

2

Time

Unit plan

- Reading:** *true or false*, finding information in the text to decide if the statements say the same thing or a different thing to the text
- Vocabulary:** ordinal numbers & dates, prepositions of time (*at, in, on*), telling the time, words related to periods of time, collocations with *time*, phrasal verbs
- Grammar:** possessive adjectives, 's, possessive pronouns, *whose?*
- Listening:** multiple matching, realising the speakers will mention more than one activity when talking about each person
- Speaking:** discussion and decision making (photo-based), talking about your free time and how you manage your time, giving your opinion, agreeing and disagreeing with your partner
- Writing:** paragraph (routines), using the present simple and adverbs of frequency to describe routines, using prepositions of time

Unit Opener (SB page 21)

- You may use L1 during the class discussion.
- Ask students to look at the main picture and tell you what the object is (*a clock*). Ask them what the time is on the clock (*11.55*). Ask them what else they can see in the picture (*fireworks*). Ask them how the time and the fireworks relate to each other (*It is probably New Year's Eve, just before midnight.*).
- Ask students to look at the three smaller pictures and tell you what we use the three objects for (*to tell the time*).
- Ask students to read the title of the unit and say how it relates to the pictures (*The title is 'Time' and the pictures show ways of telling the time.*).

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must label the pictures with the words in the orange box.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then discuss their answers in pairs before discussing as a class.

Answers

- sundial
- hourglass
- fob watch

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that there are three questions they need to discuss.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

sundial: in gardens
hourglass: in board games, in kitchens
fob watch: nurses wear them

The fob watch is unusual because its face is upside down. This is so that when the nurse has it pinned to his/her uniform, he/she can look down and see the time easily.

The sundial is the oldest.

Background information

The sundial is the earliest type of timekeeping device. It shows the time of day by the position of the shadow that is formed when the pointer (known as a *gnomon*) is exposed to the sun's rays. As the sun moves across the sky and causes the shadow of the gnomon to move, it shows the passage of time. The earliest sundials, dating from approximately 1500 BC, were created by the ancient Babylonians and the Egyptians.

The hourglass measures time with the movement of sand through a glass container. It takes one hour, for example, for the sand to move from the top part of the hourglass, through a narrow passage, to the bottom part of the hourglass. The origin of the hourglass with the use of sand is not clear. Prior to the hourglass there was the *clepsydra*, or water clock, which worked in a similar way, but with water, and is known to have existed in Babylon and Egypt as early as the 1500s BC.

The word *fob* refers to the attachment that holds a pocket watch, not the watch. Pocket watches are not worn on the wrist. The fob watch (a pocket watch and the chain it is attached to), was developed in Europe in the 1500s AD and was most popular from the mid-1700s until World War I, when the fob watch was replaced by the invention of the wristwatch.

TOP TIP

Use the topic of the Opener as a springboard for further discussion or class work. Here, ask students to discuss other ways of telling time, for example, by noting the position of the sun in the sky.

Let's talk about it!

- Do you wear a watch? If not, how do you know what time it is?
- Have you ever tried to tell the time by looking at the sun?
- Can you think of other clever inventions?

DVD 2

Summary of DVD 2: In this video, we are introduced to Gina. We learn about her daily routine, and what she does in her free time, both during the week and at the weekend. We also learn about her brother, Jake. We find out how he manages his time and how he spends his free time.

Answers

use social media: Gina, play tennis: Jake, watch TV: Jake, watch videos: Gina, surf the Net: Gina, listen to music: Gina

Reading (SB pages 22-23)

1

- Ask students to read the instructions and check that they understand what they have to do. Remind them what *often* means. Elicit that they need to put a tick only against the activities that they often do.
- Go through the items in the list and explain anything students don't understand.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Student's own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Ask students in what ways an activity could be considered important, ie they enjoy it more than other activities, it's good for them in some way, it benefits other people, etc.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Student's own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the blog in order to locate specific information.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then discuss their answer in pairs before discussing as a class.
- Once the answer has been checked, ask students if they use an app or make a list to manage their time.

Answer

Andy uses an app and Becky makes a list.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain to students that in order to understand if a statement is true or false, they need to decide if the sentences say the same thing as the text or something different. Tell them they should read the sentences carefully first and then look in the text for the same information. Once they find the part in the text, they should read the sentence again and decide if it says the same thing as the text (T) or something different (F).

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to read the sentences and then find the part in the text that talks about this information.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1T (*Teenagers are very busy! We've got school or college, homework and sports, and some of us help at home too.*)
- 2T (*I always do college homework between 4 pm and 6 pm ...*)
- 3F (*In the evenings, I usually have free time to meet my friends.*)
- 4T (*When I have time, I surf the Net and watch videos on YouTube, but only for an hour.*)
- 5F (*Some of my friends waste a lot of time online. They don't have time to do their homework ...*)

5

- Ask students to read the instructions and check that they understand what they have to do. Remind students that the words in the orange box are in the text and that they should find them because seeing them in context will help them to complete the task.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.

- Explain that the words in the orange box are verbs and that they go with the words in bold in the sentences to make phrases.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the phrases to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|----------|---------|
| 1 manage | 5 waste |
| 2 use | 6 be |
| 3 do | 7 make |
| 4 surf | |

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must copy and complete the timetable for their activities the following day.
- Refer them back to 1 and the text in Reading if they need ideas.
- Students complete their timetables individually.
- Once students have completed their timetables, they discuss them in pairs.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- Time permitting, students may tell the class about their timetables.

Answers

Student's own answers

▶▶ EXTENSION ACTIVITY

Ask students to make two lists, one with activities they do during the week and the other with weekend activities. They then compare and discuss their lists with a partner.

Vocabulary 1 (SB page 24)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that ordinal numbers show the order of things in a list.
- Ask students to look at the list of ordinal numbers. Point out that we use four different suffixes with ordinal numbers, *-st*, *-nd*, *-rd*, *-th*. Practise pronunciation by saying each of the ordinal numbers to the students and asking them to repeat after you. Correct where necessary.
- Draw students' attention to the example and go over it with them. Elicit that the first number in a date is the day of the month and the second number is the month.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------|-----------------|
| 1 14th March | 6 2nd December |
| 2 3rd June | 7 24th April |
| 3 21st January | 8 11th August |
| 4 5th September | 9 30th November |
| 5 12th February | |

▶▶ EXTENSION ACTIVITY

Explain to students that when we say dates, we can say for example, '**the** fourteenth **of** March'. Ask your students to read the dates from 1 out. Make sure they say *the* and *of* in the correct places.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that *at*, *in* and *on* are prepositions, and that prepositions are words we use before a noun or pronoun to show place, time, etc.
- Refer students back to the text in Reading and ask them to find examples of prepositions used with time words (*on Fridays*, *at 7 pm*, *in the evenings*, *at ten o'clock*, *in the morning*, *on Wednesdays* ...).
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------|-------|
| 1 in | 7 On |
| 2 at | 8 At |
| 3 in | 9 in |
| 4 In | 10 In |
| 5 At | 11 on |
| 6 On | 12 at |

3

- Ask students to look at the picture of the clock on the left.
- Ask students to read the words and phrases for telling time and explain anything they don't understand. Use L1 if necessary.
- Draw a clock with the current time on the board and ask students, *What time is it?*
- Practise telling the time by drawing more clocks on the board and asking students what the time is.
- Ask students to read the instructions and check that they understand what they have to do. Explain that they will match the time on the digital clocks with the time on the round clocks.
- Draw students' attention to the example and go over it with them.
- Students work individually to match the times and the clocks.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the time words/phrases to the students and asking them to repeat after you. Correct where necessary.
- Students practise telling the time by asking and answering in pairs. Remind them to give complete answers with *It's* ...

Answers

- | | |
|--------|--------|
| 1 c, l | 4 b, i |
| 2 a, k | 5 d, g |
| 3 e, h | 6 f, j |

Extra Task (for early finishers)

See photocopiable material on page 126.

Grammar 1 (SB page 25)

Before you read the Grammar box

- Revise/Introduce possessive adjectives. Pick up a book belonging to a male student. Say, *This is his book*. Write the sentence on the board. Ask students to tell you what they think *his* means.
- Revise/Introduce possessive 's. Write the following sentence on the board: *There are important things on Becky's list*. Ask students what they think *Becky's list* means. Explain that 's after a noun shows us who owns something.

1

- Read through the grammar theory for possessive adjectives with the class.
- Write all forms on the board (*my, your, his, her, its, our, your, their*).
- Ask students to look back at the text in Reading and to find and underline examples of four different possessive adjectives. There are many examples of *my*, but only one each of *our* and *your*, and two for *their* (***Our*** days are very long. / ... you manage ***your*** time / I manage ***my*** time well. / ... stay up late on ***their*** computers ..., ... do ***their*** homework ...). Remind them that a possessive adjective comes before a noun.
- Write *it's, its, you're, your, he's, his* on the board. Go through the words one by one and ask individual students to give you sentences using the words. Write them on the board and make sure students understand the differences in form and meaning.
- Ask individual students to give you sentences using possessive adjectives.
- Read through the grammar theory for 's with the class.
- Tell students that *boy* is a singular noun and takes 's at the end. Then explain that *cousins* is a plural noun and it only needs an apostrophe at the end. Point out *women* is an irregular plural noun, and that all irregular plural nouns use 's to show possession, not ' as in the case of *cousins'*. Ask students for examples of irregular plural nouns and write them on the board (*eg children, men*).
- Write the following sentences on the board and ask students how to show possession:
 - 1 *The boys bag is blue. (The boy's bag is blue.)*
 - 2 *My friends families are big. (My friends' families are big.)*
 - 3 *The childrens activities are fun. (The children's activities are fun.)*

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that one of the sentences is incorrect and they must identify it and say why it is wrong.
- Refer them to the grammar theory to help them answer the question if necessary.
- Check answer as a class.

Answer

Sentence b is wrong because the word should be *sisters'*, not *sister's*. (There are two names, so there are two sisters.)

Read 2.1-2.2 of the Grammar Reference on page 140 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write the correct possessive adjectives.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that by reading the preceding sentence in each item, they will be able to determine which possessive adjective is required. Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------|---------|
| 1 Its | 5 your |
| 2 Our | 6 My |
| 3 Her | 7 Their |
| 4 His | 8 Your |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must correct the words in bold.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------|----------|
| 1 children's | 5 twins' |
| 2 boys' | 6 men's |
| 3 Bill | 7 girl's |
| 4 Jones'/Jones's | 8 wife's |



EXTENSION ACTIVITY

Ask students to write a few sentences about members of their family and things that belong to them using possessive adjectives and 's. For example, *My mum's car is red*. When students are ready, they write their sentences on the board for the class to check.

Extra Task (for early finishers)

See photocopiable material on page 126.

Vocabulary 2 (SB page 26)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to list the time words (the periods of time) in increasing order of length.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

second, minute, hour, day, week, month, year, century

2

- Ask students to read the instructions and check that they understand what they have to do. Tell students that the sentences explain what the words in 1 mean. Elicit that they will not need to use one of the words from 1.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|--------|
| 1 week | 5 day |
| 2 century | 6 year |
| 3 month | 7 hour |
| 4 minute | |

3

- Explain what a collocation is to students (*two or more words that are often used together*). An example students have already seen in Unit 1 is *do homework*.
- Ask students to read the instructions and check that they understand what they have to do. Explain that the items in the orange box go with the words in bold to form collocations.
- Ask students to read the words in the orange box and the dialogues, and explain anything they don't understand. Elicit that the collocations are all formed with the word *time(s)*.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the collocations to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|---------|---------|
| 1 spend | 5 free |
| 2 all | 6 tell |
| 3 have | 7 three |
| 4 waste | 8 have |

4

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they learnt some phrasal verbs in Unit 1 (*go out, look at, look for, put on, take off, try on*).
- Ask students to read the phrasal verbs in the orange box and the text, and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the phrasal verbs in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Ask a student to tell you the difference between *get up* and *wake up*, in L1 if necessary. (*wake up* = *stop sleeping*; *get up* = *get out of bed after sleeping*)

Answers

- | | |
|-----------|------------|
| 1 wake up | 3 Hurry up |
| 2 get up | 4 stay up |

EXTENSION ACTIVITY

Students work in pairs. They ask and answer these questions. Some of the questions are from 3 and others are variations: *Who do you usually spend time with at the weekend? Do you have a good time at parties? Do you waste time? What do you do in your free time? Do you always have time for your homework?*

TOP TIP

Phrasal verbs may not be a feature of L1, so regular revision is required for consolidation. List all the phrasal verbs students have learnt thus far and ask them for example sentences to demonstrate they know what the phrasal verbs mean. Correct any errors and encourage students to keep a Vocabulary notebook with a section for phrasal verbs.

Extra Task (for early finishers)

See photocopiable material on page 126.

Grammar 2 (SB page 27)

Before you read the Grammar box

- Revise/Introduce possessive pronouns. Give students an example of a possessive pronoun in use. Pick up your pen and say, *This is my pen*. Then say, *It's mine*. Write both sentences on the board. Explain to students that *mine* takes the place of *my pen*.
- Revise/Introduce *whose*? Explain to students that we use the question word *whose* to ask about possession. If necessary, and if there is a direct equivalent, you may use L1 to explain this.

1

- Read through the grammar theory for possessive pronouns with the class.
- Write the possessive pronouns on the board (*mine, yours, his, hers, ours, yours, theirs*).

- Write the following sentences on the board and ask students to complete them.

1 *That's her jacket.* = *That jacket is [hers].*

2 *Those are our books.* = *Those books are [ours].*

- Assign a possessive pronoun to each student and have them write a sentence using it. When students have finished, ask them to read out their sentences.

• Read through the grammar theory for *Whose ...?* with the class. Write the structure *whose + noun + to be + this/that/these/those* on the board and explain it. Below the structure, write the following example sentence, *Whose coat is this?* Ask students for their own example sentences. Go around the class until every student has had a turn.

- Point out the answers to the questions using possessive pronouns in the grammar theory (*It's mine, They're ours*), but tell students they can also use possessive 's, eg *Whose pencils are those? They're Jack's.*

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that one of the sentences is incorrect and that they must identify it and say why it is wrong. Refer them to the grammar theory to help them answer the question if necessary.

- Check answer as a class.

- Once the answer has been checked, ask students to write Sentence a correctly using a possessive adjective (*Those are my games.*).

Answer

Sentence a is wrong because we don't use possessive pronouns with nouns.

Read 2.3-2.4 of the Grammar Reference on page 141 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write the correct possessive pronouns.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that by reading the preceding sentence in each item, they will be able to determine which possessive pronoun is required. Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|----------|
| 1 hers | 5 yours |
| 2 mine | 6 ours |
| 3 his | 7 theirs |
| 4 yours | |

4

- Ask students to read the instructions and check that they understand what they have to do. Remind students that *who's* = *who is*, but *whose* is a question word used to ask about possession.
- Ask students to read the dialogues and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|---------|
| 1 Whose | 5 Who's |
| 2 Whose | 6 Who's |
| 3 Who's | 7 Who's |
| 4 Whose | 8 Whose |

EXTENSION ACTIVITY

Ask students to write their own gapped sentences for *whose* and *who's*. Refer them to the grammar theory if they need help. When students are ready, they swap with a partner to complete each other's sentences. They then read out their sentences to the class.

Extra Task (for early finishers)

See photocopiable material on page 126.

Listening (SB page 28)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to listen for times that both students talk about. Time permitting, quickly revise telling the time.
- Play the recording and ask students to make a note of their answers.
- They then check their answers in pairs before checking as a class.

Answers

- 7 o'clock, 7.30, 8 o'clock
- Millie *I get up at seven o'clock and I go to college at eight.*
- Grant *I go to college at eight o'clock, too, but I don't get up at seven. I get up at seven thirty.*
- Millie *Oh. I have my breakfast at seven thirty.*

See the recording script on page 120.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must now listen for the time that the speakers get up.
- Play the recording again.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1a (Millie: *I get up at seven o'clock ...*)
- 2b (Grant: *... but I don't get up at seven. I get up at seven thirty.*)

See the recording script on page 120.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will now answer more questions about Millie's and Grant's morning routines.

- Play the recording again if necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 7.30 (Millie: *Oh. I have my breakfast at seven thirty.*)
- 2 8 o'clock (Millie: *... I go to college at eight.* / Grant: *I go to college at eight o'clock, too ...*)

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain to students that in this task type, they must match items from two lists. Tell them that in the task here they will hear a conversation in which two people talk about people and activities. Explain that the speakers will talk about more than one activity for each person, so they must listen carefully to choose the activity that answers the question, *How does each person like spending their free time?*

4

- Ask students to read the instructions and check that they understand what they have to do. Explain that Peter and Amelia will talk about other people, as well as themselves.
- Ask students to read the activities and explain anything they don't understand.
- Remind them to listen for the activity that answers the question asked in the task for each person.
- Play the recording and ask students to match the activities with the people. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1C *You play football all the time. I hate it! / Well, I love it. I play it every day after college.*
- 2A *I sometimes watch videos on YouTube with my sister, Kate. That's her favourite activity.*
- 3D *I meet my friends.*
- 4B *Chris? ... He loves playing video games.*

See the recording script on page 120.

Speaking (SB page 29)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Student's own answers

TOP TIP

Revise language that has already been taught in the unit. In this lesson, for example, tell students to expand their answers in 1 by referring back to the list of activities on page 22 and the phrases with verbs on page 23; the prepositions of time on page 24; and collocations on page 26 of their Student's Book.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to tell you in L1 what *agree*, *disagree*, *give an opinion* and *talk about a different thing* mean.
- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, ask students to tell you about any words that helped them to choose their answers (*no* = *disagree*; *I'm sorry, but* = *disagree*; *yes* = *agree*; *I think* = *opinion*; *what ... about ...?* = *different thing*).

Answers

- | | |
|-------------------|-------------------|
| 1 disagree | 5 agree |
| 2 opinion | 6 opinion |
| 3 agree | 7 different thing |
| 4 different thing | 8 disagree |

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain to students that in the discussion and decision making task, they will need to discuss different options, which could be a set of activities, objects, etc. During the discussion, they need to give their opinion on each option in the set and show agreement or disagreement with their partner's opinion. Tell them that in addition, they can also start talking to their partner about a different option. Tell them it's important to listen carefully to their partner so that they respond appropriately.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that in this type of task they need to read the instructions carefully as this will tell them exactly what to discuss. Here, it is *Decide which online activity is best for Sarah*. Tell them not to make the mistake of thinking they need to discuss what they personally prefer.
- Go through the *Language Bank* with the students. Spend some time going over the different functions and the phrases they can use to express them. Do some work with the longer structure for disagreeing, *I'm sorry, but I (don't) think ... is a good idea because ...*, by practising what students can say after *because* (eg *I don't think using social media is a good idea because it wastes time / is boring / it isn't fun*). Write different ideas on the board for students to use.

- Remind students to discuss all of the options.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class and say which activity they think is best for Sarah.
- Time permitting, continue until all students have had a turn.

Answers

Student's own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Student's own answers

Writing (SB pages 30-31)

Paragraph: Describing routines

- Ask students to read the information on paragraphs and describing routines.
- Ask students why they think we use the present simple to talk about routines. If necessary, refer them back to the grammar theory for the present simple on page 15 of their Student's Book. Explain that routines are things that we often do, so we use the present simple to talk about them. Remind them also that we use adverbs of frequency to talk about how often we do something. Ask them to tell you the adverbs of frequency they learnt in Unit 1 (*always, usually, often, sometimes, never*).

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the sentences with the verbs in the present simple. Remind them about the changes they need to make to verbs in the third person singular.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|----------------|
| 1 wake up | 5 doesn't help |
| 2 go | 6 do |
| 3 don't have | 7 play |
| 4 finish | 8 watches |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must now write the sentences in 1 with information that is true for them.
- Tell students to begin each sentence with *I* and to change *college* to *school* if that applies to them.
- Students work individually to complete the task.
- They then compare their answers in pairs before telling the class.

Answers

Student's own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and the questions, and explain anything they don't understand.
- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 a paragraph (about your routine on weekdays)
- 2 what you do every day from Monday to Friday

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read a paragraph and complete it with the words in brackets, using the present simple.
- Elicit that the paragraph in 4 has been written in answer to the writing task in 3.
- Ask students to read the paragraph and answer any queries they might have about it. Tell them to write the adverbs of frequency in the right place and to remember the spelling rules for verbs in the third person singular.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------|------------------|
| 1 always get up | 6 play |
| 2 have | 7 don't play |
| 3 go | 8 usually do |
| 4 starts | 9 sometimes play |
| 5 finishes | 10 don't go |

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must underline examples of the prepositions of time (*at, in, on*) in the paragraph in 4 and then they must complete the sentences with the prepositions.
- Encourage them to look back at Vocabulary 1 on page 24 of their Student's Book if they need help with prepositions of time.
- Check the first part of the task before students proceed to the second part.

- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students underline in 4: at seven o'clock, at nine o'clock, at four in the afternoon, On Tuesdays and Thursdays, on the other days, on weeknights

- | | |
|------|------|
| 1 in | 4 at |
| 2 at | 5 at |
| 3 on | 6 In |

LANGUAGE BANK

- Quickly go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own words and phrases in their paragraphs.
- Remind them to use words and phrases from all of the sections in the *Language Bank*.

6

- Read the task out to students and explain anything they don't understand. Elicit that they must write a paragraph describing their weekend routine.
- Go over the *Plan* with the students.
- Remind them that the *Plan* acts as a checklist for what they need to include in their writing. Tell them to provide information for both Saturday and Sunday.
- Assign the writing task for homework.

Answers

Student's own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words in L1.
- Remind them to use the present simple tense for routines and adverbs of frequency to say how often they do something.
- Remind them also to use the propositions of time correctly when they talk about days, parts of the day and times.
- Remind them to look back at 4 for an example of a completed paragraph describing routines.

▶ EXTENSION ACTIVITY

Time permitting, students can make brief notes for their Saturday and Sunday routines. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 2 (SB page 32)

Objectives

- To revise vocabulary and grammar from Unit 2.

Revision

- Tell students that Reload 2 revises the material they saw in Unit 2.

- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise ordinal numbers. Ask individual students to come to the board. Read out cardinal numbers at random from 1 to 31. Students must say and write the equivalent ordinal number.
- 2: Revise prepositions of time (*at, in, on*). Say the following words and phrases and ask individual students which preposition to use with them. As they answer, write the preposition and phrase on the board: *[at] midnight, [in] the evening, [on] Monday, [in] the spring, [on] 25th March, [in] February, [at] seven thirty.*
- 3: Practise telling the time. Write the following times on the board and ask individual students, *What time is it?* Tell them to add the part of the day as well if they like.
 - 1 2:45 [*a quarter to three (in the afternoon)*]
 - 2 16:00 [*four o'clock (in the afternoon)*]
 - 3 21:10 [*ten past nine (in the evening)*]
 - 4 7:15 [*a quarter past seven (in the morning)*]
 - 5 20:30 [*half past eight (in the evening)*]
 - 6 5:40 [*twenty to six (in the morning)*]
 - 7 15:05 [*five past three (in the afternoon)*]
 - 8 11:50 [*ten to twelve (in the morning)*]

Vocabulary 2

- 1 and 2: Revise words related to periods of time. Write the time words on the board (*century, day, hour, minute, month, second, week, year*) and ask students to complete the following sentences. Tell them they will need to use the plural form of the time words too.
 - 1 *In a minute, there are 60 [seconds].*
 - 2 *In a [week], there are seven days.*
 - 3 *In a [month], there are four weeks.*
 - 4 *In an hour, there are 60 [minutes].*
 - 5 *In a [century], there are 100 years.*
 - 6 *In a day, there are 24 [hours].*
 - 7 *In a [year], there are 12 months.*
- 3: Practise collocations. Write the collocations on the board and ask students to tell you what they mean, in L1 if necessary: *all the time, free time, have a good time, have time, spend time, tell the time, three times a week, waste time.*
- 4: Practise phrasal verbs: Ask the questions, *When do you wake up on weekdays? When do you get up on Sundays? Do you stay up at the weekend? Who tells you to hurry up?* Then write the phrasal verbs on the board (*get up, hurry up, stay up, wake up*) and ask students to give you example sentences using them.

Grammar Revision

Grammar 1

Practise possessive adjectives.

- Write the subject pronouns on the board in a column. Ask individual students to tell you the possessive adjective for each pronoun. Write them on the board.

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

- Point to possessive adjectives on the board and ask individual students to talk about items in the classroom and say who they belong to. Tell them to use *this, that, these, those*. Read out the following examples to get them started (eg *That is my pen. / This is your bag. / These are our books.*).

Practise possessive 's.

- Before you begin, revise irregular plural nouns. Write *one man / two men* on the board and ask for some more examples (eg *women, children, feet*).

- Write the following sentences on the board. Ask students to copy them into their notebook and write ' or 's in the correct place.

1 *There are two girls. The girls dresses are long. (The girls' ...)*

2 *That boy is tall. The boys name is Tom. (The boy's ...)*

3 *Those children are my cousins. The childrens names are Ben and Lucy. (The children's ...)*

- Check answers as a class then ask students to write their own sentences using possessive 's.

Grammar 2

Practise possessive pronouns.

- Write the possessive adjectives on the board in a column. Ask individual students to tell you the possessive pronoun for each adjective. Write them on the board.

my (mine)
your (yours)
his (his)
her (hers)
its -
our (ours)
your (yours)
their (theirs)

- Write the following sentences on the board and ask students to tell you which word is correct.

1 *This is my house. It's mine / my. (mine)*

2 *That is your car. It's your / yours. (yours)*

3 *This is Luke's watch. It's his / he. (his)*

4 *Is that Anna's bag? No, it isn't her / hers. (hers)*

5 *That is our cat. It's our / ours. (ours)*

6 *This is your college. It's yours / your. (yours)*

7 *These are my brothers' books. They're their / theirs. (theirs)*

Practise *Whose ...?*

- Write *whose* on the board and ask students to tell you when we use it (*to ask about possession*).

- Write the following structures on the board.

Whose + singular noun + is + this/that?

Whose + plural noun + are + these/those?

- Tell students to answer your questions using possessive 's. Point to a student's book and say, *Whose book is that? (It's Tom's.)*. Point to a student's pens and say, *Whose pens are these? (They're Maria's.)*. Tell students to work with a partner to ask and answer questions using *whose*.

- Students are now ready to do Reload 2.
- Draw students' attention to the examples and go over them with them.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1a 2c 3c 4b 5c 6a 7b 8b 9b 10b

Grammar

1b 2c 3b 4a 5a 6a 7c 8a 9b 10b



Progress Review (SB pages 33-34)



Objectives

- To revise vocabulary and grammar from Units 1 and 2.

Revision

- Tell students that Progress Review 1 revises the material they saw in Units 1 and 2.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise words for family members and other people.

- Unit 1, Vocabulary 1, Exercises 1 and 2: Write the following words on the board and ask students to tell you what they mean: *address, age, aunt, brother, child, daughter, grandma, grandpa, husband, first name, parent, sister, son, surname, uncle, wife*.
- Ask students to make as many pairs as they can with the words (*aunt/uncle, brother/sister, child/parent(s), daughter/son, grandma/grandpa, husband/wife, first name/surname*).

Revise adjectives to describe people.

- Unit 1, Vocabulary 1, Exercise 3: Write the words on the board (*short, long, old, pretty, dark, short, tall, blonde, ugly, young*). Ask individual students to answer the following questions and cross out a word each time it is used. Repeat questions 1–5 so that all adjectives are used.
- Tell me a word for a person's age. (*old, young*)
 - Tell me a word for a person's hair colour. (*blonde, dark*)
 - Tell me a word for a person's face. (*pretty, ugly*)
 - Tell me a word for a person's body. (*short, tall*)
 - Tell me a word for a person's hair. (*long, short*)

Revise expressions for meeting people.

- Unit 1, Vocabulary 1, Exercise 4: Write the following replies on the board: *I'm thirteen. / Goodbye. / I'm fine, thanks. / Me too. / Goodnight. / Hello*. Then choose a student, read out one of the following expressions for meeting people and have them reply in the correct way.
- Hi. (*Hello.*)
 - How are you? (*I'm fine, thanks.*)
 - Pleased to meet you. (*Me too.*)
 - How old are you? (*I'm thirteen.*)
 - See you later. (*Goodbye.*)
 - It's time for bed. (*Goodnight.*)

Revise words for items of clothing and accessories.

- Unit 1, Vocabulary 2, Exercises 1 and 2: Ask individual students to come to the board. Read out a word and have students write it on the board and tell you what it means.

(*bag, boots, coat, dress, glasses, hat, jacket, jeans, shirt, shoes, skirt, sweater, trousers, T-shirt, umbrella, watch*). Once all the words have been written on the board, ask students which of them we can use with a *pair of* (*boots, glasses, jeans, shoes, trousers*).

Revise phrasal verbs.

- Unit 1, Vocabulary 2, Exercise 3: Write these phrasal verbs on the board. Then write these gapped sentences and ask students to complete them with the correct form of the phrasal verb.

(*go out, look at, look for, put on, take off, try on*)

- Wow! ____ Bella's new dress! It's great! (*Look at*)
- Hello. I want to ____ these jeans. (*try on*)
- I ____ with my friends every Saturday. (*go out*)
- It's winter. ____ your jacket. (*Put on*)
- Where are my glasses? Please help me ____ them. (*look for*)
- I wear a watch, but I ____ it ____ when it's time for bed. (*take ... off*)

- Unit 2, Vocabulary 2, Exercise 4: Write these phrasal verbs on the board. Ask individual students what they mean. They may answer in L1, but then they must give you example sentences in English. Go around the class until every student has given you a sentence. (*get up, hurry up, stay up, wake up*)

Revise ordinal numbers and dates.

- Unit 2, Vocabulary 1, Exercise 1: Write the following numerical dates on the board. Ask individual students to write them in full on the board and read them out, paying particular attention to the ordinal numbers.
- | | |
|-------------------------|--------------------------|
| 1 15/05 (15th May) | 7 26/01 (26th January) |
| 2 02/07 (2nd July) | 8 19/09 (19th September) |
| 3 31/10 (31st October) | 9 03/04 (3rd April) |
| 4 23/02 (23rd February) | 10 11/11 (11th November) |
| 5 04/12 (4th December) | 11 01/08 (1st August) |
| 6 12/06 (12th June) | 12 17/03 (17th March) |

Revise prepositions of time (*at, in, on*).

- Unit 2, Vocabulary 1, Exercise 2: Copy the table below onto the board and ask students to fill in the prepositions of time, *at, in* and *on*.

(<i>at</i>)	<i>seven o'clock</i>
(<i>in</i>)	<i>the afternoon</i>
(<i>on</i>)	<i>Fridays</i>
(<i>in</i>)	<i>the autumn</i>
(<i>on</i>)	<i>25th March</i>
(<i>at</i>)	<i>midnight</i>
(<i>in</i>)	<i>April</i>
(<i>at</i>)	<i>the weekend</i>
(<i>on</i>)	<i>Sunday morning</i>
(<i>in</i>)	<i>the evening</i>
(<i>at</i>)	<i>night</i>
(<i>in</i>)	<i>the morning</i>

Revise telling the time.

- Unit 2, Vocabulary 1, Exercise 3: Ask individual students to come to the board and ask you, *What time is it?* Reply by saying the times in words and asking students to write the time, in numbers, on the board. Tell them to use the 12-hour clock, ie 1–12.

- 1 *It's five past twelve. (12:05)*
- 2 *It's twenty to six. (5:40)*
- 3 *It's a quarter past two. (2:15)*
- 4 *It's ten to nine. (8:50)*
- 5 *It's half past eleven. (11:30)*
- 6 *It's twenty-five to one. (12:35)*
- 7 *It's a quarter to four. (3:45)*
- 8 *It's ten past one. (1:10)*
- 9 *It's five to seven. (6:55)*
- 10 *It's twenty past ten. (10:20)*
- 11 *It's twenty-five past three. (3:25)*

Revise words related to periods of time.

- Unit 2, Vocabulary 2, Exercises 1 and 2: Write these words on the board. Choose a word at random and ask students to tell you what it means by using one of the other words (*century, day, hour, minute, month, second, week, year*). Accept all logical answers.

Possible answers

- 1 *month: There are 12 months in a year. / There are 28, 29, 30 or 31 days in a month. / There are four weeks in a month.*
- 2 *year: There are usually 365 days in a year. / There are 12 months in a year. / There are 52 weeks in a year.*
- 3 *century: This is the 21st century. / There are 100 years in a century.*
- 4 *hour: There are 24 hours in a day. / There are 60 minutes in an hour.*
- 5 *week: There are seven days in a week. / There are 52 weeks in a year.*
- 6 *minute: There are 60 seconds in a minute. / There are 60 minutes in an hour.*
- 7 *second: There are 60 seconds in a minute. / There are 3600 seconds in an hour.*
- 8 *day: There are seven days in a week. / There are 24 hours in a day. / There are usually 365 days in a year.*

Revise collocations.

- Unit 2, Vocabulary 2, Exercise 3: Write these words on the board in two columns and ask students to match them.

- 1 *I spend [F]*
- 2 *He talks [C]*
- 3 *We have a [H]*
- 4 *She doesn't waste [D]*
- 5 *In my free [A]*
- 6 *He knows how to tell [E]*
- 7 *I play tennis three [B]*
- 8 *I don't have [G]*

- A *time, I play tennis.*
- B *times a week.*
- C *all the time.*
- D *time with video games.*
- E *the time.*
- F *time with my friends.*
- G *time to play now.*
- H *good time at the weekends.*

Grammar Revision

Revise subject pronouns and *to be*.

- Write these prompts on the board. Ask individual students to come to the board and write sentences using the subject pronouns and the correct form of *be*.

- 1 *Anna / short (She is short.)*
- 2 *you / not an only child (You aren't an only child.)*

- 3 *? / your cat / black (Is it black?)*
- 4 *Dad / not tall (He isn't tall.)*
- 5 *you and Lucy / cousins (You are cousins.)*
- 6 *? / Adam and Sally / friends (Are they friends?)*
- 7 *I / happy (I'm happy.)*
- 8 *Bob and I / not thirteen (We aren't thirteen.)*

Revise present simple.

- Write these gapped sentences on the board. Ask students to write completed sentences in their notebooks. Then ask individual students to come to the board and complete the gaps. Once the answers have been checked, leave the sentences on the board as you will need them to revise adverbs of frequency.

- 1 *He _____ (go out) on Saturday. (goes out)*
- 2 *I _____ (not manage) my time well. (don't manage)*
- 3 *Ben and I _____ (play) video games. (play)*
- 4 *_____ (it / rain) here in the summer? (Does it rain)*
- 5 *Maria _____ (not wear) hats. (doesn't wear)*
- 6 *You and your sister _____ (help) your parents. (help)*
- 7 *You _____ (be) happy, Jim. (are)*
- 8 *What _____ (they / do) at the weekend? (do they do)*

Revise adverbs of frequency.

- Write the adverbs of frequency on the board in random order and ask students to tell you the correct order from most frequent to least frequent (*always, usually, often, sometimes, never*). Then write an adverb in brackets next to each sentence from the previous revision task.

- Ask students to add the adverb of frequency to each sentence in their notebooks. Ask individual students to read out the sentences one by one.
- 1 *He sometimes goes out on Saturday. (sometimes)*
 - 2 *I don't usually manage my time well. (usually)*
 - 3 *Ben and I always play video games. (always)*
 - 4 *Does it often rain here in the summer? (often)*
 - 5 *Maria never wears hats. (never)*
 - 6 *You and your sister sometimes help your parents. (sometimes)*
 - 7 *You are always happy, Jim. (always)*
 - 8 *What do they usually do at the weekend? (usually)*

Revise possessive adjectives.

- Draw the following table on the board. Ask students to copy it and complete it with possessive adjectives. Then ask individual students to give you sentences using possessive adjectives.

<i>I</i>	<i>(my)</i>
<i>you</i>	<i>(your)</i>
<i>he</i>	<i>(his)</i>
<i>she</i>	<i>(her)</i>
<i>it</i>	<i>(its)</i>
<i>we</i>	<i>(our)</i>
<i>you</i>	<i>(your)</i>
<i>they</i>	<i>(their)</i>

Revise 's.

- Write these sentences on the board and ask students if 's is possessive, the short form of *is*, or the short form of *has*.

- 1 *My birthday's in May. (is)*
- 2 *The boy's bag is blue. (possessive)*
- 3 *I think his name's Mike. (is)*
- 4 *Do you know Lucy's sister? (possessive)*
- 5 *The cat's got blue eyes. (has)*
- 6 *My friend's party is on Saturday. (possessive)*

- 7 The women's dresses are nice. (possessive)
- 8 Sally's got a new watch. (has)
- 9 The twins' house is big. (possessive)
- 10 Are your cousins' friends nice? (possessive)

Revise possessive pronouns.

- Draw the following table on the board. Ask students to copy it and complete it with possessive pronouns. Then ask individual students to give you sentences using possessive pronouns.

my	(mine)
your	(yours)
his	(his)
her	(hers)
its	(-)
our	(ours)
your	(yours)
their	(theirs)

Revise *Whose*?

- Point to a student's bag and ask students, *Whose bag is this?* Elicit the following answers and write them on the board.

It's X's bag. / It's X's. / It's his/her bag. / It's his/hers.

- Point to items in the classroom and ask, *Whose X is this / are these?*

Suggested questions

- 1 Whose book is this?
- 2 Whose pens are these?
- 3 Whose classroom is this?
- 4 Whose teacher am I?
- 5 Whose chair is this?
- 6 Whose bags are these?

- Students are now ready to do Progress Review 1.
- Draw students' attention to the examples and go over them with them.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

1

- 1 parent (*parent* is your mother or father; *son* and *daughter* are your male child and female child)

- 2 dress (*dress* is an item of clothing; *surname* and *age* are personal details)

- 3 hats (*hat* is something you wear on your head; *jeans* and *trousers* are worn on the bottom half of the body)

- 4 glasses (*glasses* are worn on the face; *shoes* and *boots* are worn on the feet)

- 5 twin (*twin* is someone who's got a brother or sister the same age; *uncle* and *aunt* are the brother and sister of your mother or father)

- 6 skirt (*skirt* is worn on the bottom half of the body; *shirt* and *sweater* are worn on the top half of the body)

- 7 watch (*watch* is an accessory; *jacket* and *coat* are clothes)

- 8 brother (*brother* is the son of your parents; *husband* and *wife* are a man and woman married to each other)



2

- 1 dark
- 2 young
- 3 pretty

- 4 short
- 5 long

3

- 1 o'clock
- 2 the afternoon
- 3 Saturday
- 4 Sundays

- 5 the weekend
- 6 a quarter to
- 7 good time
- 8 week

4

- 1 an hour
- 2 sixth
- 3 years

- 4 good
- 5 twenty-first

5

- 1 this umbrella
- 2 his address
- 3 the desk

- 4 the bed
- 5 the weekend
- 6 time

Grammar

Answers

1

- 1 I'm
- 2 She's
- 3 We're
- 4 You're

- 5 He's
- 6 It's
- 7 You're/We're
- 8 They're

2

- 1 Do they always
- 2 never surfs
- 3 Do
- 4 are always

- 5 never
- 6 isn't often
- 7 come
- 8 waste

3

- 1 your, his
- 2 our, yours
- 3 her, hers

- 4 my, mine
- 5 ours, his
- 6 your, Their, yours

4

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