

LBRIS

We know
books

BBC

Limba modernă 1 Limba engleză

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Clasa a VI-a

 Pearson

Teacher's Book

Excellent
English
Education 

Introduction & Methodology iii

Overview of the components iv–v

Key concepts behind *Wider World* vi–ix

Videos vi

The Global Scale of English vi

Main strategies of formative assessment vi–vii

Assessment for Learning viii

21st century skills ix

A unit of the Students' book x–xiii

Students' book contents 8–9

TEACHER'S NOTES

10–115

**Model de fișă de observare
sistematică a activității elevilor** 128

Audio and Video Scripts 129–136

Workbook Answer Key 137–144

Workbook Audio Script 145–146

Unit Tests 147–178

Unit Tests Answer Key 179–180

Writing Tests 181–200

Progress Tests 201–208

Progress Tests Answer Key 209

Progress Tests Audio Scripts 210

Welcome to West Green

We know books

0

VOCABULARY

Family members | Possessions | Months, seasons and dates | Free time activities | School subjects | Skills and abilities

GRAMMAR

Possessive adjectives | Possessive *Have got* | *There is/are* with *some* and *any* | Articles | *Can/Can't* for ability | General and Wh-questions

Lesson aims

- Ss can talk about family members.
- Ss can use possessive adjectives, the possessive 's and *have got*.

Lead-in

Introduce yourself to Ss, e.g. *Hello, I'm (name). I'm from (place). I'm an English teacher.* Then ask Ss to work in pairs and introduce themselves to each other. Encourage them to ask each other questions, e.g. *What's your name? How old are you? Where are you from?*

🎯 Setting lesson goals: Write the lesson aims on the board and read them out with Ss.

Ask Ss questions to check understanding.

Alternatively, you could show Ss photos of different families and ask: *Who's she? Who's he? Who are they?* Then ask Ss to discuss what they know about family members.

Exercise 1

- Tell Ss that they will meet Lena and her family. Explain that Lena is one of four characters from the story they are going to follow in the book. Ask Ss to study the photos and ask: *Who are the people in the photos? How old are they? What do they look like? What are they wearing?* Elicit answers as a class.

Answers:

Photo A: Alex (top left), Marie (top right), Adam (bottom left), Lena (bottom right)

Photo B: (from left to right) Lena, Kathy, Adam.

Exercises 2-10

- Follow the instructions in the Student's Book.

Exercise 4

Possible answers: brother, daughter, father, grandfather, grandmother, grandpa, husband, mother, uncle



This is Lena Taylor. She's thirteen and she's from West Green, a small town near London, England.

Lena's mum, Marie, is a nurse. Lena's dad's a photographer. His name is Alex. Lena hasn't got a sister, but she's got a brother, Adam. He's nine and he's nice (for a little brother). Lena's gran, Kathy, is Lena's mum's mother.

Lena has got a guitar, and her favourite hobby is music. She's friendly and kind and she loves animals.

Lena's in Year 7 at West Green High School. She's got three good friends in her class at school. Their names are Noah, Mia and Mateo. They have a lot of fun together.



0.1

Introducing Lena

Family members | Possessive adjectives | Possessive 's | Have got

- 1 🎧 Watch or listen. Find these people in the photos.

Adam Alex Kathy Lena Marie

- 2 Read the text again. Mark the sentences T (true) or F (false). In pairs, correct the false sentences.

- F Lena's surname is Green. *Lena's surname is Taylor.*
- T Her home town is West Green. *Lena's mum is a nurse.*
- F Lena's mum is a photographer. *Alex is Lena's dad.*
- F Alex is Lena's brother. *Alex is Lena's dad.*
- T Noah, Mia and Mateo are Lena's classmates.

- 3 🎧 Listen and write the names you hear. Then, in pairs, spell more names from Exercise 1. *Kathy, Ella, Trevor*

- 4 **I KNOW!** Study the Vocabulary box. Work in pairs. How many words can you add in two minutes?

VOCABULARY Family members

aunt cousin dad gran mum parents sister son wife

Unit 0 10

Extra activity

Ask Ss to write two or three sentences about their partner's family in their notebooks. Encourage them to use their answers to the questions in Exercise 9 and their own ideas.

- 🎯 Reviewing lesson goals: Ask Ss to read the lesson aims again. Then ask Ss to write three sentences to say who their family members are on a piece of paper. Ask them to leave their pieces of paper on your desk as they leave. Check what the Ss have written and if there are any recurring errors, find time to review the language.

Further practice

- Workbook, page 2



Kathy

Jack



Alex

Marie

Kate

Trevor



Lena

Adam



Ella

5 Study Grammar box A. Then look at Lena's family tree and complete the sentences with the correct possessive adjectives.

GRAMMAR A Possessive adjectives

I	you	he	she	it	we	they
my	your	his	her	its	our	their

- 'This is *my* husband. *His* name is Jack.'
- 'I've got a sister. *Her* name is Kate.'
- 'I've got a brother. *My* brother's name is Adam.'
- 'We've got two children. *Their* names are Marie and Kate.'
- 'We've got a baby cousin. *Our* cousin's name is Ella.'
- 'Ella's our child. *Her* cousins are Lena and Adam.'

6 Look again at Lena's family tree and write who is speaking in sentences 1-6 in Exercise 5.

- Kathy*
- Marie*
- Lena*
- Kathy/Jack*
- Lena/Adam*
- Kate/Trevor*

7 Study Grammar box B. Add the apostrophes (') or possessive 's to the sentences about Lena's family.

GRAMMAR B Possessive 's

Singular	my brother's laptop / Lena's brother
Regular plural	my parents' car
Irregular plural	the children's parents
Two words	Lena's mum's mother / Alex and Marie's house

- Lena brother is Adam. *Lena's brother is Adam.*
- Her dads name is Alex. *dad's*
- Jack is Adam granddad. *Adam's*
- Kate is the childrens aunt. *children's*
- Ella is Kate and Trevor daughter. *Kate and Trevor's*
- Lenas parents names are Alex and Marie. *Lena's parents'*

GRAMMAR C Have got

- + I've got (have got) a sister.
She's got (has got) a guitar.
They've got (have got) a cat.
- I haven't got a brother.
She hasn't got a sister.
They haven't got a dog.
- ? Have you got a sister? Yes, I have.
No, I haven't.
Has she got a brother? Yes, she has.
No, she hasn't.
Have they got a pet? Yes, they have.
No, they haven't.

- A: *Has* Lena *got* a sister?
B: No, she *hasn't*. But she *'s got* a brother.
- A: *Have* Jack and Kathy *got* any children?
B: Yes, they *have*. They *'ve got* two daughters.
- A: *Has* Marie *got* any brothers or sisters?
B: Yes, she *has*. She *'s got* a sister, Kate.
- A: *Have* Kate and Trevor *got* a son?
B: No, they *haven't*.
- A: *Has* Adam *got* a sister?
B: Yes, he *has*.

YOUR WORLD

9 In pairs, use these questions to talk about your family.

- Have you got any brothers or sisters? How old are they?
- What's your cousin's name?
- Where are your parents from?
- Have you got a pet? What's its name?

10 Tell the class about your partner's family.

Frank has got one brother and two sisters. His brother's name is Tony.

Lesson aims

- Ss can talk about possessions.
- Ss can use *there is/are with some and any*.
- Ss can use *a and the*.

Lead-in

Show Ss something in the classroom and ask: *What's this?* (a pencil, a book, etc.). Then ask Ss to work in groups and point and ask what different things there are in the classroom.

- Setting lesson goals: Write the lesson aim on the board and check Ss understand. You can ask questions, e.g. *Hold up your book and ask: What's this? (It's a book.). Is it my book? (Yes, it is.).*

Exercise 1

- Tell Ss that they will meet Noah, Lena's friend. Ask them to study the photos and ask: *How old is he? Where is he?* Elicit some ideas and write them on the board.
- Play the video or audio. Then ask: *What are Noah's favourite hobbies?* (drawing, playing video games, dancing).

Exercises 2-7

- Follow the instructions in the Student's Book.

Extra activity

Ask Ss to write three or four sentences about things on their desk or in the classroom using *There's/There are* and *a/the*. Encourage them to write different sentences to the ones they wrote in Exercise 6.

Reviewing lesson goals:

Ask Ss to read the lesson aims again. Then ask Ss to write three sentences about things in their bag on a piece of paper.

Check what the Ss have written and if there are any recurring errors, find time to review the language.

Further practice

- Workbook, page 3

This is Lena's friend, Noah Lewis. He's in Lena's class at West Green High School, and his house is near Lena's house.

Noah's favourite hobby is drawing. He's a good artist. Today, he's in the park with his friends. He's got a bag with him. In the bag there's a notebook, and in the notebook there are some drawings of animals. They're very good. But Noah isn't very tidy. There are lots of things in his bag: keys, headphones, a phone, sunglasses, socks and an old sandwich, but there aren't any schoolbooks because it's Saturday.

Noah's other hobbies are playing video games and dancing. His new hobby is street dance. It's fun, but he's only a beginner, so he isn't very good at it.



- 1 Watch or listen. Mark the sentences T (true) or F (false). In pairs, correct the false sentences.

- 1 **F** Noah is Lena's cousin.
- 2 **F** Noah and his friends are in the park after school.
- 3 **F** Noah can't draw very well.
- 4 **T** Noah's bag is full of things.
- 5 **F** Noah's favourite hobby is playing video games.
- 6 **F** Noah is an excellent street dancer.

- 2 Study the Vocabulary box. Which of the possessions are in Noah's bag? Read the text again and check.

VOCABULARY Possessions

biscuit book bus ticket **drawing** **headphones** **key**
notebook notes pen pencil **phone** **sunglasses**

- 3 Study Grammar box A. Complete the sentences about Noah's bag.

GRAMMAR A *There is/are with some and any*

	Singular	Plural
+	There's (There is) a notebook.	There are some drawings.
-	There isn't a pen.	There aren't any books.
?	Is there a ball? Yes, there is./No, there isn't.	Are there any notes? Yes, there are./No, there aren't.

- 1 **There is** a notebook in the bag.
- 2 **There are** some headphones.
- 3 **There isn't** a laptop.
- 4 **Is there** a phone in the bag? Yes, **there is**.
- 5 **Are there** any video games? No, **there aren't** any video games.

- 4 In pairs, use the Vocabulary box to ask and answer questions about Noah's bag.

A: *Are there any biscuits in Noah's bag?*
B: *No, there aren't.*

- 5 Study Grammar box B. Complete the text with *a* or *the*.

GRAMMAR B Articles

- The first time we talk about a person/thing we use *a/an*, but the second time we use *the*.
He's got a bag. There are a lot of things in the bag.
- If it's clear what person/thing we mean, we use *the*.
Noah's in the park with his friends.

I've got ¹ **a** new bag. ² **The** bag isn't very big, but I like it. In my bag there's ³ **a** phone. On ⁴ **the** phone there's ⁵ **a** photo of me and my friends. In ⁶ **the** photo we're at ⁷ **the** London Aquarium.

- 6 Write sentences about the things in your bag. Use *a/an* and *the*.
There is a key in my bag. The key opens the front door of my house.

- 7 In pairs, ask and answer questions about the things in your partner's bag.

A: *Are there any video games in your bag?*
B: *No, there aren't, but there's a phone.*

YOUR
WORLD

Mia Robinson from West Green is thirteen years old. Her birthday's on 26 September. She hasn't got any brothers or sisters, but she's got three great friends: Lena, Mateo and Noah. Mia is sometimes bossy, but she's a good friend and very kind.

One of Mia's favourite hobbies is listening to music. She's also interested in cooking and eating healthy food.

Mia's other hobbies are sports and outdoor activities, especially walking and hiking with friends in the countryside. Mia has a very busy life!



1 Watch or listen and answer the questions.

- Has Mia got lots of brothers and sisters?
- Is she a good friend?
- Has Mia got a busy life?

2 **I KNOW!** Study Vocabulary box. A. In pairs, complete the months below. Then write the months for each season.

VOCABULARY A Months and seasons

January *February* March April *May* June
 July *August* September October *November*
 December
 Summer: *June, July, August*
 Autumn: *September, October, November*
 Winter: *December, January, February*
 Spring: *March, April, May*

WATCH OUT!

We write: 1 March, 22 April, 3 June, 26 September
 We say: the 1st of March, the 22nd of April,
 the 3rd of June, the 26th of September

3 Write the dates in words. Listen and check. When is your birthday? Tell the class.

- 21/01 = *the twenty-first of January*
- 12/10 = *the twelfth of October*
- 15/02 = *the fifteenth of February*
- 22/07 = *the twenty-second of July*
- 04/05 = *the fourth of May*
- 30/08 = *the thirtieth of August*

4 Read the text about Mia again. What are her hobbies and her favourite outdoor activities?

5 **I KNOW!** Study Vocabulary box B. Can you add more activities?

VOCABULARY B Free time activities

doing nothing going to the cinema listening to music
 playing video games reading books/magazines
 seeing friends spending time online taking photos
 tidying your bedroom visiting relatives
 watching films/videos on YouTube

6 Listen and write down the free time activities you hear.

7 Say which two free time activities in Vocabulary box B are your favourite.

My favourite free time activities are ...

8 Study the Speaking box.

SPEAKING Giving opinions

I think reading is

OK,
exciting/fun/great/interesting.
boring/terrible.

9 In pairs, say what you think about the activities in Vocabulary box B. Use the Speaking box to help you.

A: *I think spending time online is fun.*

B: *I think listening to music is great.*

10 Tell the class about your partner's favourite free time activities.

Maria's hobbies are taking photos and...

YOUR WORLD

Lesson aims

- Ss can say and write months and dates.
- Ss can talk about free time activities.
- Ss can give opinions.

Lead-in

Tell Ss when your birthday is and if you have any brothers or sisters, e.g. *My birthday is in May. I have one brother and one sister.* Ask Ss to work in pairs and ask each other: *When's your birthday? Have you got any brothers or sisters?*

Setting lesson goals: Write the lesson aims on the board and check Ss understand. Ask questions, e.g. *What month is it? (January, February, etc.). What are your hobbies? (watching TV, swimming, etc.).*

Exercise 1

- Tell Ss that they will meet Mia. Ask them to study the photos and ask: *How old is she? Where is she?* Elicit some ideas and write them on the board.
- Play the video or audio.

Exercise 3

- Ask: *How old is Mia?* (13). *When's her birthday?* (26 September). Point out the Watch out! box and read through it with Ss. Then elicit some examples and write them on the board, e.g. *26 September – the 26th of September.* Remind Ss that we always use capital letters for months of the year.

Exercise 4

Her hobbies are listening to music, cooking and eating healthy food.

Her favourite outdoor activities are walking and hiking.

Exercise 5

Possible answers: dancing, playing an instrument, playing computer games, playing football, singing, watching TV

Exercise 6 audioscript page 129

Extra activity

Ask Ss to write two or three sentences about their partner's favourite free time activities in their notebooks.

Reviewing lesson goals: Ask Ss to read the lesson aims again. Then ask Ss to write three sentences starting: *My birthday is on ... My favourite free time activity is ... I think cooking is ...* Check what the Ss have written and if there are any recurring errors, find time to review the language.

Further practice

- Workbook, page 4

Lesson aims

- Ss can talk about school subjects and skills and abilities.
- Ss can use *can/can't* for ability.

Lead-in

Ask Ss to work in pairs and talk about their favourite subjects and what they like about school. Write the sentence beginnings on the board, e.g. *My favourite subject is ... I think Maths lessons are boring/fun/interesting.* etc

- 🎯 **Setting lesson goals:** Write the lesson aims on the board and check Ss understand. Ask questions, e.g. *What subject is this?* (English).

Exercises 1

- Tell Ss that they will meet Mateo. Ask them to study the photos and ask: *Where is he? What's his hobby?* (music – he's got headphones). Elicit ideas and write them on the board.
- Play the video or audio, then ask: *What does Mateo like about school?* (his friends, studying Spanish and Music).

Answer

Because he has the same sense of humour as his friends

Exercise 2

Possible answers: Biology, Chemistry, English, French, Maths, Physics, Sports.

Exercises 3– 8

- Follow the instructions in the Student's Book.

Exercises 6

Answers
can play the guitar, can sing, can speak Spanish and English, can drive, can cook Mexican food

We know
books

Mateo Garcia is from the USA. Lena, Mia and Noah are his new friends at West Green High. Mateo is happy at school because he has the same sense of humour as his friends.

Mateo's favourite subjects are Spanish and Music. His dad's Mexican, so Mateo can speak Spanish. His dad is a musician, and Mateo can read music, but he can't sing very well!

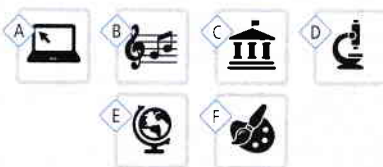
Science isn't Mateo's favourite subject, but it's important because his dream is to be a vet. Mateo's mum, Tina, is a vet. She and Mateo are both interested in animals, and Mateo is very excited about his new pet!



- 1 🎧 Watch or listen. Why is Mateo happy at school?
- 2 **I KNOW!** In pairs, match the school subjects in Vocabulary box A with pictures A–F. Can you add more subjects?

VOCABULARY A School subjects

F Art E Geography C History
A Information Technology B Music D Science



- 3 Read the text again. What are Mateo's favourite subjects? What are yours?
Mateo likes Spanish and Music.
- 4 Study the Grammar box. Complete the sentences with *can* or *can't*.

GRAMMAR Can/Can't for ability

+	I can cook.	
	He can speak Spanish.	
–	We can't (cannot) dance.	
	He can't (cannot) sing.	
?	Can you sing?	Yes, I can./No, I can't.
	Can he speak English?	Yes, he can./No, he can't.

- 1 I can speak French, but I *can't* speak German.
- 2 I'm afraid of water because I *can't* swim.
- 3 Zoe can sing, but she *can't* play the piano.
- 4 I *can* make a cake, but I can't cook a meal.
- 5 What a terrible group! The singer *can't* sing!

Unit 0 14

- 5 Study Vocabulary box B. Which of these things can Mateo do?

VOCABULARY B Skills and abilities

act cook dance drive a car play the guitar/piano
repair a computer speaks English/Spanish swim

- 6 🎧 Listen to Mateo's dad and write down the things he can do.
- 7 In pairs, ask and answer the questions.

Can you ...

- 1 say 'hello' in French or German?
- 2 read music?
- 3 swim 400 metres?
- 4 act in a school play?
- 5 draw people's faces?
- 6 play basketball?
- 7 cook a meal for your family?
- 8 do street dance?
- 9 take fantastic photos?
- 10 run one kilometre?
- 11 study to music?

A: *Can you say 'hello' in French or German?*
B: *Yes, I can./No, I can't.*

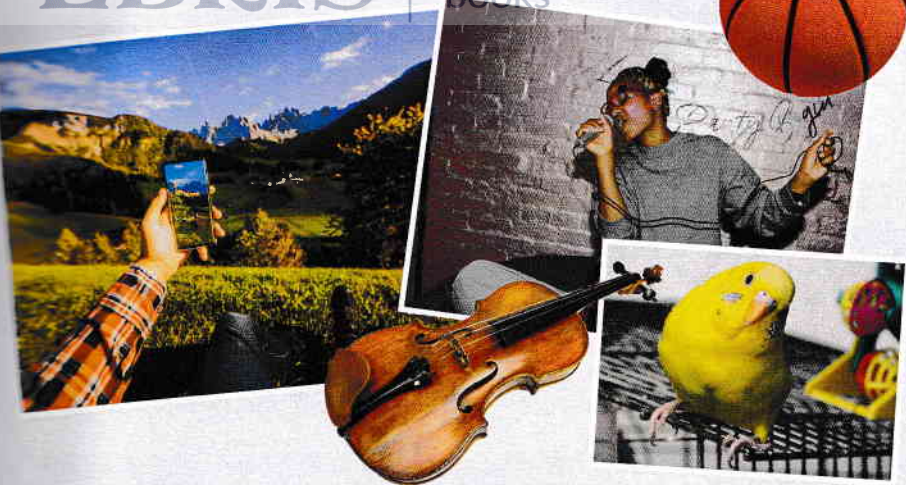
YOUR
WORLD

- 8 Tell the class about five things your partner can do and two things he/she can't do. Use Exercise 7 to help you.

- 🎯 **Reviewing lesson goals:** Ask Ss to read the lesson aims again. Ask Ss to write three or four sentences about what their partner can and can't do. Remind them to use their partner's answers to Exercise 7.

Further practice

- Workbook, page 5



Lesson aims

- Ss revise Unit 0.

Lead-in

Ask Ss to study the photos and ask: *What can you see? What can they do?* Elicit some examples and write them on the board. Then ask Ss to work in pairs and discuss.

- 🎯 Setting lesson goals: Write the lesson aim on the board and check Ss understand. Ask questions, e.g. *What do you remember in Unit 0? What are the characters' names? (Mia, Lena, Mateo and Noah). Who's got a guitar? (Lena).*

Exercises 1

Answers

- 1 He's nine.
- 2 No, they aren't. Her mum's a nurse.
- 3 She's Lena's grandmother. (Lena's mum's mother)
- 4 Drawing.
- 5 Yes, he is.
- 6 No, she hasn't.
- 7 It's on 26 September.
- 8 He's from the USA.
- 9 Spanish and Music.
- 10 Yes, he can. (but he isn't very good)

Exercises 2-3

- Follow the instructions in the Student's Book.

- 🎯 Reviewing lesson goals: Ask Ss to read the lesson aim again. Then ask Ss to write the three things they remember about the characters introduced in Unit 0.

- 1 In groups, do the quiz. Use the texts in Lessons 0.1-0.4 to help you.

How much can you remember?

- 01 How old is Adam?
- 02 Are both of Lena's parents nurses?
- 03 Who is Kathy?
- 04 What's Noah's favourite hobby?
- 05 Is Noah in Lena's class?
- 06 Has Mia got any brothers or sisters?
- 07 When is Mia's birthday?
- 08 Where is Mateo from?
- 09 What are Mateo's favourite subjects?
- 10 Can Mateo sing?

- 2 Complete the questions with the words below. Then ask and answer the questions in pairs.

How old What When Where Who

- 1 *Where* are you from?
- 2 *When* is your birthday?
- 3 *How old/Who* are you?
- 4 *What* is your favourite hobby?
- 5 *Where* is your school?
- 6 *Who* is next to you in class?
- 7 *What* is your favourite possession?
- 8 *What* is your favourite song ever?

- 3 Complete the questions with *is, are, can, have* or *has*. Then ask and answer the questions in pairs.

Questionnaire

- 1 *Is* there a phone in your bag?
- 2 *Are* there any photos on your phone?
- 3 *Have* you got any brothers or sisters?
- 4 *Has* your family got any pets?
- 5 *Is* your birthday in January?
- 6 *Can* you sing?
- 7 *Are* you a good student?
- 8 *Are* you play a musical instrument?
- 9 *Is* English your favourite subject?
- 10 *Is* reading exciting?

- 4 In pairs, change the highlighted words in Exercise 3 to make new questions. Ask and answer your new questions.

**YOUR
 WORLD**

Lesson aims

- Ss can talk about daily routines.

Lead-in

Write *daily routines* on the board. Tell Ss to write in their notebooks any daily routine phrases they know. You can prompt them by miming *wake up*. Elicit and write the words on the board.

Setting lesson goals: Write the lesson aim on the board. Ask questions to check understanding. Alternatively, show Ss photos of people doing daily activities and ask: *What are they doing?*

Exercise 1

- Elicit or teach *healthy*. Discuss with Ss what activities and food items are healthy.
- After Ss have discussed the photos, read the blog and answered the questions, ask them why they think Mark's daily routine is healthy or not. Ask if they think their own daily routine is healthy.

Answer:

The main activity in Mark's day is swimming. Yes, his daily routine is healthy because he does a lot of sport.

Exercise 2

Answers

Photos

- A: get dressed
- B: have breakfast
- C: go to school
- D: have lunch
- E: go home
- F: have dinner
- G: relax
- H: go to bed

Independent learning:

Ask Ss to create a spider diagram with the words in box A. In the middle circle they write *daily life*, then a line out to a circle with *verbs to describe routines*, and another line out to a circle with *exercise*. Explain to Ss that they should add new categories and other words to their spider diagram as they work through the unit. This will help them remember any new vocabulary.

Daily Life

1

THIS IS MY LIFE

BY MARK BOWER



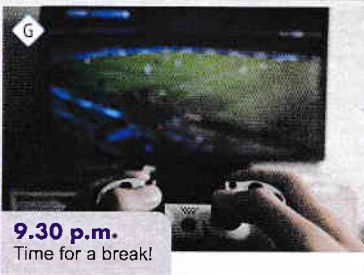
8.00 a.m. I can't be late for school!



6.30 p.m. Mmm, pasta. My favourite!



1 p.m. Lunch in the school canteen.



9.30 p.m. Time for a break!



6 p.m. Home after a long day and another swim!



10 p.m. I'm so tired!

English, Maths, Science ... and four hours of swimming. That's my typical day. My dream is to swim in the Olympics.

VOCABULARY

Describing routines | Adverbs of frequency | Verb + noun collocations | Free-time activities | Adjectives to describe feelings

GRAMMAR

Present simple: affirmative and negative | Present Simple: questions and answers



5 a.m. Oh no! It's so early!



7.30 a.m. I'm really hungry after my swim.

1.1

Vocabulary

Routines

- 1 Look at the photos and read Mark's blog above. What is his main activity outside school? Is his daily routine healthy? Why?/Why not?
- 2 Study Vocabulary box A. Match eight of the verbs/phrases with photos A–H in Mark's blog.

VOCABULARY A Describing routines

exercise get dressed get up go home go to bed go to school have a shower have breakfast have lunch/dinner relax wake up

Read the Watch out! box. Then read more about his day and complete his daily routine with the words below.

Verbs: **get up** go to school relax swim (x2)

Morning: ¹ **get up** → get dressed → ² **swim**
→ have breakfast → ³ **go to school**

Afternoon: **have lunch** → ⁴ **exercise** in the gym
→ ⁵ **swim** → go home

Evening: **have dinner** → do my homework →
⁶ **relax** → go to bed

My day



I **get up** at 5 a.m. and I **get dressed**. I have a banana, then I **leave** the house. At the pool, I **swim** for two hours. After that I feel really hungry! I **have** a shower and then I **have breakfast**: cereal, eggs and toast.

I **always** go to school by bus. I **often** meet my friends at the bus stop. I **have lunch** at one o'clock and I **sometimes** exercise in the school gym. After school, I **go swimming** for another two hours. Then I **go home**.

We **usually** have dinner at about half past six. After dinner, I **do my homework**. Then finally, I **can relax**! I **check my social media**, message my friends or play a video game. I **go to bed** at 10 p.m. I **never** stay up late!

At the weekend, if I haven't got a competition, I **sometimes** go to the cinema with friends. I **often** sleep during the film because I'm still tired after my busy week! I **never** go shopping – life's too short!

WATCH OUT!

The 12-hour clock format:

a.m. - from 0:00 to 12:00

p.m. - from 12:00 to 24:00

morning: sunrise until 12:00 p.m.

afternoon: 12:00 p.m. until 6:00 p.m.

evening and night: 6:00 p.m. until sunrise



4 Study Vocabulary box B and find the adverbs of frequency in the text in Exercise 3.

VOCABULARY B Adverbs of frequency

always usually often sometimes never

5 Write five sentences about your school day or weekend, three true and two false. Use words from Exercises 2 and 4. Read your sentences to a partner. Can he/she guess which sentences are false?

A: *On Saturday, I always get up early.*

B: *I think it's false.*

6 **WORD FRIENDS** verb + noun collocations
Match verbs 1–5 with phrases a–e. Use the text in Exercise 3 to help you. Listen and check.

- | | |
|--------------------|-----------------------------------|
| 1 c go | a friends (on social media) |
| 2 e meet | b homework/housework |
| 3 a message | c swimming/shopping/to the cinema |
| 4 d check | d social media/emails |
| 5 b do | e a friend (at the park/bus stop) |

7 Complete the quiz with verbs from Exercises 3 and 6.

How healthy is your life?

QUIZ

Do our quiz to find out! Choose a or b.

- a I always ¹ **have** breakfast before I go to school.

b I ² **get** up late, so I never have breakfast.
- a I ³ **go** to school by bike or on foot.

b I take the bus to school or go by car.
- a At break, I usually have an apple or a banana.

b At break, I have some sweets or chocolate.
- a To relax, I ⁴ **meet** friends outside.

b To relax, I ⁵ **check** my social media or play video games.
- a I usually go to bed before 10.30.

b I never go to bed before midnight.
- a I always ⁶ **do** my homework before I ⁷ **go** to bed.

b I usually do my homework in bed.

YOUR WORLD

8 Do the quiz in Exercise 7. In pairs, compare your answers. Go to page 126 and check your results.

I can talk about daily routines. 17 Unit 1

Exercise 6

- Check that students understand the difference between *housework* and *homework*.
- Practise the phrases by asking students to raise their hands if they go to the cinema on Saturdays, go shopping at the weekend, and check their social media in the evenings.

Extra activity

Write the question stem: *How often do you ...?* on the board and complete it with one of the phrases from Exercise 6. Choose a student to ask you the question and write your answer on the board. Ask Ss to complete the question stem with the phrases and make a note of their own answers to the questions (e.g. *I never do housework. I often meet a friend at the park.*). Then ask Ss to mingle, asking questions to find classmates who do the activities with the same frequency.

Exercise 7

- Before completing the quiz, check the following words and phrases: *before, by bike, on foot, take the bus, by car, break* (noun).

Exercise 8

- When Ss have compared answers and checked their results, have a class vote to find the healthiest student in the class.

Extra activity

Ask Ss to write sentences to describe their daily routine. Encourage them to use adverbs of frequency and *before*.

Reviewing lesson goals:

Ask Ss to read the lesson aim again. Then encourage them to put the words and phrases in Vocabulary box A into two categories: 1. things you usually do before school and 2. things you usually do after school. Ask Ss to compare their categories with a partner.

Further practice

- Workbook, pages 6–7

Exercise 3

- Look at the Watch out! Box together and discuss the English clock format.
- When Ss have finished, ask them to create a similar flow chart for their own daily routine.

Exercise 4

- After the Ss have found the words, elicit where the adverbs of frequency go in the sentence (after the subject and before the main verb).

Lesson aims

- Ss can use the Present Simple to talk about things which happen regularly.

Lead-in

Write *good habits* and *bad habits* on the board and elicit or teach what *habits* means. If necessary, give an example of a good/bad habit to the class, e.g. *I always wake up early/late at the weekend*. Ask Ss to make a list of bad habits. Elicit and write on the board.

Setting lesson goals:

Write the lesson aim on the board and read it out with Ss. Ask questions to check understanding, e.g. *Can you give me an example of something you do regularly?*

Exercise 1

- Write *pet* on the board. Find out who has a pet at home.
- Ss study the words in the box. Elicit ideas of more pets and write them on the board.

Exercise 2

- When Ss have answered the question, tell them to identify all the bad habits in the text (Lowri never helps at home, she spends all her time with her friends, she treats the house like a hotel; George sleeps all day, he doesn't do anything, he spends all night outside).

Then ask the class if they think George really does have bad habits and why (no, because he is a cat).

Exercise 3

- When Ss have finished, explain the grammar rules for the Present Simple affirmative and negative sentences.

Exercise 4

- Read the Watch Out! Box together. Point out the spelling rules for verbs in the Present Simple third person singular.
- Discuss the pronunciation rules for the Present Simple third person singular.

Exercises 5-6

- Follow the instructions in the Student's Book.

- Read the Watch Out! Box together. Point out the spelling rules for verbs in the Present Simple third person singular.
- Discuss the pronunciation rules for the Present Simple third person singular.

Exercises 5-6

- Follow the instructions in the Student's Book.

We know books

1.2

Grammar


Present Simple: affirmative and negative

- 1 I KNOW!** In groups, study the words below. How many more pets can you think of in two minutes? Have you got a family pet?

budgie guinea pig hamster pony tortoise

- 2** Read Lowri's post. Who is perfect in her family? *George, her cat*

Bad habits by Lowri, 14 Post



'You don't help at home!' You spend all your time with your friends – we never see you! 'This is a house, not a hotel!' My parents often say these things to my sister Cara and me.

But they don't say anything about George's bad habits! George sleeps all day – he doesn't do anything! When my parents come home in the evening, George wakes up, washes and gets something to eat. After that he goes out and doesn't come back all night!

In the morning when I leave for school, George walks back into the house and falls asleep. But my parents never say to George, 'This is a house, not a hotel!' In fact, Mum says he's the perfect cat!

- 3** Study the Grammar box. Find more examples of the Present Simple in the text in Exercise 2.

GRAMMAR Present simple: affirmative and negative

+	-
I eat a lot.	We <u>don't</u> listen.
He <u>goes</u> to bed late.	She <u>doesn't</u> help us.

Time expressions
always, usually, often, sometimes, never, once a week, every three weeks

GRAMMAR TIME > PAGE 108

WATCH OUT!

play → plays wash → washes cry → cries

- 4** Write the third person form of the verbs below in the correct column. Listen, check and repeat.

finish go help kiss make miss stay
study tidy worry

/s/	/z/	/ɪz/
helps makes	plays, goes, stays, studies, tidies, worries	washes finishes, kisses misses

- 5** Choose the correct option.
- 1 I really love / loves my family, but I don't like / likes their bad habits!
 - 2 In the evening Dad fall / falls asleep in his chair. He never go / goes to bed.
 - 3 My baby brother cry / cries at night. Sometimes we don't / doesn't sleep at all!
 - 4 Our grandparents often phone / phones us when there's something good on TV.
 - 5 My big sister often take / takes my laptop and she doesn't give / gives it back!
- 6** Complete the texts with the Present Simple form of the verbs in brackets.

My cat Petra sometimes ¹tries (try) to sleep on me and I ²wake up (wake up). After that I ³don't sleep (not sleep) all night. She ⁴doesn't want (not want) to sleep on my bed at weekends. She only ⁵does (do) it on the night before an exam!

We ⁶have (have) a problem with our hamsters, Ben and Gerry. During the day, they're quiet and they ⁷don't come (not come) out. But at night they ⁸have (have) a big party!

VIDEO



VIDEO WORLD

- 7** Watch eight people talking about bad habits. How many people mention pets?
- 8** In pairs, take it in turns to tell your partner about any bad habits your pets/people in your family have. Use Exercises 6 and 7 to help you.
- A: *Our dog eats my mum's shoes!*
B: *My dad talks a lot!*

Unit 1 18 I can use the Present Simple to talk about things which happen regularly.

Exercise 7

- videodescription page 129
- Pre-teach or elicit the following words: *chew, curtains, bite nails, topple over, ornaments, bark, snore, endlessly, talk my ears off, beg*. Then play the video twice.

Answer

Five people mention pets: Anya, Jim, Bruce, Karen, Kate

Exercise 8

- You could give Ss a copy of the videodescription from Exercise 7 to help them.
- Elicit ideas for good habits (going to bed early, etc.). Ss think of any good habits their family has before they discuss with a partner.

- Reviewing lesson goals:** Ask Ss to read the lesson aim again. Then ask them to write a sentence about their daily routine using the Present Simple affirmative or negative. Ask the class to stand up and to stand in a line. The student at the front of the line says aloud their sentence. The student next in line has to convert the sentence into the third person singular and say it aloud with their own sentence, e.g. *Pedro has a shower in the morning and I don't wake up at 7 a.m.* Continue along the line until each student has had the opportunity to speak.

Further practice

- Workbook, page 8
- SB, Grammar Time, page 108

My New Home

My name is Min-jun. I'm from South Korea, but my home now is in Berkeley, USA. My parents work at the university. My grandparents are still in Korea, but we chat online two or three times a week.

Life here is very different from Korea. In Korea, students work very hard. They usually get up at 6.30 a.m. School starts at 8 a.m. and finishes at 10 at night. That's because most students go to private night school after normal lessons to study for exams.

Can you imagine fourteen hours of school a day? There isn't always time to play sport, watch movies or have fun with friends. Students sometimes sleep in class!

In the USA, I have more free time. School finishes at 3.30, then I usually play football with my friends. We sometimes listen to music or play video games. A lot of things are still new to me. Everything is so big: meals, cars, distances (there are six time zones in the USA!). But American people are kind and friendly and I love it here.

Lesson aims

- Ss can understand an article about living in a new country.

Lead-in

Ask Ss to think what the article is going to be about. Then, ask them to share their ideas with a partner. In pairs, Ss discuss what they would like to find out from the article, such as where he lives now, etc. Elicit some ideas and write on the board.

Setting lesson goals:

Write the lesson aim on the board and read it out with Ss. Ask questions to check understanding, e.g. *Do you think daily routines are different in other countries?*

Exercise 1

- After Ss have discussed the questions in pairs, get some feedback from the class. Encourage Ss to ask questions to get more information, e.g. *Do they like where they live? What is their daily routine?*

Exercise 2

- When Ss have answered the questions, ask them if it contains any of their ideas from the Lead-in.

Exercise 3

- Go through the example sentence and options together. Ask Ss to find the relevant part of the text (*My grandparents are still in Korea but we chat online two or three times a week.*) and elicit the correct answer (often).

Exercise 4

- Before Ss talk with a partner about their school day, ask: *What time do you get up? What do you do before school? What time does school start?* etc.
- Ss make their notes then talk in pairs.

Exercise 5

- When Ss have found the answers, ask them to think of: other things they listen to, e.g. *the teacher, the radio*; other things they play, e.g. *football, basketball*; other things they watch, e.g. *people walking past, the news*; and other places and times they can chat with their friends, e.g. *at school, during breaks*.

- 1 Have you got family or friends in a different country? Where do they live?
- 2 Read the article. Where is Min-jun from? Where is his new home? Is he happy there? *Min-jun is from South Korea. His new home is in Berkeley, USA. Yes, he's happy there.*
- 3 Read the text again. Choose the correct answer.
 - 1 Min-jun talks to his family in Korea.
a never **b** often c always
 - 2 The school day in Korea is .
a long b short
c the same as in the USA
 - 3 In Korea, students .
a often watch movies
b don't have much free time
c often play sport
 - 4 In the USA, Min-jun .
a doesn't have any free time
b sleeps in class
c does more exercise
- 4 In pairs, talk about your school day.
School starts/finishes at ...
After school, I sometimes/often/usually ...

- 5 **WORD FRIENDS** free-time activities
Find the highlighted phrases in the article and complete the sentences.
 - 1 In the evenings I listen to music.
 - 2 How often do you watch TV or movies?
 - 3 I often play video games to relax.
 - 4 I always have a lot of fun with my cousins.
 - 5 I often chat with my friends online.

VIDEO **VIDEO WORLD**

- 6 Watch seven people talking about their free time. Write down the things they often/sometimes/never do.
- 7 In pairs, say what you often/sometimes/never do. Use the phrases in Exercise 5 or your own ideas. Then tell the class about your partner.
I often watch a film at the weekend.
I sometimes play games with my sister.
Dan sometimes reads books, but he never listens to music.

I can understand an article about living in a new country. 19 Unit 1

Exercise 6

- Pre-teach or elicit the following words: *figure skating, rink, cheer* and *work out*.

Answers

Kate: often exercises; sometimes cleans her house; never goes to a football match
 Karen: often walks her dogs; never plays sports; sometimes goes shopping
 Junko: often watches television; sometimes goes to the rink and cheers skaters
 Seosamh: often plays soccer and goes cycling
 Annika: often goes to the cinema
 Jerry: often spends time with his children and grandchildren
 Ed: often spends time with his family and friends; often works out (a lot); runs, swims, plays tennis; sometimes reads and watches movies and TV; never ice-skates

- **Reviewing lesson goals:** Ask Ss to read the lesson aim again. Then ask them how they feel about Exercises 3 and 4.

Further practice

- Workbook, page 9

Lesson aims

- Ss can use the Present Simple to ask and answer questions about routines.

Lead-in

Invite a student to the front of the class and whisper one of the daily routines from Lesson 1.1 to them, e.g. *wake up*. The student acts it out while the rest of the class guesses the routine. Elicit a full sentence from the class using the Present Simple affirmative and write it on the board, e.g. *Pedro wakes up*. Then elicit the negative form (*Pedro doesn't wake up*.) before you invite another student to the front of the class.

Setting lesson goals: Write on the board: *How often do you chat online with friends?* Put the question to a few Ss and make sure they use adverbs of frequency and full sentences in their response. Then ask Ss to discuss in pairs what they think the lesson is going to be about. Write the lesson aim on the board.

Exercise 1

- Elicit or pre-teach the following words: *bowling*, *throw* (noun), *sporty*. Then elicit the place where people normally go bowling (a bowling alley).

Answers

Mateo, Lena and Noah are at a bowling alley. Noah is unhappy because he isn't very good at bowling/because it isn't fun for him.

Exercise 3

Leadership: ethical competence

Ethical competence refers to the ability to recognize the ethics and ethical principles in a given situation. This task helps Ss to become aware of ethical standards and issues and will allow them to make the correct decisions in ethically ambiguous situations.

- When Ss have finished, have a class vote to find out which of the ideas is the best.

Exercise 4

- When Ss have found the examples, ask them to refer to the sentences on the board from the Lead-in. Choose one of the sentences and elicit what the question would be, e.g. *Does Pedro wake up?*. Then ask what the affirmative and negative short answer is, drawing attention to *Does* and its change in position from the question to the answer. Elicit what the question would be if the subject is *I*, *you*, *we* and *they*, e.g. *Do I wake up?* Elicit the affirmative and negative short answers.
- Ss work in pairs to write the question and affirmative and negative short answer forms of the sentences on the board.

Exercises 5-7

- Follow the instructions in the Student's Book.

Reviewing lesson goals: Ask Ss to read the lesson aim again. Then ask Ss to think about the lesson and reflect on their learning, e.g. *Do I know how to use the Present Simple to ask a question? Can I answer a question using the Present Simple?*

Further practice

- Workbook, page 10
- SB, Grammar Time, page 108

VIDEO DO YOU GO BOWLING?

Mateo: Wow! Lena, you're really good at bowling. Do you come here a lot?
Lena: Yes, I do. I really like it.
Noah: You're good too, Mateo! How often do you play?
Mateo: Once or twice a year, perhaps. Your turn now, Noah!
Noah: Wow, these balls are heavy! Oh, that's a terrible throw.
Lena: Never mind.
Mateo: Another good throw, Lena! Does your brother like bowling too?
Lena: Yes, he does. We often play together.
Mateo: What other sports do you do?
Lena: I'm not very sporty, but I like watching basketball. Nice one, Mateo!
Mateo: Right, Noah, it's your turn again. Noah?
Lena: What's the matter, Noah?
Noah: Nothing. I'm not very good at bowling.
Lena: It doesn't matter, Noah. It's only a bit of fun. Do you want some help? We can give you a lesson.



Noah: OK, thanks.

After the lesson ...

Lena: Right, are you ready for your turn now, Noah?

Noah: OK ... Yes!

Mateo: Great throw, Noah!

Lena: Well done!

Noah: Thanks for your help, guys!

1 Look at the photo. Where are Mateo, Lena and Noah? Is Noah happy? Why?/Why not? Watch or listen and check.

2 What does Lena do when she sees Noah needs help? *She offers to help him. / She asks, 'What's the matter?'*

SET FOR LIFE Leadership

3 What do you do when you see that someone needs help? Discuss in pairs. Use the ideas below to help you. Which idea is the best?

- ask if they want help
- listen to them
- leave them alone
- tell a parent or teacher

4 Study the Grammar box. Find examples of Present Simple questions and short answers in the dialogue.

GRAMMAR Present simple: questions and short answers

?	
Do you go bowling?	Yes, I do./No, I don't.
Does she like bowling?	Yes, she does./No, she doesn't.
When do they play?	They play on Sundays.
How does she relax?	She watches basketball.

GRAMMAR TIME > PAGE 108

Unit 1 20 I can use the Present Simple to ask and answer questions about routines.

YOUR WORLD

7 In pairs, ask and answer the questions in Exercise 6.



1 What can you see in photos A and B? In pairs, match the photos with comments 1–4.

- A I'm not a fan of winter. I feel tired and sad, and I'm often ill.
- B Winter's great – I feel happy when I see the first snow of the year.
- A Winters here are cold, dark and grey. It often snows.
- B Winter is my favourite season – I'm a big fan of winter sports!

2 Listen to Part 1 of a radio programme and choose the correct answer.

- In winter, many people
 - enjoy the short days.
 - get tired and ill.
 - have a lot of energy.
- 'To get the blues' means to feel
 - cold.
 - ill.
 - sad.
- The topic today is
 - how to feel good about life.
 - the weather.
 - energy.

3 Listen to Part 2 of the radio programme. Match speakers 1–4 with ideas a–f. There are two extra ideas.

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> Cody | 3 <input type="checkbox"/> Lisa |
| 2 <input checked="" type="checkbox"/> Tim | 4 <input checked="" type="checkbox"/> Zara |

- eat something delicious
- do something nice for another person
- have a shower
- drink hot chocolate
- read a book
- watch a sad film

4 Study the Vocabulary box. Are the words positive or negative? How do you say them in your language?

VOCABULARY Feelings

bored excited happy relaxed sad tired
unhappy worried

5 Complete the sentences with words from the Vocabulary box. Sometimes more than one answer is possible.

- Sam is *worried*. He's got a lot of problems.
- I'm really *happy/excited*. I've got tickets to see my favourite hip hop band.
- Tom often feels *bored/sad/unhappy*. He says there's nothing to do here.
- They feel *happy/relaxed*. Everything in their life is great.
- Sarah is really *tired*. She doesn't have much energy.
- I'm *sad/unhappy*. I want to cry.

6 In pairs, say how you feel right now. Use an adjective from the Vocabulary box.

7 In pairs, talk about what you do when you are bored or unhappy. Use the ideas below and Exercise 3 to help you.

go for a walk go to the shops listen to music
phone a friend play with a pet

A: What do you do when you're bored?

B: I go for a walk in the park.

I can understand a radio programme about feelings. 21 Unit 1

Lesson aims

- Ss can understand a radio programme about feelings.

Lead-in

Ask Ss to work in groups and make a list of any words they know to describe feelings. If Ss need prompting, draw smiling and sad emoticons on the board and elicit *happy* and *sad*. Give example sentences to ensure understanding. Get feedback from the groups and write the words on the board.

Setting lesson goals:

Write the lesson aim on the board and read it out. Ask questions to check understanding, e.g. *Do you know any words to describe feelings?*

Exercise 1

- Pre-teach or elicit: *to be a fan of* and check understanding by asking: *Are you a fan of cold weather?*
- Ask Ss to study the two photos and describe in pairs what they can see. Encourage them to think how the people are feeling.
- Ask them if any of the comments describe their own feelings about winter.

Exercise 2 audioscript page 129

- Before Ss listen to the audio, pre-teach: *the winter blues* (when you feel miserable and sad because of the winter weather).
- Tell Ss they are going to listen to someone talking about feelings. Explain the task. Elicit the answers and the relevant phrases from the audio that helped Ss choose the correct options (1 *it's really cold and many of us are tired and ill!*; 2 *the winter blues – that's when you feel tired and sad*; 3 *in today's programme I want to ask you for your tips – things you do to feel excited about life again.*).

Exercise 3 audioscript page 129

- Check that Ss understand the meaning of the following words: *mug, tip, philosophy*.
- When Ss have completed the task, ask them which of the tips they like the best.

Exercise 4

Answers

Positive: excited, happy, relaxed

Negative: bored, sad, tired, unhappy, worried

Exercise 6

- Ss think about how they are feeling. Encourage them to also consider why they are feeling that way (e.g. *I'm excited. It's my birthday tomorrow. I'm worried. I have got an exam tomorrow.*).

Exercise 7

- Invite Ss to share their ideas with the class. Have a class vote to find out the most popular ideas for what to do when you are bored or unhappy.

Reviewing lesson goals: Ask Ss to read the lesson aim again. Then ask Ss to write as many feelings as they can on a piece of paper without looking in their books. Ask them to leave the piece of paper on your desk as they leave the room.

Further practice

- Workbook, page 11