

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.

- 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 **W.03** Imagine you are a famous person. Work in pairs, then in groups.

- Tell your partner who you are.
- Introduce your partner to the others in the group.

Hi, I'm Diego Luna.

Hello, my name's Jennifer Lopez. And this is my friend Luis Miguel.

Nationalities and be

4 Complete the names of the countries with the correct consonants.

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

0 Carlos and Juan They're Mexican.
1 Micaela She's
2 Liam and Evelyn
3 Horva and Miray
4 João
5 Camila
6 Li Na
7 Ricardo
8 Natasha and Daria
9 Lorenzo

5 What nationality are the people? Write the sentences.

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

- Claudia So, Ahmed - where ¹are you from?
Ahmed Me? I ²_____ from Britain. Ryan here ³_____ from Australia, but I ⁴_____ British.
Laura But ⁵_____ your name British?
Ahmed Oh, good question. Well, no it ⁶_____. My parents ⁷_____ from Egypt, and so my name ⁸_____ from Egypt, too. But my sister Fatima and I were both born in London, so we ⁹_____ both British.
Claudia That ¹⁰_____ cool. I think your name ¹¹_____ really nice.
Ahmed Thank you! And you two, ¹²_____ you both Brazilian?

Laura That ¹³_____ right. But we ¹⁴_____ not from the same city. I ¹⁵_____ from Belo Horizonte, and Claudia ¹⁶_____ from São Paulo. We ¹⁷_____ students at the language school here.

Names and addresses

7 **W.04** Ahmed calls a taxi. Listen and complete the information.

ABBY'S TAXIS

Trip details

Taxi for ¹_____

Going to ²_____

Pick up at ³_____ a.m./p.m.

From ⁴_____ Street

Number of passengers ⁵_____

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

- 0 Fernando calls Alejandra.
No - Alejandra calls Fernando.
- They met last Wednesday.
 - There's a party at Alejandra's place next Friday.
 - The party starts at seven o'clock.
 - Alejandra lives at 134 Markham Avenue.
 - Her phone number is 555-788-2240.

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 Argentinian. 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 a.m.
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 555-788-2400.

THINK more

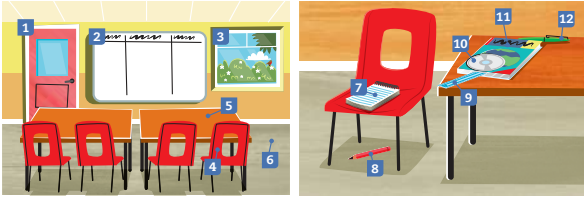
Workbook
A All about me p4-5, Ex.1-10

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 / at / 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 front of / 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

- Excuse _____.
- Can I _____ a question, please?
- Can you say that _____, please?
- How do you _____ come in English?
- Open your books to _____ 56.
- Raise your _____ if you know the answer.
- Sorry, I _____ know.
- Sorry, I don't _____.
- What does this word _____?
- 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.

- Teacher: Good morning, everyone.
Student: Good morning.
Teacher: OK. Let's start. _____
Michael: So, Michael, what's the answer?
Teacher: That's OK. What about you, Susie?
3 Student: _____
Teacher: Mrs. McFarlane. I have a question.
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 not right!
 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-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 have 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 math 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

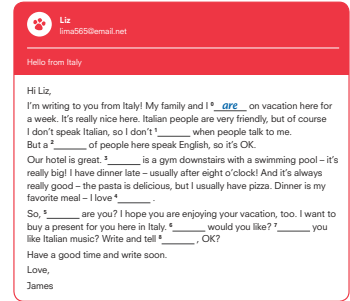
8 Match the pictures and sentences.

- What animal is this?
- What animal is that?
- These shoes are nice.
- 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



WELCOME

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

- Open your books to page 21.
- Sorry, I don't know.
- Excuse me
- 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

Workbook

B What's that? p5–6, Ex. 1–9

Welcome T6–T7

Welcome C About time

C ABOUT TIME

Days and dates



1 **W.08** Listen and choose the correct information.

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

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

DAYS
1 M _ _ _ _ _ _ _ _ 5 F _ _ _ _ _
2 T _ _ _ _ _ _ _ _ 6 S _ _ _ _ _
3 W _ _ _ _ _ _ _ _ 7 S _ _ _ _ _
4 _ _ _ _ _ _ _ _ _
MONTHS
1 J _ _ _ _ _ _ _ _ 7 J _ _ _ _
2 F _ _ _ _ _ _ _ _ 8 A _ _ _ _ _
3 M _ _ _ _ _ _ _ _ 9 S _ _ _ _ _ m b e r
4 _ _ _ _ _ _ _ _ 10 O _ _ _ _ _ e r
5 M _ _ _ _ _ _ _ _ 11 _ _ _ _ _ v e m _ _ _
6 J _ _ _ _ _ _ _ _ 12 D _ _ _ _ _ _ _ _

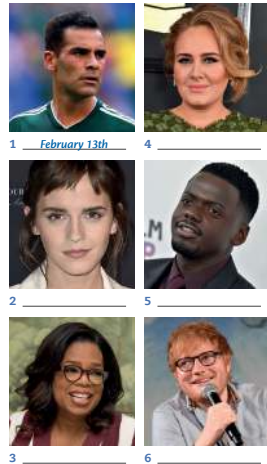
3 Match the numbers and the words.

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 February 13th 4 _____
2 _____ 5 _____
3 _____ 6 _____
7 _____ 8 _____
9 _____ 10 _____
11 _____ 12 _____

6 **Speaking** Walk around the classroom. Ask and answer questions. Whose birthday is closest to your birthday?

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

My day

7 Put the photos in the order you do the actions.



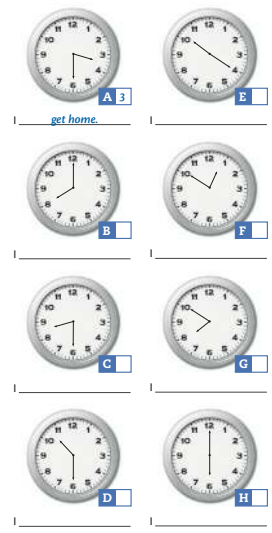
I do my homework. I have breakfast. I get home. I go to bed. I get up. I have dinner. I have lunch. I go to school.

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. | 5 It's ten to eight. |
| 2 It's six o'clock. | 6 It's 10:30. |
| 3 It's three thirty. | 7 It's twenty after ten. |
| 4 It's eight o'clock. | 8 It's eight thirty. |



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

Look
noon to midnight = p.m. midnight to noon = a.m.
12 a.m. = midnight 12 p.m. = noon
1 a.m. = 1 o'clock in the morning
1 p.m. = 1 o'clock in the afternoon

11 **Speaking** Work in pairs. Talk about your day.

I go to school at seven thirty. I do my homework at four o'clock.

- 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/ twenty-second - 22nd /ˌtwenti 'sek(ə)nd/
twelfth - 12th /twelfθ/ /ˌtwenti 'sek(ə)nd/
sixteenth - 16th /sɪk'sti:nθ/ twenty-third - 23rd /ˌtwenti 'θɜ:rd/
nineteenth - 19th /ˌnaɪn'ti:nθ/ thirtieth - 30th /'θɜ:r.ti.əθ/
- 5 **W.12**
1 February 13th 3 January 29th 5 February 24th
2 April 15th 4 May 5th 6 February 17th
- 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 get home, I have lunch.
Evening: I do my homework, I have dinner, I go to bed.
- 9 A3 B4 C8 D6 E7 F1 G5 H2
- 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

Workbook
C About time p7-8, Ex.1-9

Welcome D My things

D MY THINGS

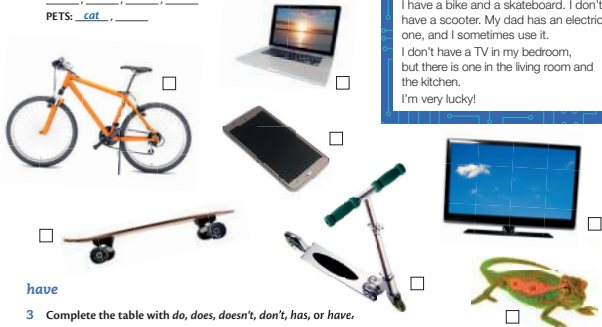
My possessions

1 Read Brian's blog and check (✓) the photos of the things he has.

2 Work in pairs. Put the things Brian mentions in his blog in the correct list.

PERSONAL POSSESSIONS: TV, laptop.

PETS: cat, _____.



have

3 Complete the table with *do*, *does*, *doesn't*, *don't*, *has*, or *have*.

Positive	Negative
I have a pet.	I don't (do not) have a dog.
You ¹ _____ a pet.	You don't (do not) ⁵ _____ a dog.
He has a pet.	He doesn't (do not) have a dog.
She ² _____ a pet.	She ⁶ _____ (do not) have a dog.
We ³ _____ a pet.	We ⁷ _____ (do not) have a dog.
They ⁴ _____ a pet.	They ⁸ _____ (do not) have a dog.
Questions	Short answers
Do I have a pet?	Yes, you do. / No, you don't.
⁹ _____ you have a pet?	Yes, I ¹³ _____. / No, I ¹⁴ _____. /
Does he have a pet?	Yes, he does. / No, he doesn't.
¹⁰ _____ she have a pet?	Yes, she ¹⁵ _____. / No, she ¹⁶ _____. /
¹¹ _____ we have a pet?	Yes, we ¹⁷ _____. / No, we ¹⁸ _____. /
¹² _____ they have a pet?	Yes, they ¹⁹ _____. / No, they ²⁰ _____. /

4 Complete the sentences with the correct form of *have* so they are true for you.

- I _____ a tablet.
- My mom _____ a computer.
- I _____ a cat.
- My best friend _____ a sister.
- I _____ a computer in my bedroom.
- My family _____ two cars.

5 **SPEAKING** Walk around the classroom. Find someone who has ...

- | | |
|---------------------------|---------------------------|
| 1 a blue bike | 5 two brothers or sisters |
| 2 a cat | 6 a laptop |
| 3 a lot of books | 7 an unusual pet |
| 4 a TV in his/her bedroom | 8 a house with a yard |

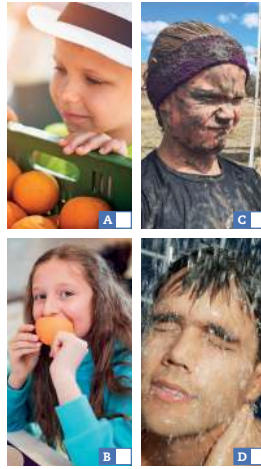
Do you have a bike? Yes, I do. What color is it?

HOME ABOUT NEWS CONTACT

Welcome!
Hi, my name's Brian.
I have a phone – it's my favorite possession!
I don't have a pet, but I'd love a cat or maybe something unusual like a lizard. I don't have a laptop. I want one for my next birthday.
I have a bike and a skateboard. I don't have a scooter. My dad has an electric one, and I sometimes use it.
I don't have a TV in my bedroom, but there is one in the living room and the kitchen.
I'm very lucky!

I like and I'd like

6 Match the pictures and the sentences.



- I like oranges.
- I'd like an orange.
- I like showers.
- I'd like a shower.

7 **W.14** Complete with *I like* or *I'd like*. Listen and check.

- What's your favorite food?
A Can I help you?
B Yes, _____ a hot dog.
- _____ some ice cream, please.
A Chocolate or strawberry?
B What do you want to watch?
A Well, _____ comedies, so can we watch something funny, please?
B _____ soccer. Do you?
A Not really. I think tennis is better.
- Do you want a pet for your birthday?
A _____ a cat, please!

8 Complete with the words in the list.

apple juice | chicken | ice cream | orange

Lunch Combo

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 kind of fruit would you like?
Do you have oranges?
What would you like for lunch today?
Would you like a chicken sandwich or a cheese sandwich?
A Hi, Oscar.

- B I'd like a lunch combo, please.
A ?
B A chicken sandwich, please.
A ?
B ?
A Yes, we do.
B An orange, please.

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

What would you like for ... ?

Would you like a ... or ... ?

1 He has a phone, a bike, and a skateboard.

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

3 1 have 2 has 3 have 4 have 5 have 6 doesn't
7 don't 8 don't 9 Do 10 Does 11 Do 12 Do
13 do 14 don't 15 does 16 doesn't 17 do
18 don't 19 do 20 don'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 kind of fruit would you like?
4 Do you have oranges?

11 Students' own answers

THINK more

Workbook

D My things p8–9, Ex. 1–8

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 students to raise their 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.

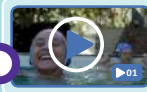
- Students do the task individually. Check answers with the class so students can confirm or correct their answers. Check/clarify the distinction between *homework* and *housework*.
 1 C 2 F 3 G 4 B 5 A 6 E
 7 H 8 D

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 students to raise their hands: one hand if the answer is *sometimes*, two hands if it is *always*.

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



Get TH!NKing

Watch the video and think: what makes you happy?

OBJECTIVES

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

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

VOCABULARY: hobbies; collocations with *have*



READING

1 Match the activities and the photos.

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

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

- Sleeping is _____ fun.
- Reading is _____ boring.
- Doing homework is _____ interesting.
- Dancing is _____ easy.
- Doing exercise is _____ boring.
- Doing housework is _____ difficult.
- Texting on my phone is _____ fun.
- Singing is _____ difficult.

12

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 soccer 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.

- 1.01 Focus on the quiz title.** Ask students what it means to enjoy life, then have students read and do the task. When checking answers, ask students to raise their 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 Simple present 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!NKing**: *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: Simple present
- Get **TH!NKing**, Grammar rap!, and Life Lessons video Worksheets

Unit 1
Having a good time

Reading; THINK Values

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.

a7 b5 c4 d3 e6 f1 g2

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 journal 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 journals. 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 take care of 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.

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.

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

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.

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.

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

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

YOUR SCORE:
 Mostly As: Wow! You know how to have fun and enjoy life.
 Mostly Bs: Hmm, OK, but can you do more? Try to find more time for yourself.
 Mostly Cs: Try to 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 <input checked="" type="checkbox"/> Being with people	e <input type="checkbox"/> Giving your brain exercise
b <input type="checkbox"/> Enjoying exercise	f <input type="checkbox"/> Being positive
c <input type="checkbox"/> Sleep	g <input type="checkbox"/> Having interests
d <input type="checkbox"/> Enjoying music	

13

7 SPEAKING Compare your ideas with a partner.

Question 7 shows us that being with people is important.

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.

THINK more

Worksheets

Project Hobbies

Communication Having a good time

Get **THINK**ing What makes you happy?



Social Responsibility

Competency: Understanding personal responsibilities as part of a group and in society

Makes informed choices; Is aware of positive behavior in different groups.

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, traveling, 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 like: *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 Simple present 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 movies.	I don't like movies.
You like movies.	You don't like movies.
He/She/It likes movies.	He/She/It doesn't like movies.
We like movies.	We don't like movies.
They like movies.	They don't like movies.

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

RULE: Use the simple present 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 simple present 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) on the school soccer team?
B No, she _____.
5 My grandparents _____ (not like) traveling. 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 play an instrument 3 _____ photos
1 _____ in a club 4 _____ a pet
2 _____ a blog 5 _____ 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

THINK more

Workbook

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

Worksheets

Grammar presentation: Simple present
Grammar Worksheets 1
Vocabulary Worksheets 1

Language note Simple present

We use the simple present 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 base 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.*

Unit 1 Having a good time

Listening; WordWise

HAVING A GOOD TIME UNIT 1

6 **1.04** Ask students to look at the pictures for 30 seconds and try to memorize the details. Ask students which picture shows: a guitar player? (B) a girl doing exercise? (A) a cell 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 recognize the names when they are heard. For an extra challenge, students could complete the sentences from memory before listening.
1 Ben 2 Jade 3 Dad's friend 4 Harry 5 Harry's mom

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 d 2 a 3 c 4 b 5 e

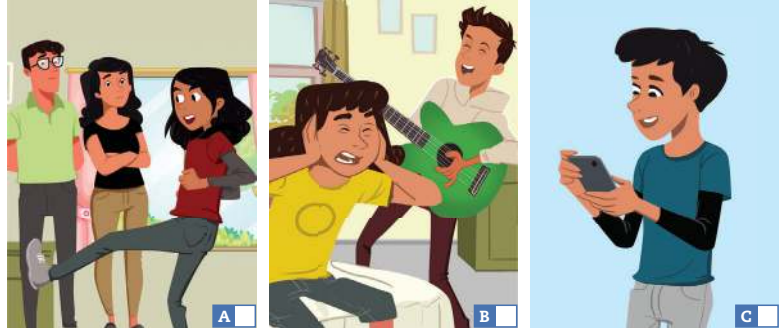
Workbook p12

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 from the class, 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.

LISTENING

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



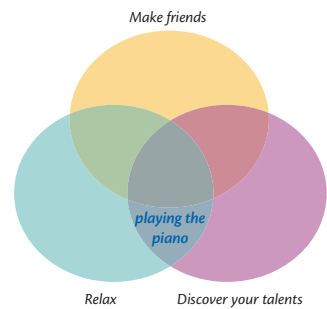
7 **1.04** Listen again. Complete the sentences with the names in the list.

Jade | Harry | Harry's mom | Ben | Sally | Dad's friend

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

9 Copy the diagram in 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



→ workbook page 12

WordWise: Collocations with have

8 Match the sentence halves.

- | | |
|---|---|
| 1 <input type="checkbox"/> How many hobbies | a when I have time. |
| 2 <input type="checkbox"/> I only listen to music | b Let's have dinner. |
| 3 <input type="checkbox"/> You know how to have fun | c and enjoy life. |
| 4 <input type="checkbox"/> I'm hungry. | d do you have? |
| 5 <input type="checkbox"/> It's my hobby | e and I have a good time when I practice. |



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 do you have?
- 4 What time do you have dinner?
- 5 Do you take a break after school?
- 6 Do you always have time to do your homework?

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

Unit 1
Having a good time

Reading

Warmer

Get students to brainstorm things that people collect. Make a list on the board. Ask students to raise their 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?*

After students read the text, ask: *Who collects things? What do they collect?* (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 onward 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 centers 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 have some free time. Write and let us know.

Hermione 6 2

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!

Andy 3 1

I can't stand having nothing to do – for example, when I wait for the bus or in line at the fast food place – so I always have puzzle apps on my phone. 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.

Natalie 4 0

I'm usually busy, but occasionally I have a little free time, especially in the evening after I do my homework. My favorite 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 to visit a different place in the world at least once a week.

Lucy 1 6

I don't really like sports – 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!

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

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

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 color of their team jersey. Before each game, they perform a traditional Maori war dance called the 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

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 a smiley face 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.
RULE: 1 -ing 2 -ing
- 5 Ask a different student to write each *-ing* form on the board and get the class to check the spelling.
1 eating 2 talking 3 swimming 4 riding 5 visiting
- 6 This task can be assigned for 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

HAVING A GOOD TIME UNIT 1

GRAMMAR
like + -ing

3 Look at the sentences from the blog on page 16. Draw 😊 or ☹️ next to each one.

- I just love doing puzzles. _____
- I can't stand having nothing to do. _____
- I hate running. _____
- I like using "street view." _____

4 Use the sentences in Exercise 3 to complete the rule.

RULE: Use the '_____' form of the verb after verbs that express likes and dislikes, e.g. *like, love, hate, enjoy, can't stand*.

- To make this form, add '_____' to the base verb.
- If the verb ends in *-e*, drop the final *-e* (e.g. *live - living*).
- If a short verb ends in a consonant + vowel + consonant, we usually double the final consonant before adding the *-ing* (e.g. *swim - swimming*).

5 Complete the sentences. Use the *-ing* form of the verbs in the list.

eat | ride | run | swim | talk | visit

- I hate running to catch the bus to school.
- My parents enjoy _____ at different places.
- My brother can't stand _____ on the phone.
- They like _____ in the ocean when it's warm.
- Donna really likes _____ her bike.
- We love _____ new places on vacation.

6 **WRITING** What about you? Write two or three sentences about what you like doing. Use the ideas in Exercises 3 and 5 to help you.

Adverbs of frequency

7 Complete the diagram with the words in the list.

always | never | occasionally | often

Adverbs of frequency

0% rarely sometimes usually 100%

1 _____ 2 _____ 3 _____ 4 _____

- 8 Complete the sentences so they are true for you.
- I _____ do my homework when I get home.
 - I _____ write thank-you cards for my presents.
 - I am _____ late for school.
 - I _____ watch TV in the mornings.
 - My mom is _____ angry if I don't clean my room.
 - I _____ turn off the lights when I leave the room.
- 9 Complete these sentences from the blog on page 16. Check your answers and complete the rule.
- I like watching cat videos on YouTube _____.
 - _____ my uncle and I talk on the internet.
- RULE:** Words like *sometimes, never, always* come 'before' after the verb *be* but 'before' after other verbs. Phrases like *every day* or *twice a week* can come at the beginning or at the end of a sentence.
- 10 Write down things you do ...
- every day: I text my best friend every day. _____
- three times a week: _____
- once a year: _____
- 11 **SPEAKING** Work in small groups. Compare your answers to Exercises 8 and 10.
- How often do you go to the movies? I go once a month ...

→ workbook page 11

WRITING
Your routine

- 12 Complete the sentences so they are true for you.
- I rarely _____ on the weekend.
 - I can't stand _____.
 - I _____ three times every day.
 - I love _____ in August.
 - I never _____ when I'm tired.
 - I _____ once a week.
 - I occasionally _____.
 - I enjoy _____ after school.

Language notes like + -ing

Verbs that express likes or dislikes (*like, love, hate, enjoy, etc.*) are stative verbs. They are used in the simple present 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 assigned for homework or done in class. Remind students to think about whether they need the simple present 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.

THINK more

Practice Extra
Unit 1 Practice it!

Workbook

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

Worksheets

Grammar rap! like + -ing
Grammar Worksheets 1