taking care of yourself

Life Competencies Empathy

Resources for this unit

All available online

Videos

- Get **TH!NK**ing: *What makes you happy?*
- Grammar rap!: *like* + *-ing*
- Vlog: Empathy

Tests

- Unit, extension and skills test 1

Worksheets

- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: Hobbies
- Communication: Having a good time!
- Literature Worksheets: *Adventures of Huckleberry Finn* and *Dracula*
- Grammar presentation: Present simple
- Get **TH!NK**ing, Grammar rap! and Life Lessons video Worksheets

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6 Explain what taking care of yourself means with reference to the quiz. Ask: *Do you think you take good care of yourself?* Elicit students' responses and ask them to give reasons. Ask students to complete the task individually and to think how each activity contributes to well-being.

a 7 b 5 c 4 d 3 e 6 f 1 g 2

7 Allow two or three minutes for the pairwork. Monitor, but avoid correcting errors unless they hinder comprehension. The focus here is on fluency and educating the whole learner, not accuracy. Put two pairs together to form groups and ask them to compare their ideas. Elicit ideas and reasons from each group. Provide help with any challenging vocabulary.

Homework

Ask students to keep an activity diary for a week. They should record how much time they spend doing different activities over a seven-day period. They should also record the number of times they laugh. In the following week, form pairs or small groups for students to compare their diaries. Students find out who in their group enjoys life the most.



HAVING A GOOD TIME UNIT 1

Do you ENJOY LIFE?

Do your parents always ask you to do housework? Does your teacher give you homework every day? Life is sometimes difficult because there are lots of things to do. It's great to be busy, but it's important to look after yourself and have fun, too. We all need to think about ourselves and do things we like, whether it is playing an instrument or taking photos. But we also need to do things that keep us healthy and happy.

Here's our quiz. Try it and find out: do you have lots of fun?

1 **Do you laugh a lot?**
A Yes, I laugh all the time.
B I only laugh when I'm happy.
C My best friend says I don't laugh very often.

2 **How many hobbies do you have?**
A I have lots of hobbies.
B one
C I don't have any hobbies.

3 **When do you listen to music?**
A in the morning, afternoon and evening
B I only listen to music when I have time.
C I never listen to music. I don't have time.

4 **How many hours do you sleep a night?**
A 9–10 hours
B about 8 hours
C less than 8 hours

5 **Do you like doing exercise?**
A Yes, exercise is fun.
B Some exercise is OK, but not everything.
C I don't like exercise at all.

6 **Do you like word and number puzzles?**
A I like puzzles a lot.
B Word puzzles are OK, but number puzzles are boring.
C No, I don't like puzzles at all.

7 **Which of these activities do you do most?**
A spend time with friends and family
B message friends online or on my phone
C watch TV or play games on my phone

YOUR SCORE:
Mostly As: Wow! You know how to have fun and enjoy life.
Mostly Bs: Hmm, OK, but can you do more? Try and find more time for yourself.
Mostly Cs: Try and find more ways to have more fun.

THINK values

Taking care of yourself

6 **Which questions in the quiz tell us that these things are important for us?**

a [7] Being with people
b [ ] Enjoying exercise
c [ ] Sleep
d [ ] Enjoying music
e [ ] Giving your brain exercise
f [ ] Being positive
g [ ] Having interests

7 SPEAKING **Compare your ideas with a partner.**

Question 7 shows us that being with people is important.

13

Activity idea Make a poster on getting the most out of life

Students work in pairs to prepare a poster showing five things that students should do to get the most out of life, and five things to avoid.

Each pair has 20–30 minutes to plan and prepare their poster and they should be encouraged to find photos or draw pictures to illustrate each point.

When the students have finished, display the posters around the class. The class can then vote on the best for content and for design.

Social Responsibility
Competency: Understanding personal responsibilities as part of a group and in society
Makes informed choices; Is aware of positive behaviour in different groups.

TH!NK more

Worksheets
Project Hobbies
Communication Having a good time
Get **TH!NK**ing *What makes you happy?*

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Unit 1
Having a good time — Grammar; Pronunciation; Vocabulary

Warmer

Say if you like or don't like each activity on page 12: *I (don't) like sleeping*, and so on. Ask students to stand up if they agree with you, and sit down if they have a different view. Which activity has the most students standing?

1 1 says 2 don't 3 Does 4 Do

When checking answers, highlight how the verb takes *-s* or *-es* after *he*, *she* and *it* and the use of *do/does* and *don't/doesn't* + base form in questions and negatives.

2 RULE: 1 don't 2 doesn't 3 Do 4 Does

3 **Check/clarify:** *horror movies, scared, travelling, prefer.*

Do sentence 1 together as a class before students complete the task individually.

1 doesn't sleep, needs 2 Do … study, do 3 cooks, doesn't enjoy 4 Does … play, doesn't 5 don't like, prefer 6 watches; doesn't do

Workbook p10

Pronunciation
/s/, /z/, /ɪz/ sounds

Student's Book p120

4 Before they begin, ask students to find any hobbies mentioned on pages 12–13. Elicit the hobbies the students find and write these on the board. When checking the answers, students may come up with other acceptable alternatives, for example: *keep a blog, collect photos, write things*. Accept these answers, but elicit the preferred alternative from another student.

1 be 2 write 3 take 4 keep 5 collect

GRAMMAR
Present simple review

1 **Complete the sentences with the words in the list. Check your answers in the quiz on page 13.**

do | does | don't | ~~like~~ | says

0 I *like* puzzles a lot.
1 My best friend _____ I don't laugh very often.
2 I _____ like exercise at all.
3 _____ your teacher give you homework every day?
4 _____ you like doing exercise?

2 **Look at the sentences in Exercise 1 and the table. Complete the rule with *do*, *does*, *don't* or *doesn't*.**

Positive	Negative
I **like** films.	I **don't like** films.
You **like** films.	You **don't like** films.
He/She/It **likes** films.	He/She/It **doesn't like** films.
We **like** films.	We **don't like** films.
They **like** films.	They **don't like** films.

Questions	Short answers	
Do I **like** films?	Yes, you **do**.	No, you **don't**.
Do you **like** films?	Yes, I **do**.	No, I **don't**.
Does he/she/it **like** films?	Yes, he/she/it **does**.	No, he/she/it **doesn't**.
Do we **like** films?	Yes, we **do**.	No, we **don't**.
Do they **like** films?	Yes, they **do**.	No, they **don't**.

RULE: Use the present simple for things that happen regularly or that are always true.
In positive sentences:
- with *I*, *you*, *we* and *they*, use the base form of the verb.
- with *he*, *she* and *it*, add *-s* (or *-es* with verbs that end in *-s*, *-sh*, *-ch*, *-x* or *-z*).

In negative sentences:
- with *I*, *you*, *we* and *they*, use [1]_____ .
- with *he*, *she* and *it*, use [2]_____ .

In questions:
- with *I*, *you*, *we* and *they*, use the auxiliary [3]_____ .
- with *he*, *she* and *it*, use the auxiliary [4]_____ .

3 **Complete the sentences. Use the present simple form of the verbs.**

0 I *don't like* (not like) horror movies.
I *get* (get) really scared watching them.
1 My dad _____ (not sleep) a lot.
He only _____ (need) five or six hours.
2 A _____ you _____ (study) English?
B Yes, I _____ .
3 My brother _____ (cook) really well, but he says he _____ (not enjoy) it.
4 A _____ your sister _____ (play) in the school football team?
B No, she _____ .
5 My grandparents _____ (not like) travelling. They _____ (prefer) to stay at home.
6 My best friend _____ (watch) TV all day. He _____ (not do) anything else.

→ workbook page 10

PRONUNCIATION
/s/, /z/, /ɪz/ sounds Go to page 120.

VOCABULARY
Hobbies

4 **Complete the phrases with the words in the list.**

be | collect | keep | ~~play~~ | take | write

0 to *play* an instrument
1 to _____ in a club
2 to _____ a blog
3 to _____ photos
4 to _____ a pet
5 to _____ things

5 SPEAKING **Work in pairs. Ask questions about the hobbies in the photos.**

Do you play an instrument? *What do you play?*
Do you collect something? What …?

→ workbook page 12



5 Check that the task is clear: students must first ask a *yes / no* question, then follow it up with a *wh-* question, asking for more details. Monitor, and help with any unfamiliar language.

Workbook p12

Language note Present simple

We use the present simple for things that are true in general, or for things that happen regularly.

Note that we use the *do / does* auxiliary in negative sentences, and questions. In these cases, the auxiliary is followed by the bare infinitive form: *Does she speak English?* NOT *Does she speaks English?* In short answers, we substitute the correct auxiliary for the main verb rather than repeat the verb itself: *'Do you like pizza?' 'Yes, I do.'* NOT *'Yes, I like.'*

TH!NK more

Workbook
Grammar p10, Ex.1–6
Vocabulary p12, Ex.1–3
Vocabulary Extra p13, Ex.1–2
Pronunciation p118

Worksheets
Grammar presentation: Present simple
Grammar Worksheets 1
Vocabulary Worksheets 1

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Unit 1
Having a good time — Listening; WordWise

6 1.04 Ask students to look at the pictures for 30 seconds and try to memorise the details. Ask students which picture shows: a guitar player? (B) a girl doing exercise? (A) a mobile phone? (C) two adults? (A), no girls? (C), somebody sitting? (B). Play the audio for students to complete the task. Students check their answers in the book. Then, play the audio for the matching task.
A2, B1, C3

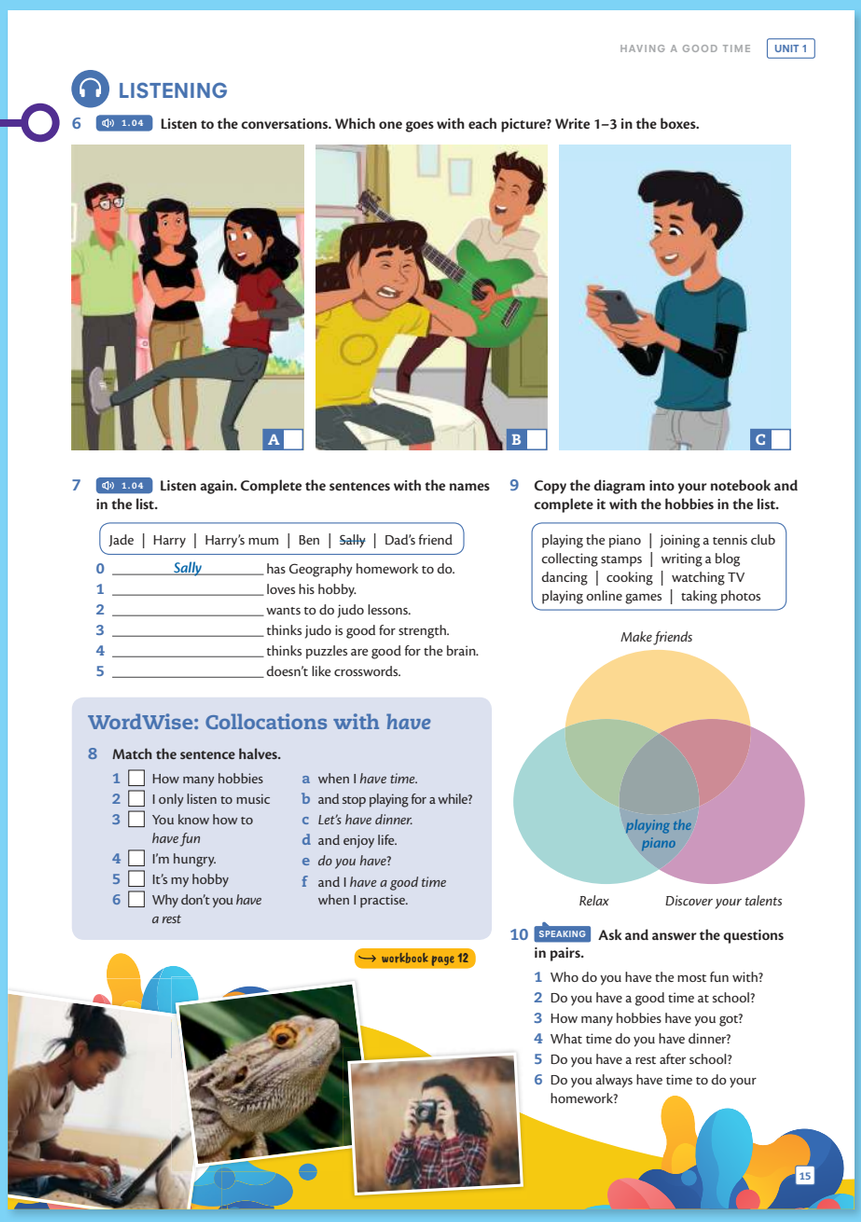
7 1.04 Drill the pronunciation of the names in the box so students will recognise the names when they are heard. For extra challenge, students could complete the sentences from memory before listening.
1 Ben 2 Jade 3 Dad's friend
4 Harry 5 Harry's mum

8 Explain what a *collocation* is (a set of words that often appear together or form a fixed relationship) and how it can be helpful for learners when they learn a new piece of vocabulary to learn what words it does and doesn't collocate with.
1 e 2 a 3 d 4 c 5 f 6 b

Workbook p12

9 **Check/clarify:** *make friends, relax, discover your talents.*
Ask: *What does the diagram tell us about playing the piano?* (It's good for relaxing and for discovering your talents. It's not so good for making friends.) Students complete the diagram individually, then compare answers in pairs. Elicit some responses in open class feedback, and ask the other students to comment.

10 Monitor the conversations, helping with difficult language as needed. Keep error correction to a minimum, unless mistakes are hindering comprehension.



HAVING A GOOD TIME UNIT 1

LISTENING

6 1.04 Listen to the conversations. Which one goes with each picture? Write 1–3 in the boxes.

A B C

7 1.04 Listen again. Complete the sentences with the names in the list.

Jade | Harry | Harry's mum | Ben | ~~Sally~~ | Dad's friend

0 *Sally* has Geography homework to do.
1 _____ loves his hobby.
2 _____ wants to do judo lessons.
3 _____ thinks judo is good for strength.
4 _____ thinks puzzles are good for the brain.
5 _____ doesn't like crosswords.

WordWise: Collocations with *have*

8 Match the sentence halves.

1 ☐ How many hobbies
2 ☐ I only listen to music
3 ☐ You know how to *have fun*
4 ☐ I'm hungry.
5 ☐ It's my hobby
6 ☐ Why don't you *have a rest*

a when I *have time.*
b and stop playing for a while?
c *Let's have dinner.*
d and enjoy life.
e *do you have?*
f and I *have a good time* when I practise.

9 Copy the diagram into your notebook and complete it with the hobbies in the list.

playing the piano | joining a tennis club | collecting stamps | writing a blog | dancing | cooking | watching TV | playing online games | taking photos

Make friends
playing the piano
Relax
Discover your talents

10 SPEAKING Ask and answer the questions in pairs.

1 Who do you have the most fun with?
2 Do you have a good time at school?
3 How many hobbies have you got?
4 What time do you have dinner?
5 Do you have a rest after school?
6 Do you always have time to do your homework?

→ workbook page 12

15

Homework

Students write a list of the top 10 hobbies for their age group. Put them in groups to discuss their ideas, and give reasons for agreeing or disagreeing with each other. Elicit some views in class for feedback.

THINK more

Workbook
Listening p16
Wordwise p12, Ex.4–5

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Unit 1
Having a good time Reading

Warmer

Get students to brainstorm things that people collect. Make a list on the board. Ask for a show of hands to find out which of the things mentioned students collect. Elicit why these things appeal to them, and invite comments from the class.

1 **1.05 Check/clarify:** *outside, can't stand, crossword, imagine, crazy about, team.*

Point to the pictures and ask students what they can see. Ask: *What do you think the text will be about?*

Hermione: things with cats on them. Lucy: photos and newspaper articles about the All Blacks team.

2 Get students to underline the parts of the text that support their answers, and elicit during feedback.

1 Lucy 2 Natalie 3 Natalie
4 Andy/Lucy 5 Hermione

Culture note

Sudoku is a type of puzzle whose objective is to arrange numbers in a 9 by 9 grid so each row and each column contains all the digits 1 to 9. Similar puzzles (in the past, often called Number Place) have been around since the 19th century, but modern Sudoku became popular in Japan in the 1980s. Its popularity spread worldwide from the turn of the century onwards when Western newspapers (first among them *The Times* in 2004) started publishing these puzzles regularly.

New York is the most populous city in the United States, home to nearly 9 million people in the city itself, and around 20 million in the immediate metropolitan area. It is regarded as one of the most important cultural, financial and media centres in the world.



READING

1 1.05 Read and listen to the text about collecting things.

What do you do in your FREE TIME?

OK, we know you all like watching TV and playing computer games, but we want to know some of the other things you do when you've got some free time. Write and let us know.

I love cats! I like watching cat videos on YouTube every day. I love taking photos of them, too, cats that I see when I'm outside – I try to get photos of lots of different kinds. And I collect things with cats on them – you know, cards or notebooks or T-shirts, things like that. But we can't have cats at home because my dad can't stand them!

Hermione

I can't stand having nothing to do – for example, when I wait for the bus or in the queue at the fast food place – so I always have my puzzle app on my mobile. Sometimes it's Sudoku, sometimes a crossword or different word game, but it doesn't matter – I just love doing puzzles. And it's great because I never get bored.

Andy

I'm usually busy, but occasionally I've got a bit of free time, especially in the evening after I do my homework. My favourite thing is looking at maps online. I like using 'street view' and I imagine myself walking in a street somewhere. My dream is to go to New York, so I often 'walk' in the streets there. I try and visit a different place in the world at least once a week.

Natalie

I don't really like sport – I hate running and doing exercise and all that – but I'm crazy about the New Zealand rugby team, the All Blacks. It's because my uncle and aunt live there and they love rugby, so I watch the games and collect anything I can about them! I have a book that I put photos and newspaper articles in. Once a week my uncle and I talk on the internet about the All Blacks – I love that!

Lucy

WORD SEARCH PUZZLE

persimmon mango banana kiwi pomegranate plum avocado papaya apple pear pineapple guava lemon

2 Read the sentences. Which of the people above do you think is saying each one?

0 *I've got a great bag with a picture of a cat on it.* Hermione
1 *My favourite player is called Beauden Barrett.* _____
2 *The Empire State Building is on Fifth Avenue.* _____
3 *I love walking around in Rome, too.* _____
4 *There are some really good ones in my dad's newspaper.* _____
5 *I love the ones with long hair – they're called Persian.* _____

16

The New Zealand national rugby team is considered by many the best national team in the sport, having won three World Cup titles so far. They are called All Blacks because of the colour of their team jersey. Before each game, they perform a traditional Maori war dance called Haka – originally intended to challenge and intimidate their opponents. (The Maori are the indigenous inhabitants of New Zealand, making up around 15% of the population. The Maori language enjoys official status together with English.)

Activity idea True/False sentences

Students write six sentences about the text, some true, some false, and use these to test their partner with their books closed. After they have completed each other's *true/false* tasks, they check the information in the text.

THINK more

Workbook
Reading p14

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Unit 1
Having a good time — Grammar; Writing

▶ 02 Grammar rap!
like + -ing

3 Give an example about your likes and dislikes, for example: *I like pizza. I don't like coffee.* Use facial expressions to convey meaning and draw the smiley for each statement on the board.
1 and 4 are positive
2 and 3 are negative.

4 After checking answers, ask students to look back at the text on page 16 and underline each example of a verb expressing likes or dislikes + *-ing*. Elicit the base verb for each *-ing* form found.
RULE: *1 -ing 2 -ing*

5 Call a different student to write each *-ing* form on the board, and ask the class to check the spelling.
1 eating 2 talking 3 swimming 4 riding 5 visiting

6 This task can be set as homework or done in class. If it is used for practice in class, get students to compare their ideas in groups.

Workbook p11

Get it Right!
like + -ing

Student's Book p122

7 Ask students to find the four adverbs in the blog on page 16, then complete the diagram.
1 never 2 occasionally 3 often 4 always

8 Remind students to write down their answers, as these will be needed for Exercise 11.

9 Students complete the examples from memory, then check back in the text.
1 every day 2 Once a week
RULE: *3 after 4 before*

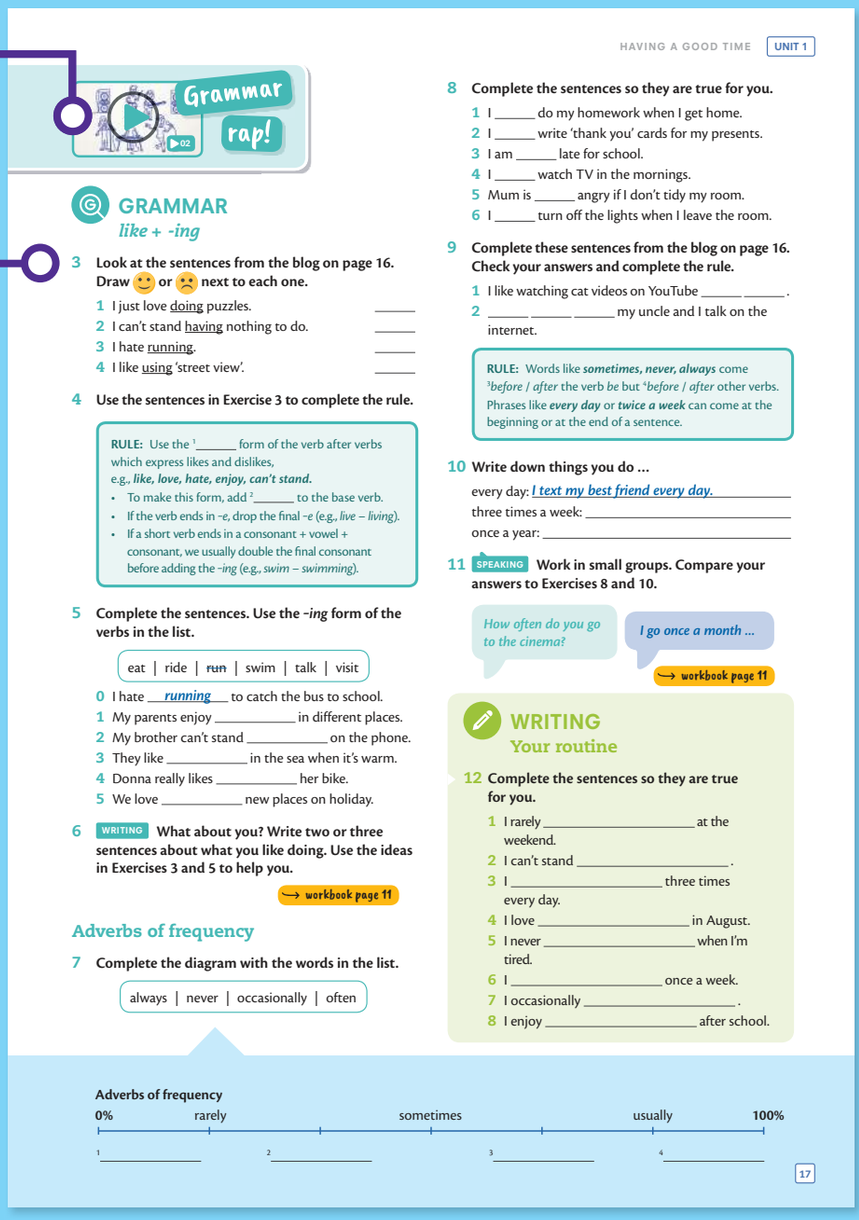
10 Get students to write sentences for each prompt.

11 Monitor the correct positioning of the adverbs of frequency. Go through any problems with the whole class at the end.

Workbook p11

Get it Right!
Adverbs of frequency

Student's Book p122



Language notes *like + -ing*

Verbs that express likes or dislikes (*like*, *love*, *hate*, *enjoy*, etc.) are stative verbs. They are used in the present simple, and not normally in their continuous form.

Adverbs of frequency

Adverbs of frequency go before the main verb, or after *be*. Some adverbs of frequency can, however, go at the beginning or end of a clause.

12 This task can be set as homework or done in class. Remind students to think about whether they need the present simple or the *-ing* form in each case.

Homework

Ask students to write 10 sentences using the adverbs of frequency and the hobbies and activities covered in this unit.

TH!NK more

Practice Extra
Unit 1 Practise it!

Workbook
Grammar p11, Ex.7–11 Get it Right! p11
Developing Writing p15

Worksheets
Grammar rap! *like + -ing*
Grammar Worksheets 1

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