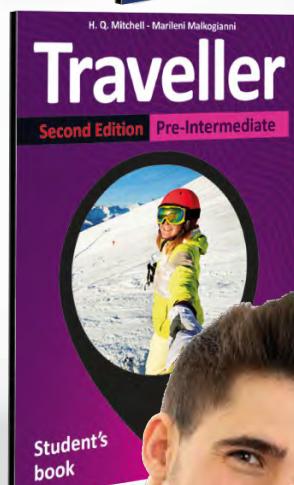
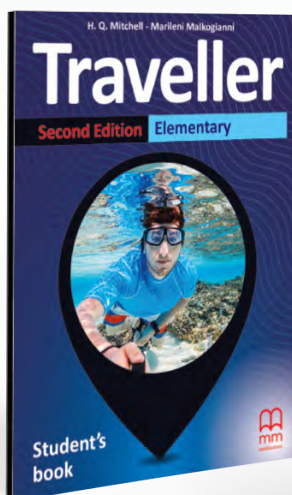


Traveller

Second Edition





NE-Build & Grow

Clue & Key

Compass Publishing

CARROT GLOBAL

Aston

euroexam International

Series



CEFR
A1 to A2

Levels
6 books

Modules per book
8

Lessons per module
4 + 1 review

Teaching hours
per week:

Starting at 5 hours per week using SB only. Up to 7 to 10 if implementing WB and digital components

Main Characteristics

Traveller 2nd Edition is an exciting six-level course for teenage and young adult learners. Traveller 2nd Edition takes them from Beginner to Advanced level. It follows the requirements of the Common European Framework of Reference, the modular approach and is organized into 8 topic-based modules.

Key features:

- > Activities designed to develop 21st century competencies.
- > Video activities.
- > Culture and CLIL pages including projects.
- > A project skills section.
- > A digital vocabulary list.

Components for students

- > Student's Book.
- > Workbook including extra vocabulary and grammar section.
- > Grammar Book.
- > Student's Digital Material (CD, Online).

Components for teachers

- > Interleaved Teacher's Book.
- > Workbook Teacher's Edition.
- > Class Audio Material (CDs, Online).
- > Teacher's Digital Resources (CDs, Online).
- > Interactive Whiteboard Material.



Scope and Sequence



Platform



In Traveller Level B2 both British and American English have been used in different written and spoken texts, thus preparing students for various examinations. British English spelling conventions are used throughout these books.



Samples
pages

Day by day

2



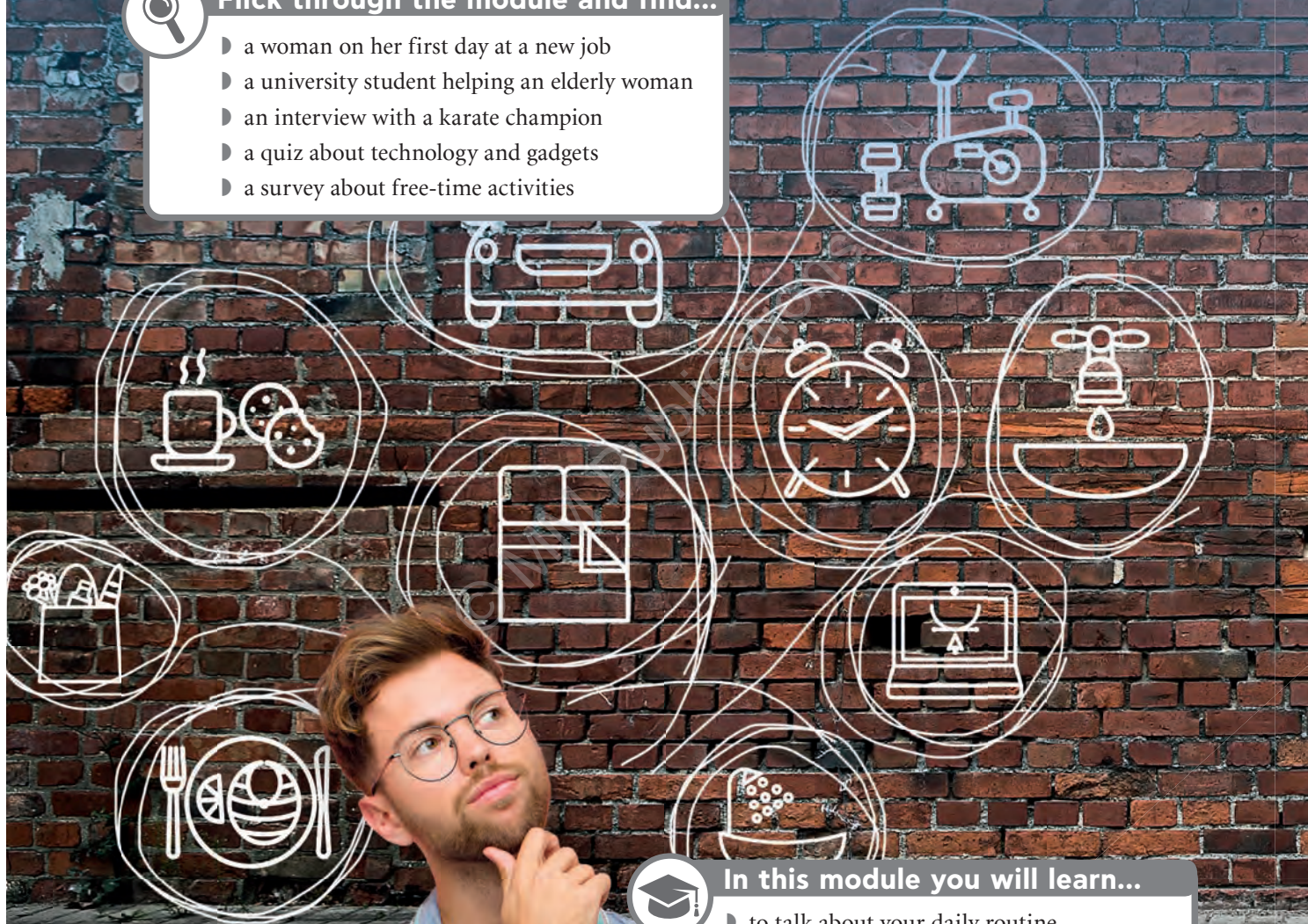
Discuss:

- ▶ What's your daily routine like?
- ▶ What do you do when you're with your friends?
- ▶ What sort of free-time activities do you like?



Flick through the module and find...

- ▶ a woman on her first day at a new job
- ▶ a university student helping an elderly woman
- ▶ an interview with a karate champion
- ▶ a quiz about technology and gadgets
- ▶ a survey about free-time activities



In this module you will learn...

- ▶ to talk about your daily routine
- ▶ the days of the week
- ▶ to talk about your job
- ▶ to make arrangements for an evening out
- ▶ to talk about free-time activities
- ▶ to talk about your likes and dislikes
- ▶ to say how often you do things
- ▶ to write about your working habits
- ▶ to write about how you and people your age spend their free time

1. VOCABULARY 

A. Listen and repeat. Which of these activities do you do every day?

have breakfast /
lunch / dinner

hoover



do the washing-up



study / do homework



clean the windows



cook



mop the floor

B. Put the days of the week in the correct order. Write 1-7. Then listen and check your answers.

Wednesday ☐ Friday ☐ Monday ☐Saturday ☐ Thursday ☐Sunday ☐ Tuesday ☐

Before you read, try to predict what the text is about with the help of the title and the pictures.

TIP 2. READ 

A. Look at the pictures. What do you think the young woman's daily routine is like? Read and find out.

A helping hand

Anna Bishop is not like other university students. She starts her day early in the morning. She gets up at 7.30, but she doesn't go to the university. She goes to Mrs Griffin's house and they have breakfast together. Mrs Griffin is 78 years old and needs help around the house, but most of all she needs company. Anna does volunteer work and helps out elderly people.

'I cook, do a bit of housework, but Mrs Griffin and I also chat or go to the park. We go there every day and I help her walk,' she says.

During the week, Anna doesn't see her friends. When she finishes work, she goes to the university. She goes home at about 8 p.m. and then she studies. She has a busy day but she doesn't mind. 'Mrs Griffin is like a grandmother to me. I can see my friends at the weekend,' Anna says.



B. Read again and write T for True or F for False.

1. Anna goes to the university early in the morning. ☐
2. Anna has breakfast with Mrs Griffin. ☐
3. Anna helps Mrs Griffin to cook. ☐
4. Anna goes to the park with Mrs Griffin every day. ☐
5. Anna goes out with friends on weekdays. ☐

3. GRAMMAR

PRESENT SIMPLE (Affirmative-Negative) - PREPOSITIONS OF TIME

Read the examples. Look at the words in blue. How do we form the third person singular?

- I *get up* *at* seven o'clock every morning.
- You *work* *from* nine *to* five.
- We *don't do* the washing-up *in* the evening.
- They *don't have* breakfast *during* the week.
- Harry *gets up* late *on* Saturdays.
- Julia *works* *until* eleven o'clock *at* night.
- Amanda *doesn't do* the washing-up *at* the weekend.
- Jack *doesn't have* breakfast *on* Saturday mornings.

Look at the words in red in the examples and complete the boxes with prepositions of time.

- { Monday/Tuesdays, etc.
weekdays
Friday evenings, etc.
- { nine o'clock / half past three
the weekend
night/midnight
- the morning/afternoon/evening

4. PRACTICE

Complete the sentences with the Present Simple of the verbs in brackets and the boxes with prepositions of time.

- I _____ (not play) football the weekend. I _____ (play) tennis.
- Henry _____ (finish) work 3 o'clock the afternoon.
- My parents _____ (not cook) Sunday evenings. They _____ (go) to a restaurant.
- Jack _____ (study) five seven every day.
- Sheila _____ (not do) housework weekdays.

5. PRONUNCIATION

A. Listen and repeat. What's the difference between *a*, *b* and *c*?

- a. cooks b. goes c. uses

B. Now listen and tick (4) the sound you hear.

	cooks /s/	goes /z/	uses /ɪz/
needs			
meets			
finishes			
closes			
cleans			
mops			
drives			

6. SPEAK

A. Complete the table to indicate which activities you do. Then talk in pairs, as in the example and note down your partner's answers.

	You	Your friend
get up early		
have a big breakfast		
do housework		
cook		
go to bed late		



I get up early on weekdays, but I don't get up early at the weekend. What about you?
I get up early...

B. Report your partner's answers to the class.

... gets up early...

7. WRITE

Write a few sentences using the information from activity 6, comparing your daily routines.

-  I get up early on weekdays.
-  ... gets up early at the weekend.

First day on the job

1. VOCABULARY

Match the jobs with the workplaces. Then listen and check your answers.

hotel

hospital

news website



doctor



receptionist



reporter



editor



graphic designer



housekeeper



nurse



bellboy



chef

2. READ

A. Look at the picture. What do you think the man's job is? Listen, read and find out.



- Elliot Good morning. Laura Walker?
 Laura Yes. Good morning.
 Elliot I'm Elliot Powell. Welcome to *The Daily News*. Do you know your way around?
 Laura No, I don't.
 Elliot OK, let me show you. That office over there is the photographers' office.
 Laura Do the reporters work there too?
 Elliot No, they don't. They're on a different floor. Through those doors is the cafeteria.
 Laura When do we have a lunch break?
 Elliot Are you hungry already?
 Laura No, it's just...
 Elliot I'm only joking. Lunch is from 1.30 till 2.30. Now, the graphic designers are in that office and my office is just here.
 Laura And where's the editor's office?
 Elliot Erm... It's here.
 Laura Oh, so you're the editor. You're my boss.
 Elliot That's right. OK, let's go upstairs and find your desk.

B. Read again and answer the questions.

1. Where are Elliot and Laura?
2. Do the reporters and photographers work in the same office?
3. Where do people at *The Daily News* have lunch?
4. What time does the lunch break start?
5. Does Laura work on the same floor as the editor?

3. GRAMMAR

PRESENT SIMPLE (Questions)

Read the examples. How do we form questions in the Present Simple?

When **do** you **start** work?

When **does** Adam **start** work?

Do you **work** at a hotel?

Does Ellie **work** at a hospital?

Yes, I do. / **No, I don't.**

Yes, she does. / **No, she doesn't.**

4. PRACTICE

Complete the dialogues with the Present Simple of the verbs in brackets. Give short answers where possible.

1. **Andrew** _____ your husband _____
(work) at the hospital?

Karen Yes, _____. He's a doctor. He
_____ (work) until 1 a.m.
every day.

Andrew Really? And when _____ he
_____ (start) work?

Karen He _____ (start) at 3 p.m.

2. **Max** When _____ you _____
(clean) your house, Belinda?

Belinda Oh, I don't. You see, I _____
(live) with my sister and she _____
(do) all the housework. She _____
(not work).

Max Really? _____ she _____
(cook) too?

Belinda Well, we _____ (cook)
together.

5. LISTEN

A. Listen to two people talking at a hotel and match the people with the jobs.

- | | | |
|--------------|--------------------------|-----------------|
| 1. Mr Baxter | <input type="checkbox"/> | a. receptionist |
| 2. John | <input type="checkbox"/> | b. chef |
| 3. Tanya | <input type="checkbox"/> | c. housekeeper |
| 4. Pat | <input type="checkbox"/> | d. bellboy |

B. Listen again and write T for True or F for False.

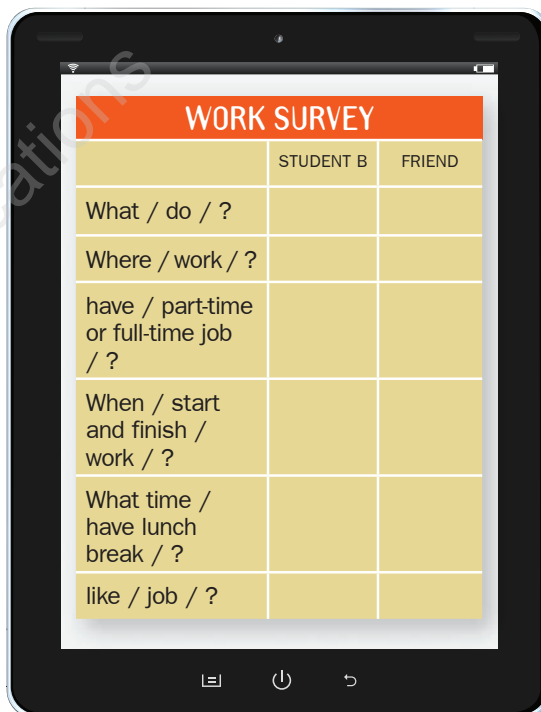
- | | |
|---|--------------------------|
| 1. Mr Baxter doesn't work on Tuesdays. | <input type="checkbox"/> |
| 2. John has a letter for the chef. | <input type="checkbox"/> |
| 3. Mr Baxter has an office at the hotel. | <input type="checkbox"/> |
| 4. John meets Mr Baxter at the hotel reception. | <input type="checkbox"/> |

6. SPEAK

SURVEY

Talk in pairs.

Student A: Imagine that you are doing a survey on people's working habits. Interview Student B and complete the form. Then ask Student B questions about a friend.



WORK SURVEY		
	STUDENT B	FRIEND
What / do / ?		
Where / work / ?		
have / part-time or full-time job / ?		
When / start and finish / work / ?		
What time / have lunch break / ?		
like / job / ?		

Student B: Answer Student A's questions about your working habits. If you don't have a job, imagine that you do. Then answer the questions about a friend of yours.

7. WRITE

Write a paragraph about your working habits and a friend's working habits. Use the prompts in activity 6.



I am a part-time waiter/waitress...

1. VOCABULARY 

A. Match the two columns. Then listen and check your answers.

1. watch ☐
2. go ☐
3. listen ☐
4. stay ☐
5. spend ☐

- a. to the cinema / to a concert
- b. at home
- c. TV / a film / videos on the Internet
- d. time with friends
- e. to music / to a song

B. Write the words in the correct category. Then listen and check your answers.

comedy jazz R&B horror hip-hop
drama classical animated rock adventure
science-fiction traditional pop musical

Music

Film

2. READ 

A. Listen and read. Where would you hear these dialogues?

1.

Karen What about a romantic comedy?

Julie I don't know. I'd like to go home and watch a film tonight. I'm tired.

Karen Come on! Oh look! *IT: Chapter 2* is on. We can watch that.

Julie But that's a horror film. I can't stand horror films. They're horrible!

Karen OK, OK. Two tickets for *Star Wars: The Rise of Skywalker* please.

Julie Urghh!

2.

Trudy So, Graham, how's everything?

Graham Not bad, but I'm hungry!

Trudy Me too. Let's go in here.

Graham Good idea. This is my favourite place to have lunch.

Trudy I agree! The food here is brilliant! What do you think of the music?

Graham It's fantastic! I really enjoy listening to jazz.

Trudy Do you want to come again next week?

Graham Yes, I'd love to.

3.

Brad Listen to this song. Isn't it great?

Ruth Yeah, but that's rock. Mark doesn't like that kind of music.

Brad What kind does he like?

Ruth Well, I know that he enjoys listening to pop.

Brad What about this single here with Ed Sheeran?

Ruth Good idea! I think Ed Sheeran's his favourite singer.

Brad All right then. Buy it.

B. Read again and complete the sentences with the correct names.

1. _____ doesn't like rock music.
2. _____ buys tickets for a film.
3. _____ likes horror films.
4. _____ enjoys listening to jazz.
5. _____ doesn't want to go out.
6. _____, _____ want to go to the same place again.
7. _____ likes pop music.
8. _____ hates horror films.
9. _____ wants to buy something for a friend.
10. _____ wants to go to the cinema.

3. GRAMMAR

would like / want + to

like / love / enjoy / hate / can't stand + -ing

Read the examples. What's the difference between the two sentences?

I like going to the cinema.

I'd like to go to the cinema tonight.

Use the words in the box to replace the words in bold in sentences 1-6.

like don't like would like

1. We **hate** watching TV.
2. I **enjoy** listening to music.
3. George and Sophie **love** science-fiction films.
4. I **want** to go to a concert.
5. My parents **can't stand** R&B music.
6. Tina **wants** to have lunch at this Mexican restaurant.

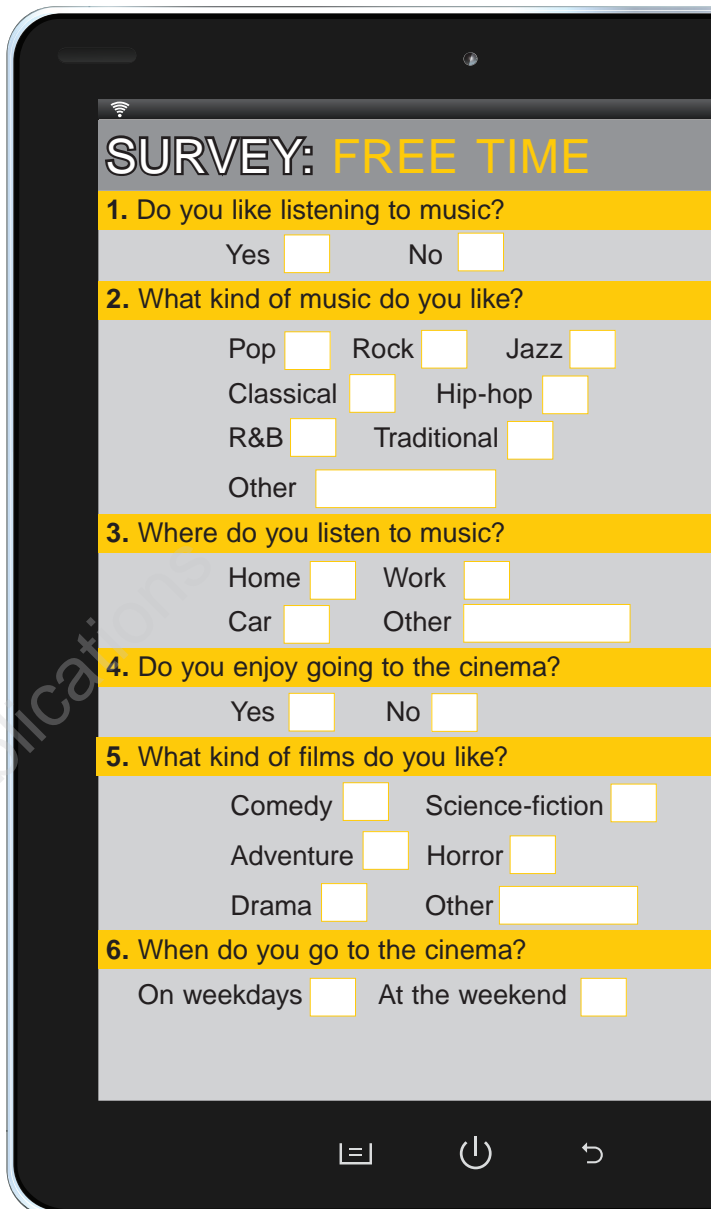
4. PRACTICE

Complete with the correct form of the verbs in brackets.

1.
A: _____ (you / like) to go to the cinema with me tomorrow?
B: Sorry, I can't. I want _____ (spend) some time with my sister tomorrow.
A: Your sister?
B: Yes. I like _____ (spend) time with my sister.
A: OK. What about Monday?
B: That's fine. _____ (you / like) musicals?
A: Not really. I enjoy _____ (watch) science-fiction films only. I'd like _____ (see) *Ad Astra*.
B: OK. Let's go see that then.
2.
A: Would you like _____ (go out) tonight?
B: No, I'm tired. I'd like _____ (stay) at home.
A: Oh, OK. Do you want _____ (watch) a film?
B: Come on Ed. You know I can't stand _____ (watch) films.

5. LISTEN

Listen to a woman answering questions for a survey and complete the form.



SURVEY: FREE TIME

1. Do you like listening to music?
Yes ☐ No ☐
2. What kind of music do you like?
Pop ☐ Rock ☐ Jazz ☐
Classical ☐ Hip-hop ☐
R&B ☐ Traditional ☐
Other
3. Where do you listen to music?
Home ☐ Work ☐
Car ☐ Other
4. Do you enjoy going to the cinema?
Yes ☐ No ☐
5. What kind of films do you like?
Comedy ☐ Science-fiction ☐
Adventure ☐ Horror ☐
Drama ☐ Other
6. When do you go to the cinema?
On weekdays ☐ At the weekend ☐

6. SPEAK

Talk in pairs. Make plans for tonight.

*What do you want to do tonight? /
Where would you like to go tonight?*

I want to... / I'd like to...

OK. What do you think of...?

I think it's a great/horrible, etc. place.

OK then, let's go...

1. VOCABULARY 

Match. Then listen and check your answers.





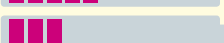
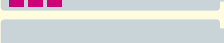
1. check	<input type="checkbox"/>	a. a text message / an email
2. download	<input type="checkbox"/>	b. apps/songs/ videos
3. send	<input type="checkbox"/>	c. my emails
4. use	<input type="checkbox"/>	d. the Internet

2. GRAMMAR

ADVERBS OF FREQUENCY

Read the examples and use the words in **bold** to complete the boxes. What do you notice about the position of adverbs of frequency?

- Chloe **always** helps me with the housework. She's great!
- I don't **often** download songs from the Internet.
- Daniel is **never** at home in the morning. He works from eight to five every day.

	<input type="text"/>
	Usually
	<input type="text"/>
	Sometimes
	Rarely
	<input type="text"/>

3. SPEAK

Talk in pairs. Think about how often you do the things mentioned in the vocabulary activity.

I usually download songs from the Internet.

I rarely check my emails.

4. READ

Do the quiz.

Do you spend your

1. How often do you watch videos on your mobile phone?

- a. rarely
- b. once a day
- c. five times a day or more

2. How many films do you watch a week?

- a. 0-2
- b. 3-5
- c. 6 or more

3. How often do you check your emails?

- a. once a week
- b. a few times per day
- c. every 15 minutes

4. Do you play video games?

- a. no, never
- b. sometimes
- c. yes, every day

life in front of a screen?

5. How often do you post something on social media?

- a. never
- b. sometimes
- c. three times a day or more

6. How often do you eat your meal in front of a screen?

- a. rarely
- b. sometimes
- c. always

Your score is...

Mostly a's

You don't spend time in front of screens. Wake up, this is the 21st century. Technology can help you in many different ways.

Mostly b's

You have a nice balance. You don't spend all the hours of the day in front of a screen. You just use technology to help you in your daily life.

Mostly c's

You spend a lot of time in front of a screen. This is bad for your health and your eyes. Get a life and get out there in the real world.

5. PRONUNCIATION

A. Listen and repeat. What's the difference between **a** and **b**?

- a. Do you watch films?
- b. How often do you watch films?

B. Listen and repeat. Is the intonation rising (↗) or falling (↘) ?

- 1. When do you use the Internet?
- 2. Do you go to the theatre?
- 3. Does she play video games?
- 4. What do you download from the Internet?
- 5. How do you spend your free time?
- 6. Are you a reporter?

6. SPEAK

Complete the table with information about yourself. Then talk in pairs. Ask and answer questions.

	M	T	W	T	F	S	S
check / emails							
watch / films							
use / Internet							
go / theatre							
go / cinema							
listen / music							

How often do you check your emails?

Every day. / Rarely. Only once a week.

How often do you watch films?

Three times a week. / I never watch films.

Don't be afraid to make mistakes when you speak.

TIP

1. VOCABULARY 

Match the pictures with the phrases. Then listen and check your answers.



1



4



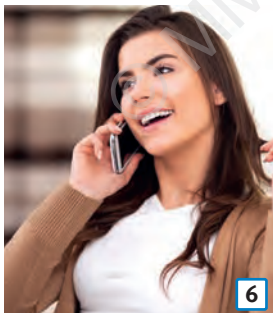
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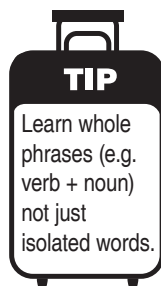


3



6

- take karate lessons ☐
- go shopping ☐
- hang out with friends ☐
- go to the gym / sports centre ☐
- talk on the phone ☐
- read articles online ☐

2. READ 

A. Read the interview quickly and match the questions a-d with the paragraphs 1-4.

- a. What do your students think about their famous karate champion teacher?
- b. What about the future?
- c. How do you spend your free time?
- d. Mike, you are three times national karate champion. What's your secret?

MY BLOG

HOME

INTERVIEWS

ABOUT ME

Meet a sports star

This week I interview...

Mike Malik
KARATE
CHAMPION

1 ☐

Well, I train very hard every day. I also play sports and I go to the gym four times a week. And of course, I always eat healthy food.

2 ☐

Well, I don't have much. You see, I'm also a part-time teacher at a local school. I have my own little *Dojo* there too. I teach children karate on Tuesdays and Thursdays. On Saturday mornings, I teach adults. Anyway, when I have some free time, I do the usual. I hang out with friends, I go to the cinema. And I love reading in the evenings.

3 ☐

People in the neighbourhood recognise me on the streets and say hello, but I can't say I'm famous. My students love me and they all want to become champions. I hope they do!

4 ☐

Well, I really want to go to the European championships next year. And after that, it's my dream to go to the Olympics.

3. LISTEN

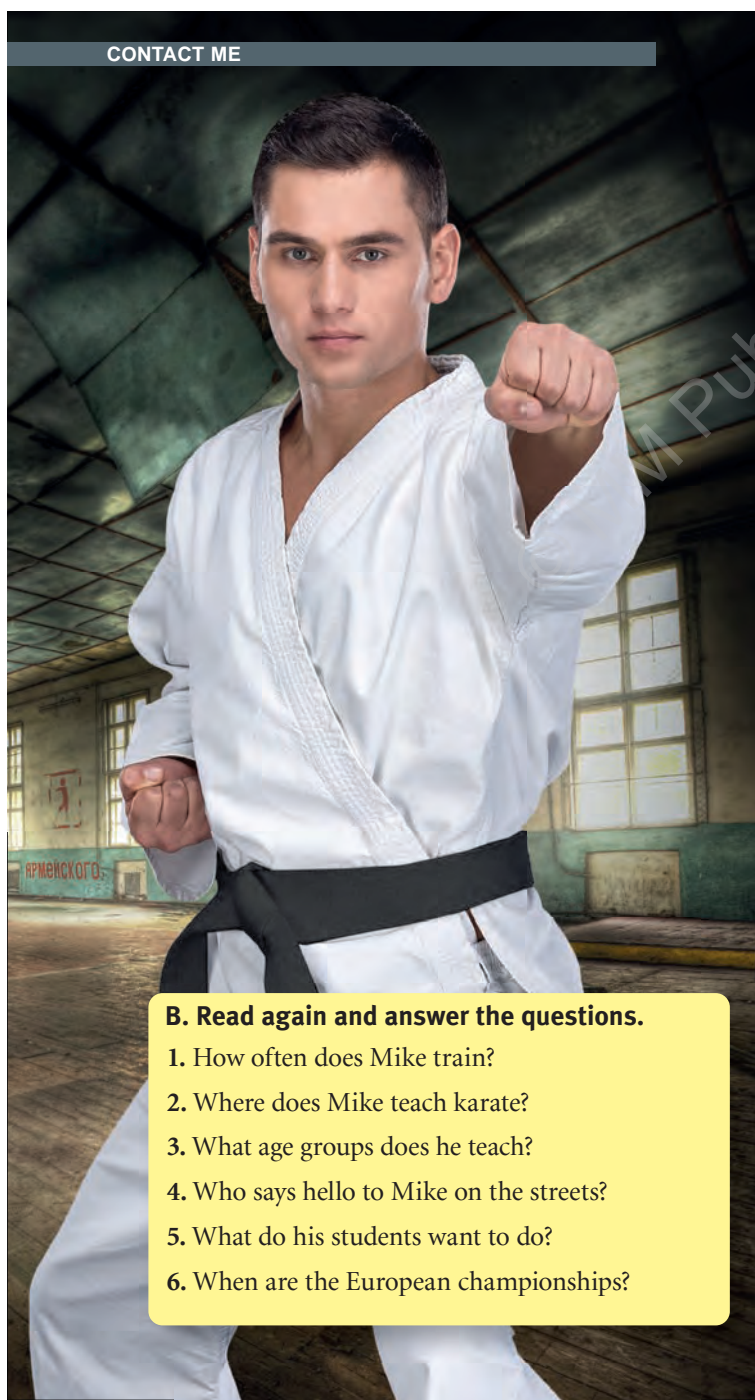
A. Listen to an announcement. Where can you hear it? Choose a, b or c.

- a. on the radio b. on the telephone
c. at a sports centre

B. Listen again and complete the sentences.

- The gym is open _____ hours a day.
- You can play _____, basketball and football at the sports centre.
- Karate lessons start at three o'clock on _____.
- You can hang out with your friends at the _____.
- The sports centre is near _____.

CONTACT ME



B. Read again and answer the questions.

- How often does Mike train?
- Where does Mike teach karate?
- What age groups does he teach?
- Who says hello to Mike on the streets?
- What do his students want to do?
- When are the European championships?

4. SPEAK

CLASS SURVEY

A. Talk in groups of five. Look at the table.

Take turns to ask the other students in the group questions to find out what people your age do in their free time.

	play sports	go / cinema	watch TV	go / restaurants
Do you like...?				
What (kind of) ... do you like?				
How often do you...?				
Who do you... with?				

B. Report your group's answers to the class.

5. WRITE

Word order

In English, we always put the subject of a sentence before the verb and the object after the verb.

Subject + verb + object

Jack reads books in the evenings.

A. Make sentences by putting the words in the correct order.

- day / Tony / cooks / every / lunch / .
- stand / films / I / can't / science-fiction / watching / .
- to / an / my / become / editor / wants / brother / .
- text / Susan / her / sends / to / messages / friends / .
- windows / week / we / the / once / clean / a / .

B. Imagine that you are starting a blog. Write a post talking about how you and people your age spend their free time. Use ideas from activity 4.

Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Then write your final draft.

TIP

Video activities

Top 5 hated chores

A. Match the words with the pictures.

1. car wash

2. dishwasher

3. dirty

4. window

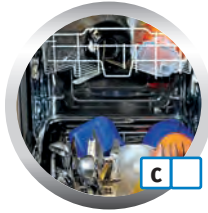
5. garden



a



b



c



d



e

B. Look at the chores in the box and put them in order of the top five most hated. Number 1 is the worst. Then watch Part 2 of the video and compare your answers. ▶

take out the rubbish mow the lawn do the washing-up wash the car clean the windows

1. _____ 2. _____ 3. _____
4. _____ 5. _____

C. Watch Part 2 again and write the correct name next to the statements. ▶

1. 'This chore doesn't take very long.' _____
2. 'I do this chore every month.' _____
3. 'This chore is OK, when the weather is nice.' _____
4. 'I do this chore every day.' _____ & _____
5. 'I do this chore on Sunday.' _____

D. Watch Part 2 again and answer the questions. ▶

- Why does Steve hate mowing the lawn?
- Why does Ray hate taking out the rubbish?
- How often does Robert's dad take his car to the car wash?
- What makes Fay's chore easier?
- Why doesn't Linda's cousin do the washing-up?

E. Discuss.

- Which chore do you hate the most?
- Is there a chore that you like?



VOCABULARY

A. Match.

- | | | |
|-------------|--------------------------|-----------------|
| 1. do | <input type="checkbox"/> | a. shopping |
| 2. clean | <input type="checkbox"/> | b. dinner |
| 3. go | <input type="checkbox"/> | c. homework |
| 4. listen | <input type="checkbox"/> | d. with friends |
| 5. hang out | <input type="checkbox"/> | e. the windows |
| 6. have | <input type="checkbox"/> | f. to music |

B. Complete the sentences with the words in the box.

Fridays	receptionist	musical
comedy	graphic designer	Sunday

- I always do my homework on _____, just before the week starts.
- Don't watch that film. It's a _____ but it's not funny.
- My best friend is a _____ at the Grand Hotel.
- I go to bed late on _____. You see, I don't work on Saturdays.
- The editor wants a new _____ for the website.
- This _____ has a lot of nice songs. I really like it.

GRAMMAR

C. Complete the dialogues with the Present Simple of the verbs in brackets. Give short answers where possible.

- A: _____ you _____ (like) my new tablet?

B: Yes, _____.

A: I _____ (play) a lot of games on it and I watch videos too.

B: _____ you _____ (have) any good videos on it?

A: No, _____.

But I _____ (have) some great games.
- A: How often _____ Jake _____ (go) to the gym?

B: Well, he _____ (usually / go) on weekdays. At the weekend, he _____ (play) basketball with his friends.

A: What about football?

B: He _____ (not like) football.

D. Complete the sentences with the prepositions in the box.

at	from	on	in	during	on	at	to
----	------	----	----	--------	----	----	----

- Do you usually go to the cinema _____ the week or _____ the weekend?
- My son plays video games every day, _____ 5.00 _____ 6.00 p.m.
- I never go out with friends _____ Sunday evening.
- What do you eat for breakfast _____ the morning?
- _____ Mondays, I teach karate at the sports centre.
- The jazz concert starts _____ eight o'clock.

E. Use the prompts to make sentences.

- Mary / never / do / housework / Sundays / .

- Andrew / want / go / cinema / .

- David / usually / not work / Fridays / .

- I / not eat / breakfast / with / husband / .

- Andy / always / study / in front of / TV / ?

- Julia / hate / walk / to work / .

- my sisters / enjoy / talk / on the phone / .

- you / would like / take / karate lessons / ?

COMMUNICATION

F. Complete the dialogue with the phrases.

- a. I'm only joking.
- b. All right.
- c. What kind of film is it?
- d. I'd love to.
- e. Let me show you.

Joe Hey, there's a great film on at the cinema.
Let's go!

Kyle (1) _____

Joe It's a science-fiction horror comedy.

Kyle What?

Joe (2) _____ It's just a comedy. There's an article
about it online. (3) _____ So, do you want to
go?

Kyle (4) _____

Joe Meet you there at 7 p.m.?

Kyle (5) _____ See you later.

G. Read the answers and complete the questions.

1. A: _____ dinner?
B: She always comes home late and has dinner
at around 9 p.m.
2. A: _____
shopping?
B: We usually go on Saturdays.
3. A: _____ books?
B: No, he doesn't.
4. A: _____?
B: R&B and rock.
5. A: _____ the
washing-up?
B: Twice a week only.
6. A: _____ karate
lessons?
B: Yes, they do. They love karate.

SPEAK

H. Talk in pairs about your likes and dislikes. Use the ideas given.

Free time	
cinema	science-fiction films / comedies / horror films, etc.
restaurant	Italian / Chinese / Mexican, etc.
music	rock / jazz / R&B, etc.
At home	
housework	clean windows / Hoover, etc.
friends	hang out / watch films / listen to music, etc.
computer	check emails / use the Internet / download music, etc.

What do you like doing in your free time / at home?

Do you like...?

Yes, I do. I love... / No, I don't. I can't stand...

What's your favourite...?

WRITE

I. Write a paragraph about your partner's likes and dislikes.

*Lisa loves going to the cinema, but
she can't stand...*

SELF-ASSESSMENT


Read the following and tick (4) the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > talk about my daily routine ☐
- > talk about my free-time activities ☐
- > use the Present Simple ☐
- > use adverbs of frequency ☐
- > use prepositions of time ☐
- > talk about my likes and dislikes ☐
- > talk and write about my working habits ☐
- > make arrangements ☐
- > write about how I and other people my age spend their free time ☐

CLIL: IT

Song: Day by day

- Aims:**
- to introduce the topic of the module and activate Ss' background knowledge
 - to present the learning objectives of the module
 - 

- Draw Ss' attention to the title of the module and explain to them what *Day by day* means (*taking place each day, all the time*).
- Ask Ss to look at the picture and tell you what they can see (*a young man with a busy schedule*).
- Elicit answers and ask Ss what they think the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers. Allow the use of L1 if necessary to help **lower-performing Ss** express themselves.

Suggested answers

- ▶ I always get up early and go to the gym for about an hour. Then I go to work and I get back at around 5.00 p.m. I usually relax at home or go out with friends in the evenings.
- ▶ We often go to a local café or to the shopping centre.
- ▶ I love listening to music and watching films at the cinema. I also like going jogging.

- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- ▶ a woman on her first day at a new job: p. 24
- ▶ a university student helping an elderly woman: p. 22
- ▶ an interview with a karate champion: p. 30
- ▶ a quiz about technology and gadgets: pp. 28-29
- ▶ a survey about free-time activities: p. 27

- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

Day by day

2



Discuss:

- ▶ What's your daily routine like?
- ▶ What do you do when you're with your friends?
- ▶ What sort of free-time activities do you like?



Flick through the module and find...

- ▶ a woman on her first day at a new job
- ▶ a university student helping an elderly woman
- ▶ an interview with a karate champion
- ▶ a quiz about technology and gadgets
- ▶ a survey about free-time activities



In this module you will learn...

- ▶ to talk about your daily routine
- ▶ the days of the week
- ▶ to talk about your job
- ▶ to make arrangements for an evening out
- ▶ to talk about free-time activities
- ▶ to talk about your likes and dislikes
- ▶ to say how often you do things
- ▶ to write about your working habits
- ▶ to write about how you and people your age spend their free time

1. VOCABULARY 

A. Listen and repeat. Which of these activities do you do every day?

have breakfast /
lunch / dinner

hoover



do the washing-up



study / do homework



clean the windows



cook



mop the floor

2. READ 

A. Look at the pictures. What do you think the young woman's daily routine is like? Read and find out.

A helping hand

Anna Bishop is not like other university students. She starts her day early in the morning. She gets up at 7.30, but she doesn't go to the university. She goes to Mrs Griffin's house and they have breakfast together. Mrs Griffin is 78 years old and needs help around the house, but most of all she needs company. Anna does volunteer work and helps out elderly people.

'I cook, do a bit of housework, but Mrs Griffin and I also chat or go to the park. We go there every day and I help her walk,' she says.

During the week, Anna doesn't see her friends. When she finishes work, she goes to the university. She goes home at about 8 p.m. and then she studies. She has a busy day but she doesn't mind. 'Mrs Griffin is like a grandmother to me. I can see my friends at the weekend,' Anna says.

B. Put the days of the week in the correct order. Write 1-7. Then listen and check your answers.

Wednesday ☐ Friday ☐ Monday ☐Saturday ☐ Thursday ☐Sunday ☐ Tuesday ☐

Before you read, try to predict what the text is about with the help of the title and the pictures.

TIP 

B. Read again and write T for True or F for False.

1. Anna goes to the university early in the morning. ☐
2. Anna has breakfast with Mrs Griffin. ☐
3. Anna helps Mrs Griffin to cook. ☐
4. Anna goes to the park with Mrs Griffin every day. ☐
5. Anna goes out with friends on weekdays. ☐

Functions

Discussing habitual actions and routines

Structures

Present Simple (Affirmative – Negative)

Prepositions of time

Vocabulary

about chat (v.) during every day finish from...to...
 help (out) in the morning/afternoon/evening mind
 need or other people say start then until
 walk weekday weekend when

Everyday activities

clean the windows cook do homework do housework
 do the washing-up get up have breakfast/lunch/dinner
 Hoover mop the floor study

Days of the week

Monday Tuesday Wednesday Thursday Friday
 Saturday Sunday

WARM-UP**Aims:** • to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what it is about.
- Elicit answers.

1. VOCABULARY CD1 ►► 27, 28**A. Aims:** • to introduce vocabulary related to everyday activities and chores

- Ask Ss to look at the pictures and read through the phrases/verbs.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the recording and pause so that Ss can repeat.
- Ask Ss the question in the rubric and elicit answers.

EXTRA VOCABULARY CD4 ►► 26

There is an Extra Vocabulary section at the back of the Workbook presenting new vocabulary items related to the vocabulary presented in the lesson. There is also an Extra Vocabulary Activities section practising the extra vocabulary.

The key for the Extra Vocabulary Activities section is included in the Workbook Key section at the back of the Teacher's Book.

B. Aims: • to present the days of the week

- Ask Ss to tell you if they know the days of the week in English.
- Refer Ss to the days of the week in the book.
- Point out that they are jumbled up and ask Ss to put them in order by numbering the boxes.
- Play the recording. Have Ss listen and check their answers.

Wednesday 3	Thursday 4
Friday 5	Sunday 7
Monday 1	Tuesday 2
Saturday 6	

- Point out to Ss that *Saturday* and *Sunday* are known as the *weekend* while the days from *Monday* to *Friday* are known as *weekdays*.

BACKGROUND NOTE

Monday is the first day of the week in most of Europe, parts of Africa, South America and Australia, as it is the beginning of the working week. And according to ISO 8601 (the international standard for date and time) Monday is defined as the first day of the week. However, in the USA and Canada it is the second day of the week and its name in Arabic, Armenian, Georgian, Greek, Hebrew and Portuguese means 'second day'. In middle-eastern countries the beginning of the week is Saturday, and Thursday and Friday are considered the weekend.

- Point out to Ss that the days of the week always begin with a capital letter.
- If necessary, play the recording again and have Ss repeat the days of the week.
- You can have **higher-performing Ss** say the days of the week without looking at their books. This will challenge them.

OPTIONAL ACTIVITY

- Ask Ss to tell you which of the activities in 1A they do during the week and on which days.
- Elicit answers.

PRE-READING**Aims:** • to introduce the topic of the text by activating Ss' background knowledge

- Ask Ss to look at the layout of the text and decide what type of text it is (*an article*).
- Ask Ss what they can see in the pictures (*a young woman helping an elderly woman with the chores in her daily routine*).
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the title of the article. Relate it to the content of the pictures and help Ss deduce the meaning of the phrase *A helping hand* (*people who help others in need*).

2. READ CD1 ►► 29**A. Aims:** • to give Ss practice in identifying the main idea of the text
• to present vocabulary, structures and functions in the context of a text

- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Have Ss read the text and check their predictions.
- Ask Ss some comprehension questions:

What time does Anna get up? at 7:30
Where does she go after she gets up? She goes to Mrs Griffin's house.
How old is Mrs Griffin? She's 78.
What does Mrs Griffin need? She needs help around the house and company.
Does Anna get paid for helping out Mrs Griffin? No, she doesn't.
Can Mrs Griffin walk on her own? No, she can't.
What time does Anna go home? at about 8 p.m.
What does she do at home? She studies.
Does Anna like what she does? Yes, she does.
What does Anna think of Mrs Griffin? that she's like a grandmother to her

B. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity and check the answers with the class.

1. F	2. T	3. F	4. T	5. F
------	------	------	------	------

- Explain any unknown words and choose Ss to read out the text.

POST-READING

Aims: • to give Ss the opportunity to have a further discussion on the topic of the text



- Ask Ss some questions:

What do you think of what Anna does? Why?
Is it important to help out elderly people?
Have you ever done any volunteer work?
What kind of volunteer work would you be interested in?
Is it common for young people in your country to do volunteer work?
What are the benefits of volunteer work?

- Allow the use of L1 if necessary to help lower-performing Ss express themselves.

3. GRAMMAR

Aims: • to present the Present Simple (Affirmative-Negative) and prepositions of time



- Check Ss' previous knowledge of the Present Simple. Ask them when it is used (for habits or actions that happen regularly).
- Ask Ss to read through the examples in the two columns.
- Draw Ss' attention to the words in blue in the second column.
- Ask Ss the question in the rubric.
- Elicit the answer that the affirmative form of the third person singular (*he, she, it*) is formed by adding *-s* to the base form of the main verb. However, verbs ending in *-ch* (e.g. *watch*) and *-o* (e.g. *go*) take *-es* → *watches, goes* and verbs ending in a consonant followed by *-y* (e.g. *study*) drop the *-y* and take *-ies* → *studies*). In the negative form we use *doesn't* followed by the base form of the main verb.
- Point out to Ss that *don't* and *doesn't* are the short forms of *do not* and *does not*. We mainly use the short forms when we talk or when we want to sound informal.
- Refer Ss to the Grammar Reference at the back of the book.
- Draw Ss' attention to the words in red and explain to them that they have to use some of them to complete the blanks in the second part of the grammar. You can have higher-performing Ss work with lower-performing Ss.
- Check the answers with the class.

on at in

KEY

- Draw Ss' attention to the examples with the prepositions *from... to, during, until* and help them deduce their meaning.
- Elicit answers, explain how they are used and ask Ss to come up with their own examples using prepositions of time.
- Refer Ss to the Grammar Reference at the back of the book.
- Ask higher-performing Ss to make four sentences in the Present Simple, both affirmative and negative. Point out to them that two of the four sentences should be in the third person singular. This will challenge them. To help lower-performing Ss, you can write incomplete sentences on the board and put the verbs needed to complete them in brackets. Ask Ss to complete the sentences by putting the verbs in brackets in the correct form (e.g. *My brother _____ (not go) to bed early at the weekend.*).

4. PRACTICE

Aim: to give Ss practice in using the Present Simple and prepositions of time

- Have Ss do the activity and check the answers with the class.

1. don't play, at, play
2. finishes, at, in
3. don't cook, on, go
4. studies, from, to
5. doesn't do, on

KEY

5. PRONUNCIATION CD1 ►► 30, 31

A. Aim: to have Ss differentiate between the /s/, /z/ and /ɪz/ sounds of the endings of the 3rd person singular of the Present Simple

- Play the recording and tell Ss to listen for the difference in

pronunciation between *cooks, goes* and *uses*.

- Elicit the answer: *cooks* ends in a /s/ sound, *goes* ends in a /z/ sound, while *uses* ends in an /ɪz/ sound.
- Point out to Ss that when the verb ends in the sounds /s/, /z/, /ʃ/, /tʃ/, /ʒ/, or /dʒ/ it takes *-es* and it is pronounced /ɪz/. When the verb ends in a vowel sound or after other voiced consonants /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /ð/ or /v/ the *-s* is pronounced /z/. When the verb ends in an unvoiced consonant /p/, /t/, /k/, /f/ or /θ/ the *-s* is pronounced /s/.

B. Aim: to give Ss practice in differentiating between the /s/, /z/ and /ɪz/ sounds of the endings of the 3rd person singular of the Present Simple

- Play the recording and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- Check the answers with the class.

/s/: meets, mops
/z/: needs, cleans, drives
/ɪz/: finishes, closes

KEY

6. SPEAK

A. Aims: • to give Ss the opportunity to practise the structures, functions and vocabulary presented in this lesson through a pair-work activity



- Ask Ss to complete the table about themselves.
- Ask Ss to read through the speech bubble.
- In pairs, have Ss take turns to ask and answer the questions and complete the table about their partner. Encourage higher-performing Ss to add more ideas to talk about their daily routine. This will challenge them.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

Suggested answer

A: I get up early on weekdays, but I don't get up early at the weekend. What about you?
B: I get up early every day and have a big breakfast. What about you?
A: Me too. I don't do the housework on weekdays, but I do it at the weekend.
B: I do the housework on weekdays and cook on weekdays too. What about you?
A: I cook on weekdays too, but I don't cook at the weekend.
B: I go to bed late at the weekend, but I don't go to bed late on weekdays.
A: I never go to bed late.

KEY

B. Aims: • to give Ss practice in using the structures and vocabulary presented in this lesson by reporting information



- Choose some Ss to report their partner's answers to the class.

Suggested answer

A: Mark gets up early every day and he always has a big breakfast. He does the housework and cooks on weekdays. He goes to bed late at the weekend, but he doesn't go to bed late on weekdays.

KEY

7. WRITE

Aims: • to give Ss practice in writing about their and other people's daily routines

- Ask Ss to read through the example.
- Allow Ss some time to write their sentences.
- Choose Ss to read out their sentences.

Model answer

I don't get up early on weekdays, but I get up early at the weekend. My friend gets up early every morning. I have a big breakfast at the weekend, but my friend has a big breakfast on weekdays. I do the housework on Sunday mornings, but my friend does the housework on Thursday evenings. I cook on weekdays, but my friend cooks at weekends. I go to bed late on Tuesdays and Saturdays, but my friend goes to bed late on Mondays and Saturdays.

KEY

3. GRAMMAR

PRESENT SIMPLE (Affirmative-Negative) - PREPOSITIONS OF TIME

Read the examples. Look at the words in blue. How do we form the third person singular?

- I *get up* *at* seven o'clock every morning.
- You *work* *from* nine *to* five.
- We *don't do* the washing-up *in* the evening.
- They *don't have* breakfast *during* the week.
- Harry *gets up* late *on* Saturdays.
- Julia *works* *until* eleven o'clock *at* night.
- Amanda *doesn't do* the washing-up *at* the weekend.
- Jack *doesn't have* breakfast *on* Saturday mornings.

Look at the words in red in the examples and complete the boxes with prepositions of time.

- { Monday/Tuesdays, etc.
weekdays
Friday evenings, etc.
- { nine o'clock / half past three
the weekend
night/midnight
- the morning/afternoon/evening

4. PRACTICE

Complete the sentences with the Present Simple of the verbs in brackets and the boxes with prepositions of time.

- I _____ (not play) football the weekend. I _____ (play) tennis.
- Henry _____ (finish) work 3 o'clock the afternoon.
- My parents _____ (not cook) Sunday evenings. They _____ (go) to a restaurant.
- Jack _____ (study) five seven every day.
- Sheila _____ (not do) housework weekdays.

5. PRONUNCIATION

A. Listen and repeat. What's the difference between *a*, *b* and *c*?

- a. cooks b. goes c. uses

B. Now listen and tick (✓) the sound you hear.

	cooks /s/	goes /z/	uses /ɪz/
needs			
meets			
finishes			
closes			
cleans			
mops			
drives			

6. SPEAK

A. Complete the table to indicate which activities you do. Then talk in pairs, as in the example and note down your partner's answers.

	You	Your friend
get up early		
have a big breakfast		
do housework		
cook		
go to bed late		

I get up early on weekdays, but I don't get up early at the weekend. What about you?
I get up early...

B. Report your partner's answers to the class.

... gets up early...

7. WRITE

Write a few sentences using the information from activity 6, comparing your daily routines.

- I get up early on weekdays.
- ... gets up early at the weekend.

First day on the job

1. VOCABULARY

Match the jobs with the workplaces. Then listen and check your answers.

hotel

hospital

news website



doctor



receptionist



reporter



editor



graphic designer



housekeeper



nurse



bellboy



chef

2. READ

A. Look at the picture. What do you think the man's job is? Listen, read and find out.



- Elliot Good morning. Laura Walker?
 Laura Yes. Good morning.
 Elliot I'm Elliot Powell. Welcome to *The Daily News*. Do you know your way around?
 Laura No, I don't.
 Elliot OK, let me show you. That office over there is the photographers' office.
 Laura Do the reporters work there too?
 Elliot No, they don't. They're on a different floor. Through those doors is the cafeteria.
 Laura When do we have a lunch break?
 Elliot Are you hungry already?
 Laura No, it's just...
 Elliot I'm only joking. Lunch is from 1.30 till 2.30. Now, the graphic designers are in that office and my office is just here.
 Laura And where's the editor's office?
 Elliot Erm... It's here.
 Laura Oh, so you're the editor. You're my boss.
 Elliot That's right. OK, let's go upstairs and find your desk.

B. Read again and answer the questions.

- Where are Elliot and Laura?
- Do the reporters and photographers work in the same office?
- Where do people at *The Daily News* have lunch?
- What time does the lunch break start?
- Does Laura work on the same floor as the editor?

Functions

Talking about jobs, workplaces and working habits
Discussing habitual actions and routines

Structures

Present Simple (Questions)

Vocabulary

boss cafeteria different door find floor
hospital hotel just news website office so
upstairs

Jobs

bellboy chef doctor editor graphic designer
housekeeper nurse receptionist reporter

Phrases

I'm only joking. Let me show you. Over there.
When...?

WARM-UP

Aims: • to introduce the topic of the lesson



- Draw Ss' attention to the title of the lesson and ask them to guess what it is about.
- Elicit answers.
- Ask Ss how they felt on their first day at work, at school, etc.
- Elicit answers.

1. VOCABULARY CD1 ►► 32

Aims: • to introduce vocabulary related to jobs and workplaces



- Ask Ss to tell you any jobs in English that they know of and write them on the board.
- Ask Ss to tell you where the people who do these jobs work.
- Write the workplaces next to the jobs.
- Ask Ss to look at the pictures and the words.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Have Ss match the jobs with the workplaces.
- Play the recording. Ss listen and check their answers.

hotel: receptionist, housekeeper, bellboy, chef
hospital: doctor, nurse, receptionist
news website: editor, reporter, graphic designer, receptionist

- Ask Ss some questions:

*Who wears uniforms?
Do they all remain in the same workplace all day?
Which of these jobs would you like to have? Why?
Which of these jobs are tiring, boring, etc.? Why?*

PRE-READING

Aims: • to help Ss create expectations and make predictions about the dialogue



- Tell Ss to look at the picture and ask them some questions:

*What can you see in the picture?
What are the two people wearing?
What are they doing?
Why are they smiling at each other?
What are they talking about?*

- Elicit answers but don't correct Ss at this stage.

2. READ CD1 ►► 33

A. Aims: • to give Ss practice in identifying the main idea of the dialogue
• to present vocabulary, structures and functions in the context of a dialogue



- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the recording. Have Ss read and listen at the same time and check their predictions.

The man is an editor. He's Laura's boss.

- Ask Ss some comprehension questions:

*What is the name of the news website? The Daily News
Is it Laura's first day at work? Yes, it is.
Is Laura hungry? No, she isn't.
Do people who work at The Daily News have a lunch break? Yes, they do.
How long does it last? an hour
What time does it finish? at 2.30
Do the graphic designers and the editor work on the same floor? Yes, they do.
Does Laura know where her desk is? No, she doesn't.*

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity.
- As soon as they finish, have **higher-performing Ss** work with **lower-performing Ss** in pairs and compare their answers. Encourage them to provide justification by referring to specific parts in the dialogue. This will build **lower-performing Ss'** confidence to share their answers in class.
- Check the answers with the class.

1. They are at *The Daily News*.
2. No, they don't.
3. at the cafeteria
4. at 1.30
5. No, she doesn't.

- Explain any unknown words and choose Ss to act out the dialogue.

GRAMMAR

Aims: • to present the Present Simple (Questions)

- Ask Ss to read through the examples.
- Draw Ss' attention to the two categories of questions (*When do you start work? / When does Adam start work? – Do you work at a hotel? / Does Ellie work at a hospital?*).
- Ask Ss the question in the rubric (*we add the auxiliary verb do/does before the subject and the base form of the verb*). Point out to Ss that questions can begin with a question word (*When...?*) or with the auxiliary verb *do/does*.
- Refer Ss to the dialogue to find examples of questions in the Present Simple (e.g. *Do you know your way around?*, *Do the reporters work there too?*, *When do we have a lunch break?*).
- Ask Ss what they notice about the formation of short answers (*Yes, subject + do/does* or *No, subject + don't/doesn't* without the base form of the verb).
- Ask Ss the question: *When do you start work/school?*
- Elicit answers and ask Ss to tell you what they notice about the answers to questions beginning with question words (*their answers are not Yes/No as they request information - e.g. I start work/school at 8.00. / At 8.00.*).
- Refer Ss to the Grammar Reference at the back of the book.
- Ask **higher-performing** Ss to make questions in the Present Simple. This will challenge them. To help **lower-performing** Ss, you can give them prompts to make sentences and then answer them (e.g. *What time / your brother / start work / ?*).

4. PRACTICE

Aims: • to give Ss practice in using the Present Simple in the context of short dialogues

- Draw Ss' attention to the two dialogues and explain to them what they should do.
- To help **lower-performing** Ss do the activity, you can ask them to underline the words *your husband* in the first line of the first dialogue. Point out to them that *your husband* is third person singular and ask them to tell you if the question should start with *Do* or *Does*. Refer them to activity 3 and elicit the answer that it should start with *Does*.
- Have Ss do the activity and check the answers with the class.

1. Does... work, he does, works, does... start, starts
2. do... clean, live, does, doesn't work, Does... cook, cook

5. LISTEN 34, 35

A. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the names 1-4 and the jobs a-d.
- Play the recording and have Ss match the names with the jobs.
- Check the answers with the class.

1. b 2. d 3. c 4. a

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-4.
- Play the recording and have Ss decide whether the sentences 1-4 are True or False.
- Check the answers with the class.

1. F 2. T 3. F 4. T

LISTENING TRANSCRIPT

John Excuse me, is Mr Baxter here today?
Tanya Errm... What day is it? Tuesday. Yes, he is. He works late on Tuesdays. Are you new here?
John Yeah. It's my first day. I'm John. I'm the new bellboy.
Tanya Welcome to The Palace Hotel. I'm Tanya. I'm a housekeeper. Can I help you, maybe?

John I have this letter.
Tanya Is it for Mr Baxter?
John Yes. Does he have an office?
Tanya No, he doesn't. He's a chef. He works in the kitchen.
John Oh, I see.
Tanya Just give it to Pat. She can give it to him.
John OK. Who's Pat?
Tanya She's the receptionist. Actually, I'm going to reception now. Let's go together.
John OK. Thanks for your help.
Tanya No problem. Hey! There's Mr Baxter with Pat.
John Great! Excuse me, Mr Baxter, this is for you.
Mr B. Oh, thanks. Are you the new bellboy?
John That's right.
Mr B. Well, welcome aboard!

6. SPEAK

Aims: • to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pair-work activity

- Ask Ss if they have ever taken part in a survey, what kind of survey it was, etc.
- Elicit answers.
- Point out to Ss that this is a survey on people's working habits (*information about their job and their workplace*).
- Ask Ss to look at the form.
- In pairs, have Ss ask and answer questions about their working habits and a friend's working habits.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the interview.

Suggested answers

A: What do you do?
B: I'm a chef.
A: Where do you work?
B: I work at an Italian restaurant.
A: Do you have a part-time or a full-time job?
B: I have a full-time job.
A: When do you start and finish work?
B: I start work at 9 o'clock and I finish work at 7 o'clock in the evening.
A: What time do you have a lunch break?
B: We have our lunch break at 1 p.m.
A: Do you like your job?
B: Yes, I really like my job.

A: What's your friend's name?
B: Her name is Bridget.
A: What does she do?
B: She's a dentist.
A: Where does she work?
B: She works at the local hospital.
A: Does she have a full-time or a part-time job?
B: She has a part-time job.
A: When does she start and finish work?
B: She starts work at 10 o'clock and finishes work at 4 o'clock in the afternoon.
A: What time does she have a lunch break?
B: She has a lunch break at 1.30 p.m.
A: Does she like her job?
B: Hmmm... I don't think so.

7. WRITE

Aims: • to give Ss practice in writing about their and a friend's working habits

- Ask Ss to look at the example and begin their paragraph accordingly.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Model answer

I have a part-time job and I work in a large shoe shop. My friend Jane has a full-time job and she works in an office. I'm a shop assistant and Jane's a graphic designer. I start work at 12 p.m. and finish at 6 p.m. Jane starts at 9 a.m. and finishes at 5 p.m. I don't have a lunch break, but Jane has a lunch break from 1 p.m. to 2 p.m. I don't like my job very much, but my friend loves her job.

3. GRAMMAR

PRESENT SIMPLE (Questions)

Read the examples. How do we form questions in the Present Simple?

When **do** you **start** work?

When **does** Adam **start** work?

Do you **work** at a hotel?

Does Ellie **work** at a hospital?

Yes, I do. / **No, I don't.**

Yes, she does. / **No, she doesn't.**

4. PRACTICE

Complete the dialogues with the Present Simple of the verbs in brackets. Give short answers where possible.

1. **Andrew** _____ your husband _____
(work) at the hospital?

Karen Yes, _____. He's a doctor. He
_____ (work) until 1 a.m.
every day.

Andrew Really? And when _____ he
_____ (start) work?

Karen He _____ (start) at 3 p.m.

2. **Max** When _____ you _____
(clean) your house, Belinda?

Belinda Oh, I don't. You see, I _____
(live) with my sister and she _____
(do) all the housework. She _____
(not work).

Max Really? _____ she _____
(cook) too?

Belinda Well, we _____ (cook)
together.

5. LISTEN

A. Listen to two people talking at a hotel and match the people with the jobs.

- | | | |
|--------------|--------------------------|-----------------|
| 1. Mr Baxter | <input type="checkbox"/> | a. receptionist |
| 2. John | <input type="checkbox"/> | b. chef |
| 3. Tanya | <input type="checkbox"/> | c. housekeeper |
| 4. Pat | <input type="checkbox"/> | d. bellboy |

B. Listen again and write T for True or F for False.

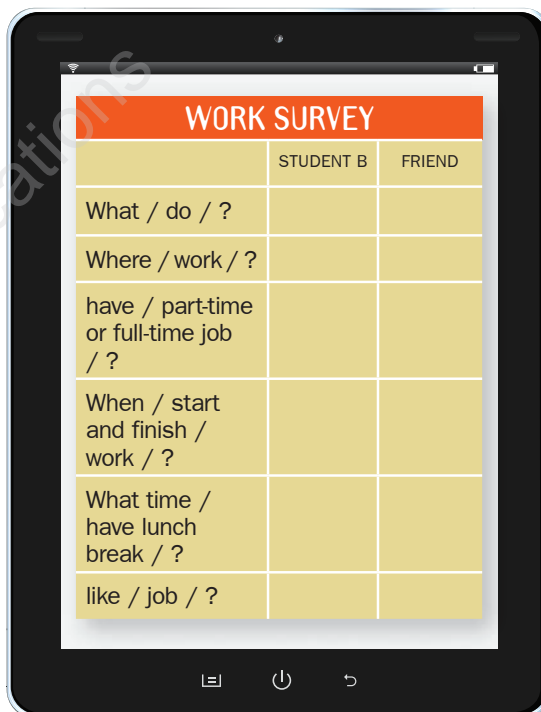
- | | |
|---|--------------------------|
| 1. Mr Baxter doesn't work on Tuesdays. | <input type="checkbox"/> |
| 2. John has a letter for the chef. | <input type="checkbox"/> |
| 3. Mr Baxter has an office at the hotel. | <input type="checkbox"/> |
| 4. John meets Mr Baxter at the hotel reception. | <input type="checkbox"/> |

6. SPEAK

SURVEY

Talk in pairs.

Student A: Imagine that you are doing a survey on people's working habits. Interview Student B and complete the form. Then ask Student B questions about a friend.



WORK SURVEY		
	STUDENT B	FRIEND
What / do / ?		
Where / work / ?		
have / part-time or full-time job / ?		
When / start and finish / work / ?		
What time / have lunch break / ?		
like / job / ?		

Student B: Answer Student A's questions about your working habits. If you don't have a job, imagine that you do. Then answer the questions about a friend of yours.

7. WRITE

Write a paragraph about your working habits and a friend's working habits. Use the prompts in activity 6.



I am a part-time waiter/waitress...

1. VOCABULARY 

A. Match the two columns. Then listen and check your answers.

1. watch ☐
2. go ☐
3. listen ☐
4. stay ☐
5. spend ☐

- a. to the cinema / to a concert
- b. at home
- c. TV / a film / videos on the Internet
- d. time with friends
- e. to music / to a song

B. Write the words in the correct category. Then listen and check your answers.

comedy jazz R&B horror hip-hop
drama classical animated rock adventure
science-fiction traditional pop musical

Music

Film

2. READ 

A. Listen and read. Where would you hear these dialogues?

1.

Karen What about a romantic comedy?

Julie I don't know. I'd like to go home and watch a film tonight. I'm tired.

Karen Come on! Oh look! *IT: Chapter 2* is on. We can watch that.

Julie But that's a horror film. I can't stand horror films. They're horrible!

Karen OK, OK. Two tickets for *Star Wars: The Rise of Skywalker* please.

Julie Urghh!

2.

Trudy So, Graham, how's everything?

Graham Not bad, but I'm hungry!

Trudy Me too. Let's go in here.

Graham Good idea. This is my favourite place to have lunch.

Trudy I agree! The food here is brilliant! What do you think of the music?

Graham It's fantastic! I really enjoy listening to jazz.

Trudy Do you want to come again next week?

Graham Yes, I'd love to.

3.

Brad Listen to this song. Isn't it great?

Ruth Yeah, but that's rock. Mark doesn't like that kind of music.

Brad What kind does he like?

Ruth Well, I know that he enjoys listening to pop.

Brad What about this single here with Ed Sheeran?

Ruth Good idea! I think Ed Sheeran's his favourite singer.

Brad All right then. Buy it.

B. Read again and complete the sentences with the correct names.

1. _____ doesn't like rock music.
2. _____ buys tickets for a film.
3. _____ likes horror films.
4. _____ enjoys listening to jazz.
5. _____ doesn't want to go out.
6. _____, _____ want to go to the same place again.
7. _____ likes pop music.
8. _____ hates horror films.
9. _____ wants to buy something for a friend.
10. _____ wants to go to the cinema.

Functions

Talking about free-time activities
Expressing likes, dislikes and preferences
Talking about forms of entertainment
Making plans

Structures

would like / want + to
like / love / enjoy / hate / can't stand + -ing

Vocabulary

again buy can't stand come enjoy fantastic
food for good idea hate horrible place
romantic singer song ticket want to watch
would like

Free-time activities

go to a concert listen to music
spend time with friends stay at home

Types of music

classical hip-hop jazz pop R&B rock
traditional

Types of films

adventure animated comedy drama horror
musical science-fiction

Phrases

All right. I think... I'd love to...
What do you think of...? What kind of...?

WARM-UP

Aims: • to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the word *entertainment* by pointing out to them that *films, music, television*, etc. are all forms of entertainment.
- Ask Ss to tell you what the lesson is about.

1. VOCABULARY CD1 ►► 36, 37

A. Aims: • to introduce collocations related to free-time activities

- Ask Ss to read through the two columns.
- Have Ss do the activity.
- Play the recording. Have Ss listen and check their answers.

1. c 2. a 3. e 4. b 5. d

- Explain any unknown words, if necessary, and ask Ss which of these activities they do in their free time.

B. Aims: • to introduce vocabulary related to films and music

- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Play the recording. Have Ss listen and check their answers.

Music: jazz, R&B, hip hop, classical, rock, traditional, pop

Film: comedy, horror, drama, animated, adventure, science-fiction, musical

- Make sure that Ss are familiar with the different kinds of music and films. If necessary, provide Ss with examples (e.g. *titles of bands / songs / titles of films*).

LANGUAGE PLUS

The initials **R&B** stand for **Rhythm and Blues**. It is a popular kind of music which combines jazz, gospel, and blues.

PRE-READING

Aims: • to activate Ss' background knowledge

- Ask Ss some questions:

*What do you do when you go out?
Do you go to the cinema / to concerts, etc.?
What kind of music/films do you like/dislike? Why?*

2. READ CD1 ►► 38

A. Aims: • to present vocabulary, structures and functions in the context of three dialogues

1.

- Play the recording and have Ss read and listen to the 1st dialogue.
- Ask Ss the question in the rubric (*at the cinema*). Ask Ss to justify their answers.
- Ask Ss some comprehension questions:

*Why does Julie want to watch a film at home? because she's tired and wants to stay at home
What kind of film is 'IT: Chapter 2'? It's a horror film.
What does Julie think of horror films? She thinks that they're horrible.
Which film does Karen decide to watch? 'Star Wars: The Rise of Skywalker'*

2.

- Play the recording and have Ss read and listen to the 2nd dialogue.
- Ask Ss the question in the rubric (*at a restaurant*). Ask Ss to justify their answers.
- Ask Ss some comprehension questions:

*Who is hungry? Trudy and Graham
What does Trudy think of the food? She thinks that it's brilliant.
What does Graham think of the music? He thinks the music is fantastic.*

3.

- Play the recording and have Ss read and listen to the 3rd dialogue.
- Ask Ss the question in the rubric (*at a music shop*). Ask Ss to justify their answers.
- Ask Ss some comprehension questions:

*Do Brad and Ruth like the song that is playing? Yes, they do.
Which single does Ruth decide to buy for Mark? the single with Ed Sheeran
Who is Mark's favourite singer? Ed Sheeran*

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Have Ss do the activity. For questions 1, 3 and 4 give **lower-performing Ss** two options to choose from (e.g. 3. a. Julie b. Karen). This will help them.
- Check the answers with the class.

1. Mark	5. Julie	8. Julie
2. Karen	6. Trudy,	9. Ruth
3. Karen	Graham	10. Karen
4. Graham	7. Mark	

- Explain any unknown words and choose Ss to act out the dialogues.

3. GRAMMAR

Aims: • to present the structures *would like* / *want* + *to* and the structures *like* / *love* / *enjoy* / *hate* / *can't stand* + *-ing*



- Ask Ss to look at the first set of examples and draw their attention to the words in bold.
- Ask Ss the question in the rubric and elicit answers (the first sentence states *a general preference* while the second one states *a desire*). Point out that *like* is followed by the *-ing* form and *would like* by *to* + base form.
- Ask Ss to read through the sentences 1-6 and the words in the box. Draw their attention to the words in bold and point out that *hate*, *enjoy*, *love* and *can't stand* are followed by the *-ing* form or a noun, and that *want* is followed by *to* + base form.
- Have Ss do the activity. You can have **higher-performing Ss** work with **lower-performing Ss**.
- Check the answers with the class.

1. We **don't like** watching TV.
2. I **like** listening to music.
3. George and Sophie **like** science-fiction films.
4. I **would like** to go to a concert.
5. My parents **don't like** R&B music.
6. Tina **would like** to have lunch at this Mexican restaurant.

KEY

- Refer Ss to the Grammar Reference at the back of the book.
- Ask **higher-performing Ss** to make sentences expressing general preference and desire. This will challenge them. To help **lower-performing Ss**, you can give them prompts to make sentences (e.g. *cousin* / *can't stand* / *watch* / *horror films*).

4. PRACTICE

Aim: to give Ss practice in using the structures presented in the lesson in the context of short dialogues

- Have Ss do the activity and check the answers with the class.

1. Would you like, to spend, spending, Do you like, watching, to see
2. to go out, to stay, to watch, watching

KEY

5. LISTEN 39

Aims: • to give Ss practice in listening for specific information in the context of a survey



- Have Ss read through the survey and ask them what it is about.
- Elicit answers, but do not correct Ss at this stage.
- Make sure that Ss don't have any unknown words.
- Play the recording twice.
- Check the answers with the class.

The following should be ticked:

1. Yes
2. Rock, R&B
3. Work, Car
4. Yes
5. comedy, horror
6. At the weekend

KEY

LISTENING TRANSCRIPT

- Interviewer** Excuse me, can I ask you a few questions for a survey?
- Woman** OK. Why not? What's it about?
- Interviewer** Free time. First of all... Do you enjoy listening to music?
- Woman** Of course.
- Interviewer** OK. And what kind of music do you usually listen to? Pop? Rock?
- Woman** Ermm... I don't like pop but I listen to rock. And I really like R&B.
- Interviewer** OK. So, you don't like classical music.
- Woman** No way!
- Interviewer** And where do you listen to music? At home? In the car?
- Woman** Well, I always listen to music in the car. And I like listening to music at work too.
- Interviewer** Great. What about the cinema?
- Woman** Oh, yes. I love going to the cinema.
- Interviewer** What kind of films do you like?
- Woman** Oh, I love anything with Jim Carrey.
- Interviewer** So, you like comedies. What about science-fiction films?
- Woman** No, not really. But I like horror films, too.
- Interviewer** I see. And when do you go to the cinema?
- Woman** On Saturdays or Sundays.
- Interviewer** So, you don't go during the week.
- Woman** No, I don't.
- Interviewer** Great. Thanks a lot. You've been a great help...

OPTIONAL ACTIVITY

- In pairs, have Ss take turns to ask and answer the questions in the survey.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the interview.

6. SPEAK

Aims: • to give Ss practice in planning a night out



- Ask Ss to read through the speech bubble.
- You can have **higher-performing Ss** work with **lower-performing Ss** in pairs and take turns to ask and answer about their plans.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

Suggested answer

A: Where would you like to go tonight?

B: I'd like to go out to dinner.

A: OK. What do you think of that Chinese restaurant on Victoria Street?

B: I think it's a great place.

A: OK then, let's go.

KEY

3. GRAMMAR

would like / want + to

like / love / enjoy / hate / can't stand + -ing

Read the examples. What's the difference between the two sentences?

I like going to the cinema.

I'd like to go to the cinema tonight.

Use the words in the box to replace the words in bold in sentences 1-6.

like don't like would like

1. We **hate** watching TV.
2. I **enjoy** listening to music.
3. George and Sophie **love** science-fiction films.
4. I **want** to go to a concert.
5. My parents **can't stand** R&B music.
6. Tina **wants** to have lunch at this Mexican restaurant.

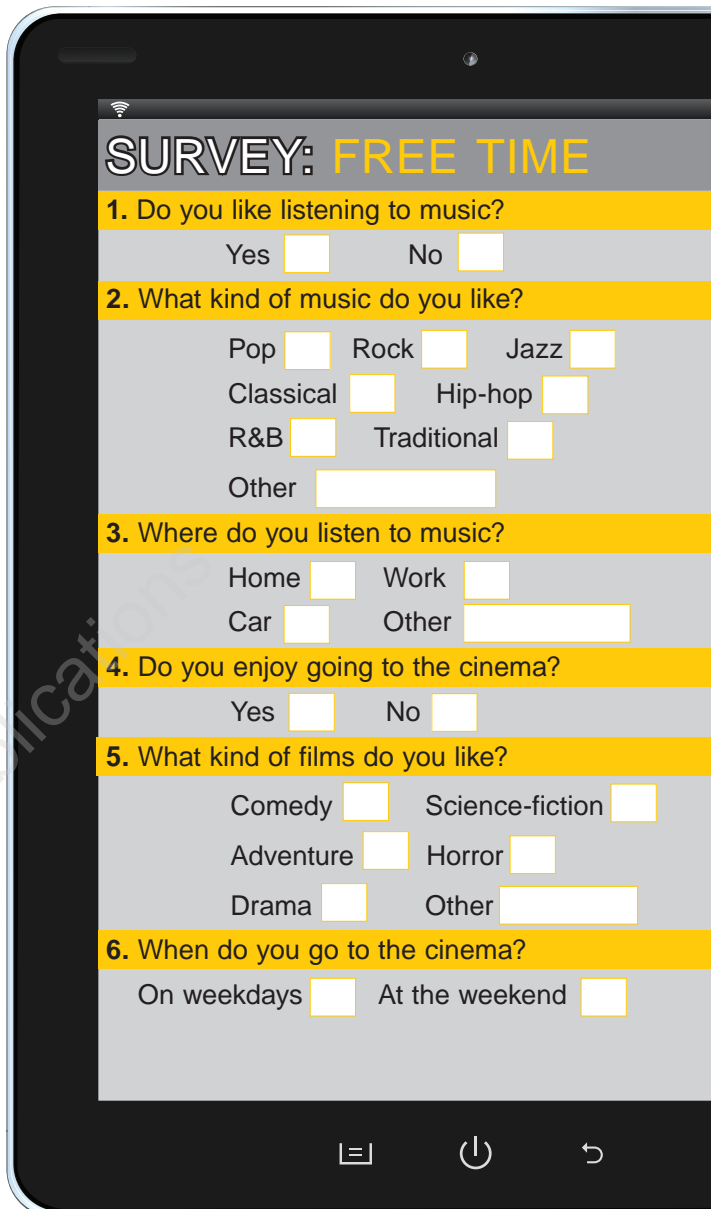
4. PRACTICE

Complete with the correct form of the verbs in brackets.

1.
A: _____ (you / like) to go to the cinema with me tomorrow?
B: Sorry, I can't. I want _____ (spend) some time with my sister tomorrow.
A: Your sister?
B: Yes. I like _____ (spend) time with my sister.
A: OK. What about Monday?
B: That's fine. _____ (you / like) musicals?
A: Not really. I enjoy _____ (watch) science-fiction films only. I'd like _____ (see) *Ad Astra*.
B: OK. Let's go see that then.
2.
A: Would you like _____ (go out) tonight?
B: No, I'm tired. I'd like _____ (stay) at home.
A: Oh, OK. Do you want _____ (watch) a film?
B: Come on Ed. You know I can't stand _____ (watch) films.

5. LISTEN

Listen to a woman answering questions for a survey and complete the form.



SURVEY: FREE TIME

1. Do you like listening to music?
Yes ☐ No ☐
2. What kind of music do you like?
Pop ☐ Rock ☐ Jazz ☐
Classical ☐ Hip-hop ☐
R&B ☐ Traditional ☐
Other
3. Where do you listen to music?
Home ☐ Work ☐
Car ☐ Other
4. Do you enjoy going to the cinema?
Yes ☐ No ☐
5. What kind of films do you like?
Comedy ☐ Science-fiction ☐
Adventure ☐ Horror ☐
Drama ☐ Other
6. When do you go to the cinema?
On weekdays ☐ At the weekend ☐

6. SPEAK

Talk in pairs. Make plans for tonight.

*What do you want to do tonight? /
Where would you like to go tonight?*

I want to... / I'd like to...

OK. What do you think of...?

I think it's a great/horrible, etc. place.

OK then, let's go...

1. VOCABULARY 

Match. Then listen and check your answers.





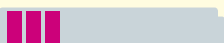
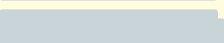
1. check	<input type="checkbox"/>	a. a text message / an email
2. download	<input type="checkbox"/>	b. apps/songs/ videos
3. send	<input type="checkbox"/>	c. my emails
4. use	<input type="checkbox"/>	d. the Internet

2. GRAMMAR

ADVERBS OF FREQUENCY

Read the examples and use the words in **bold** to complete the boxes. What do you notice about the position of adverbs of frequency?

- Chloe **always** helps me with the housework. She's great!
- I don't **often** download songs from the Internet.
- Daniel is **never** at home in the morning. He works from eight to five every day.

	<input type="text"/>
	Usually
	<input type="text"/>
	Sometimes
	Rarely
	<input type="text"/>

3. SPEAK

Talk in pairs. Think about how often you do the things mentioned in the vocabulary activity.

I usually download songs from the Internet.

I rarely check my emails.

4. READ

Do the quiz.

Do you spend your

1. How often do you watch videos on your mobile phone?

- a. rarely
- b. once a day
- c. five times a day or more

2. How many films do you watch a week?

- a. 0-2
- b. 3-5
- c. 6 or more

3. How often do you check your emails?

- a. once a week
- b. a few times per day
- c. every 15 minutes

4. Do you play video games?

- a. no, never
- b. sometimes
- c. yes, every day

Functions

Talking about habitual actions

Structures

Adverbs of frequency

Vocabularya lot of eat eye get health life more
theatre wake up way**Adverbs of frequency**

always usually often sometimes rarely never

Words/phrases related to technologycheck emails / text messages
download (videos/apps/songs) play video games
screen send a text message use the Internet**Phrases**

How often? Once / Twice / ... times a day/week...

WARM-UP**Aims:** • to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Point out to Ss that *techno* is short for *technology*.
- Ask Ss to tell you what they think the lesson is about and elicit answers.
- Ask Ss if they use modern technology, what their favourite technological gadgets are, etc.

1. VOCABULARY CD1 ►► 41**Aims:** • to introduce collocations related to technology

- Ask Ss to read through the words on the screen of the tablet. Make sure that Ss don't have any unknown words.
- Have Ss do the activity.
- Play the recording. Have Ss listen and check their answers.

1. c 2. b 3. a 4. d

LANGUAGE PLUS

- When you **download** information, you copy or move it into a computer's memory from the Internet.
- **App** is an abbreviation of **application** which refers to computing software that users can download on their mobile devices.

2. GRAMMAR**Aims:** • to present adverbs of frequency

- Ask Ss to read through the examples.
- Explain to Ss that the words in **bold** are called *adverbs of frequency* because they show the frequency at which an action happens.
- Ask Ss to put *always*, *often* and *never* next to the respective batteries.
- Help Ss deduce the meaning of each adverb of frequency by relating them to the respective batteries.
- Check the answers with the class.

Always
Usually
Often
Sometimes
Rarely
Never

- Ask Ss to look at the examples again and indicate the position of adverbs of frequency in the sentences. Remind Ss that adverbs of frequency usually come before the *main verb* but they come after the verb *be*. Tell Ss that we can use some adverbs such as *sometimes* at the beginning or at the end of a sentence to emphasise the meaning.
- Explain to Ss that *never* is already negative, so we can't use it in a negative sentence. Write an example on the board.
- Refer Ss to the Grammar Reference at the back of the book.
- Ask **higher-performing Ss** to make their own sentences practising the position of adverbs of frequency. This will challenge them. To help **lower-performing Ss**, you can give them some sentences with the words in jumbled order (e.g. *never / I / late / am / school / for*), and have them put the words in the correct order to form a sentence.

3. SPEAK**Aims:** • to give Ss practice in using the vocabulary and the structures presented in this lesson through a pair-work activity

- Draw Ss' attention to the speech bubble.
- In pairs, have Ss take turns to talk about how often they check their emails, send text messages, etc.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

Suggested answers**A:** I usually download apps and songs.**B:** I always download songs and videos, but I rarely check my emails.**A:** I sometimes check my emails. Do you send text messages?**B:** No, I never send text messages because I always use the Internet.**A:** Me too.**PRE-READING****Aims:** • to activate Ss' background knowledge

- Ask Ss to look at the text and decide what it is (*a quiz*) and where it might be found (*online*).
- Ask Ss if they like doing quizzes and, if so, what about.

4. READ**Aims:** • to present vocabulary, structures and functions in the context of a quiz

- Draw Ss' attention to the title of the quiz and ask them to tell you what they think the quiz is about (*how long they spend in front of a screen / how they use technology in their everyday life, etc.*).
- Ask Ss some questions:

*What type of screens can you think of? TV/computer, etc.
Is it good to be in front of a screen for a long time?*

- Say and write on the board: *I check my emails twice a day. How often do you check your emails? a) once a day b) twice a day c) three times a day*
- Go round the class asking Ss how often they check their emails. Elicit answers and help Ss deduce the meaning of *How often...* and *once, twice, three times, etc.*
- Ask Ss to do the quiz and encourage them to guess the meaning of any unknown words they may have.
- Point out to Ss that there are no correct or incorrect answers. The point of the quiz is to form a clearer picture of their habits.
- Alternatively, have Ss do the quiz in pairs and take turns to ask and answer the questions. Have Ss calculate their scores.
- Have Ss read what their scores say about their habits.
- Choose some Ss to read out the results of the quiz.
- Explain any new vocabulary.

POST-READING

Aims: • to give Ss the opportunity to expand on the topic of the quiz by expressing their opinion



- Have Ss work in pairs and say if they agree or disagree with the results of the quiz.

5. PRONUNCIATION CD1 ►► 43, 44

A. Aim: to have Ss distinguish between the rising and falling intonation of questions

- Play the recording and ask Ss to listen for the difference in intonation between the two questions.
- Elicit answers.

- KEY**
- a. rising intonation
 - b. falling intonation

- Explain to Ss that *Yes/No questions* have a rising intonation, while *Wh-questions* have a falling intonation.
- Play the recording again and ask Ss to repeat the questions while you make movements with your hand to show the rising or falling tone in each question.

B. Aim: to give Ss practice in distinguishing between the rising and falling intonation of questions

- Play the recording and pause after each question.
- Ask Ss to repeat the questions and write the appropriate symbol next to each one.
- Check the answers with the class.

- KEY**
1. falling intonation
 2. rising intonation
 3. rising intonation
 4. falling intonation
 5. falling intonation
 6. rising intonation

6. SPEAK

Aims: • to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pair-work activity



- Ask Ss to look at the table and complete it with information about themselves by ticking the days on which they do the activities mentioned.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the speech bubble.
- Have **higher-performing Ss** work with **lower-performing Ss** in pairs and take turns to ask and answer questions about how often they do the activities mentioned in the table.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

Suggested answer

- A:** How often do you check your emails?
B: Rarely. Only once a week.
A: How often do you watch films?
B: Three times a week.
A: How often do you use the Internet?
B: Every day.
A: How often do you go to the theatre?
B: I never go to the theatre.
A: How often do you go to the cinema?
B: I usually go once a week.
A: How often do you listen to music on an MP4 player?
B: I never listen to music on an MP4 player.

WORKBOOK LISTENING CD1 ►► 45

LISTENING TRANSCRIPT

1.
Karen Hi Nat. It's Karen. Where's Ken?
Nat No idea. Send him a text message and find out.
Karen A text message? Oh, I hate sending text messages!
Nat What do you mean? You never use your mobile phone to send a text message?
Karen I sometimes send text messages but I usually call my friends when I need them.
Nat I see. Wait! Ken's mobile is here on his desk, so don't call him.
Karen Oh, OK.
2.
Molly Would you like to come with me to Ron's house to watch a film, Peter?
Peter Sure, I'd love to. Just give me a minute. I want to check my emails.
Molly Oh, come on Peter. You can do that later.
Peter No, I can't, Molly. I always check my emails in the evening. I like checking them once a day.
Molly Oh, OK. But I don't understand. I check my emails once a week. Do you need to do it now?
Peter Yes, I do! I'm expecting an email from John about our camping trip. We can go to Ron's in half an hour.

life in front of a screen?

5. How often do you post something on social media?

- a. never
- b. sometimes
- c. three times a day or more

6. How often do you eat your meal in front of a screen?

- a. rarely
- b. sometimes
- c. always

Your score is...

Mostly a's

You don't spend time in front of screens. Wake up, this is the 21st century. Technology can help you in many different ways.

Mostly b's

You have a nice balance. You don't spend all the hours of the day in front of a screen. You just use technology to help you in your daily life.

Mostly c's

You spend a lot of time in front of a screen. This is bad for your health and your eyes. Get a life and get out there in the real world.

5. PRONUNCIATION

A. Listen and repeat. What's the difference between *a* and *b*?

- a. Do you watch films?
- b. How often do you watch films?

B. Listen and repeat. Is the intonation rising (↗) or falling (↘) ?

- 1. When do you use the Internet?
- 2. Do you go to the theatre?
- 3. Does she play video games?
- 4. What do you download from the Internet?
- 5. How do you spend your free time?
- 6. Are you a reporter?

6. SPEAK

Complete the table with information about yourself. Then talk in pairs. Ask and answer questions.

	M	T	W	T	F	S	S
check / emails							
watch / films							
use / Internet							
go / theatre							
go / cinema							
listen / music							

How often do you check your emails?

Every day. / Rarely. Only once a week.

How often do you watch films?

Three times a week. / I never watch films.

Don't be afraid to make mistakes when you speak.

TIP

1. VOCABULARY 

Match the pictures with the phrases. Then listen and check your answers.



1



4



2



5

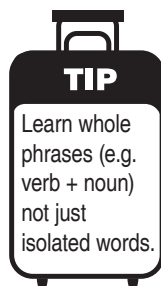


3



6

- take karate lessons ☐
- go shopping ☐
- hang out with friends ☐
- go to the gym / sports centre ☐
- talk on the phone ☐
- read articles online ☐

2. READ 

A. Read the interview quickly and match the questions a-d with the paragraphs 1-4.

- a. What do your students think about their famous karate champion teacher?
- b. What about the future?
- c. How do you spend your free time?
- d. Mike, you are three times national karate champion. What's your secret?

MY BLOG

HOME

INTERVIEWS

ABOUT ME

Meet a sports star

This week I interview...

Mike Malik
KARATE
CHAMPION

1 ☐

Well, I train very hard every day. I also play sports and I go to the gym four times a week. And of course, I always eat healthy food.

2 ☐

Well, I don't have much. You see, I'm also a part-time teacher at a local school. I have my own little *Dojo* there too. I teach children karate on Tuesdays and Thursdays. On Saturday mornings, I teach adults. Anyway, when I have some free time, I do the usual. I hang out with friends, I go to the cinema. And I love reading in the evenings.

3 ☐

People in the neighbourhood recognise me on the streets and say hello, but I can't say I'm famous. My students love me and they all want to become champions. I hope they do!

4 ☐

Well, I really want to go to the European championships next year. And after that, it's my dream to go to the Olympics.

Functions

Talking about free-time activities
Talking about habitual actions and routines

Structures

Word order

Vocabulary

adult anyway become champion famous
future hard hope interview (v.) little
my own neighbourhood next year recognise
sports star teach train (v.).

Free-time activities

go shopping go to the gym hang out with friends
read articles online take karate lessons
talk on the phone

Phrase

Well,...

WARM-UP

Aims: • to introduce the topic of the lesson



- Draw Ss' attention to the title of the lesson.
- Ask Ss to look at the pictures in the vocabulary activity and tell you when people do the activities shown in the pictures.
- Help Ss deduce the meaning of the phrase *At your leisure* by relating it to the pictures of the vocabulary activity (*in your free time / when you have free time*).
- Ask Ss to guess what the lesson is about and elicit answers.

1. VOCABULARY CD1 ►► 46

Aims: • to introduce phrases related to free-time activities



- Ask Ss to read through the six phrases and match them with the pictures 1-6.
- Play the recording. Have Ss listen and check their answers.
- If necessary, play the recording again and have Ss repeat the phrases they hear.

take karate lessons 3
go shopping 5
hang out with friends 1
go to the gym / sports centre 2
talk on the phone 6
read articles online 4

KEY

- Explain any unknown words.
- Draw Ss' attention to the TIP and explain it.

OPTIONAL ACTIVITY

- Ask Ss which of the activities in exercise 1 they do in their free time, when or how often they do them, why they like doing them, etc.
- Elicit answers.

PRE-READING

Aims: • to introduce the type and the topic of the text by activating Ss' background knowledge



- Ask Ss to look at the layout of the text and decide what it is (*a blog interview*) and where it may be found (*online*).
- Ask Ss:

*Do you like reading interviews?
Who would you like to interview?*

- Draw Ss' attention to the title and the picture accompanying the interview.
- Ask Ss to tell you who the interview is about (*Mike Malik*) and if they know anything about karate.
- Elicit answers.

2. READ CD1 ►► 47

A. Aims: • to give Ss practice in reading for gist through a multiple matching activity
• to present vocabulary and functions in the context of an interview



- Ask Ss to read through the questions a-d and explain any unknown words.
- Allow Ss some time to read through the interview and match the paragraphs 1-4 with the questions a-d. Point out to Ss that they do not need to know all the words in order to do the matching.
- Check the answers with the class.

1. d 2. c 3. a 4. b

KEY

BACKGROUND NOTE

A **Dojo** is a Japanese term which literally means 'place of the way'. Initially, *Dojos* were temples and the term referred to a formal training place for any of the Japanese arts. Nowadays, it is considered the formal gathering place for students of martial arts. The concept of a *Dojo* as a martial arts training place is a Western one; in Japan, any physical training facility, including professional wrestling schools may be called *Dojos* as well, depending on the context.

- Ask Ss some questions:

*How often does Mike go to the gym? four times a week
What kind of food does he eat? He eats healthy food.
Does he have much free time? No, he doesn't.
Is he a full-time karate teacher? No, he isn't.
When does he teach children karate? on Tuesdays and Thursdays
How does he spend his free time? He hangs out with friends, goes to the cinema and reads in the evenings.*

B. Aim: to give Ss practice in identifying specific information in the interview through a reading comprehension activity

- Ask Ss to read through the interview again and do the activity.
- As soon as they finish, have **higher-performing Ss** work with **lower-performing Ss** in pairs and compare their answers. Encourage them to provide justification by referring to specific parts in the text. This will build **lower-performing Ss'** confidence to share their answers in class.
- Check the answers with the class.

1. every day
2. at a local school
3. children and adults
4. people in the neighbourhood
5. They want to become champions.
6. next year

- Explain any unknown words and choose Ss to act out the interview.

POST-READING

Aims: • to give Ss the opportunity to expand on the topic of the interview and talk about themselves

- Ask Ss:

*Would you like to be famous in your field?
How would you feel if you were famous?*

3. LISTEN 48, 49

A. Aims: • to give Ss practice in listening for gist

- Play the recording.
- Ask Ss the question in the rubric.
- Elicit answers and ask **higher-performing Ss** to provide justification for their answers. This will challenge them and help **lower-performing Ss** understand why this answer is correct.

- a. on the radio

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5. Allow Ss some time to think of what kind of information they expect to hear in each sentence. To help **lower-performing Ss**, you can write Ss' answers on the board.
- Play the recording. Have Ss listen and complete the sentences.
- Check the answers with the class.

- | | |
|----------------|------------------|
| 1. twenty-four | 4. (Sports) Café |
| 2. tennis | 5. Green Park |
| 3. Saturdays | |

LISTENING TRANSCRIPT

Love sport? Well get down to Birchmoor Sports Centre! The home of exercise!
We have the best gym in town, and it's open all day, every day. That's right, 24 hours a day!
You can do lots of sports here too. Tennis, basketball, football... you name it. You can also have karate lessons at our very own *Dojo*. Karate lessons are on Thursdays and Fridays at six o'clock or on Saturdays at three. The Sports Café on the second floor is also very popular. It's open every day until nine in the evening. Here, you can hang out with friends, have a coffee or relax with a book. So, what are you waiting for?
Birchmoor Sports Centre is on London Road near Green Park. It's very easy to get there by bus or underground. Also, we have a big car park.
Want sport? There's lots more at Birchmoor!

4. SPEAK

A. Aims: • to give Ss practice in talking about free-time activities

- Draw Ss' attention to the table.
- In groups of five, have Ss take turns to ask and answer the questions and complete the table.
- Go round the class helping Ss when necessary.
- Choose some groups to act out the exchange.

Suggested answers

A: Do you like playing sports?
B: Yes, I love playing sports and my favourite sport is tennis.
Do you like going to the cinema?
C: Yes, I do.
D: What kind of films do you like?
C: I love comedies. Do you like watching TV?
D: Hmmm, yes, I like watching TV.
E: How often do you watch TV?
D: I watch TV every day. Do you like going to restaurants?
E: Of course. I go to restaurants every week.
C: Who do you go to restaurants with?
E: I go to restaurants with my friends and family.

B. Aims: • to give Ss practice in reporting the results of a questionnaire

- Ask a student from each group to report his/her group's answers to the class.

Suggested answer

Mary likes playing sports and her favourite sport is tennis. John likes going to the cinema and he loves comedies. Philip likes watching TV and he watches it every day. Mike likes going to restaurants and he goes to restaurants with his friends and family.

5. WRITE

Aim: to present word order

- Draw Ss' attention to the box and explain the order of the subject, verb and object in a sentence.

A. Aims: • to give Ss practice in word order

- Have Ss do the activity and check the answers with the class.

1. Tony cooks lunch every day.
2. I can't stand watching science-fiction films.
3. My brother wants to become an editor.
4. Susan sends text messages to her friends.
5. We clean the windows once a week.

B. Aims: • to give Ss practice in writing about free-time activities

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their blog posts using ideas from the speaking activity. You can allow **higher-performing Ss** to add their own ideas. This will challenge them.
- Choose Ss to read out their blog posts.

Model answer

I'm nineteen years old. People my age do lots of different things in their free time. They are active and like playing sports. I play tennis twice a week and go swimming at the weekend. People my age don't often go to the cinema, but I'm different and really enjoy going. I usually go to see a comedy or a drama on Fridays with my friends. I sometimes watch TV in the evenings with my sister, but people my age rarely watch TV. Restaurants are usually expensive, so people my age don't usually go there to eat. I sometimes go to restaurants with my family at the weekend.

3. LISTEN

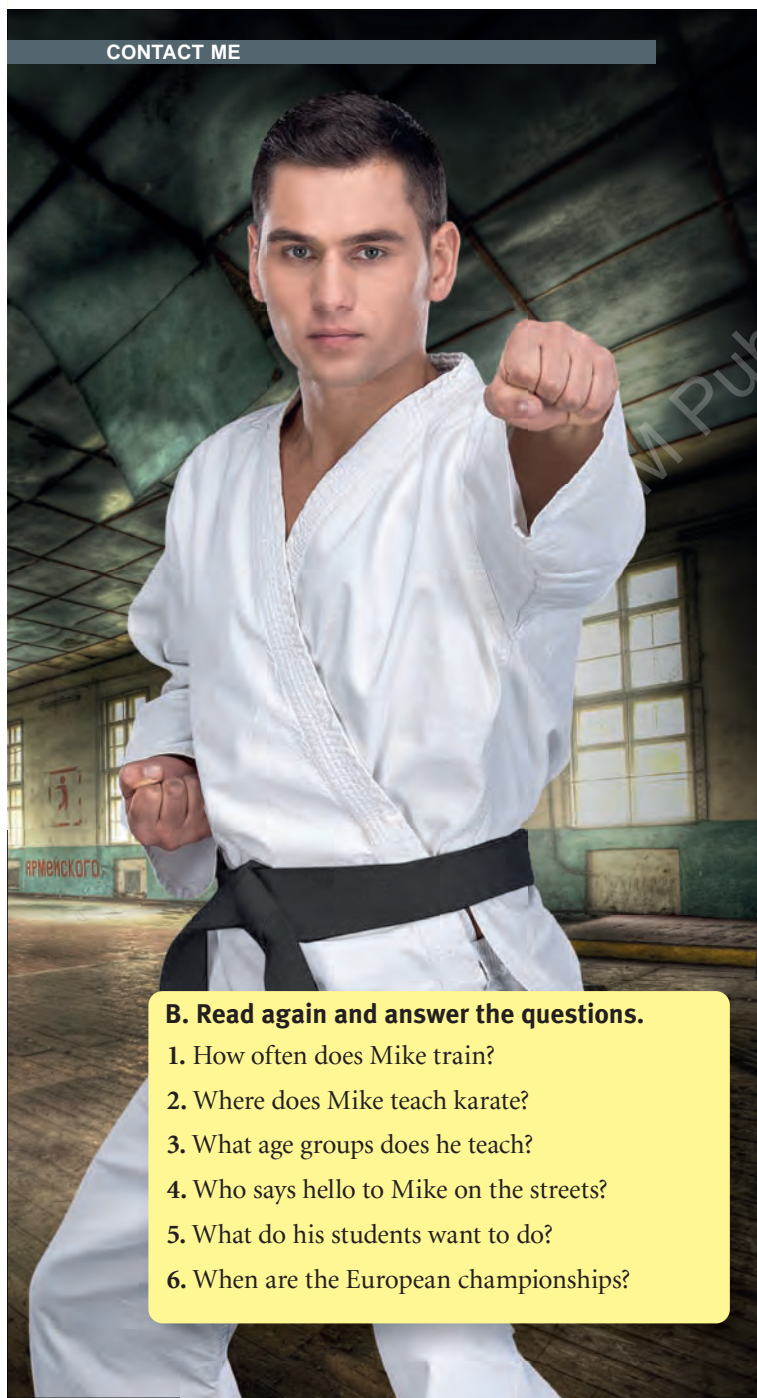
A. Listen to an announcement. Where can you hear it? Choose a, b or c.

- a. on the radio b. on the telephone
c. at a sports centre

B. Listen again and complete the sentences.

- The gym is open _____ hours a day.
- You can play _____, basketball and football at the sports centre.
- Karate lessons start at three o'clock on _____.
- You can hang out with your friends at the _____.
- The sports centre is near _____.

CONTACT ME



B. Read again and answer the questions.

- How often does Mike train?
- Where does Mike teach karate?
- What age groups does he teach?
- Who says hello to Mike on the streets?
- What do his students want to do?
- When are the European championships?

4. SPEAK

CLASS SURVEY

A. Talk in groups of five. Look at the table.

Take turns to ask the other students in the group questions to find out what people your age do in their free time.

	play sports	go / cinema	watch TV	go / restaurants
Do you like...?				
What (kind of) ... do you like?				
How often do you...?				
Who do you... with?				

B. Report your group's answers to the class.

5. WRITE

Word order

In English, we always put the subject of a sentence before the verb and the object after the verb.

Subject + verb + object

Jack reads books in the evenings.

A. Make sentences by putting the words in the correct order.

- day / Tony / cooks / every / lunch / .
- stand / films / I / can't / science-fiction / watching / .
- to / an / my / become / editor / wants / brother / .
- text / Susan / her / sends / to / messages / friends / .
- windows / week / we / the / once / clean / a / .

B. Imagine that you are starting a blog. Write a post talking about how you and people your age spend their free time. Use ideas from activity 4.

Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Then write your final draft.

TIP

Video activities

Top 5 hated chores

A. Match the words with the pictures.

1. car wash

2. dishwasher

3. dirty

4. window

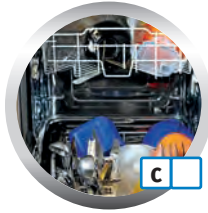
5. garden



a



b



c



d



e

B. Look at the chores in the box and put them in order of the top five most hated. Number 1 is the worst. Then watch Part 2 of the video and compare your answers. ▶

take out the rubbish mow the lawn do the washing-up wash the car clean the windows

1. _____ 2. _____ 3. _____
4. _____ 5. _____

C. Watch Part 2 again and write the correct name next to the statements. ▶

1. 'This chore doesn't take very long.' _____
2. 'I do this chore every month.' _____
3. 'This chore is OK, when the weather is nice.' _____
4. 'I do this chore every day.' _____ & _____
5. 'I do this chore on Sunday.' _____

D. Watch Part 2 again and answer the questions. ▶

- Why does Steve hate mowing the lawn?
- Why does Ray hate taking out the rubbish?
- How often does Robert's dad take his car to the car wash?
- What makes Fay's chore easier?
- Why doesn't Linda's cousin do the washing-up?

E. Discuss.

- Which chore do you hate the most?
- Is there a chore that you like?



Video activities

Top 5 hated chores

Vocabulary

car wash dirty mow the lawn

Aims: • to help Ss revise the language of the module in context



A.

- Ask Ss if they live alone or with someone else and who does the chores in their house.
- Elicit answers and initiate a short discussion.
- Have Ss match the words with the pictures.
- Check the answers with the class

1. d
2. c
3. b
4. e
5. a

B.

- Ask Ss to read through the chores in the box and put them in the order of the top five most hated. Mention that number 1 is the worst.
- Elicit answers, but do not correct Ss at this stage.
- Play Part 2 of the video and have Ss compare their answers.

1. do the washing up
2. clean the windows
3. wash the car
4. take out the rubbish
5. mow the lawn

C.

- Explain to Ss that they are going to watch Part 2 again to find out who made each of the statements 1-5.
- Have Ss read through the statements.
- Play Part 2 of the video and ask Ss to do the activity. You can have **higher-performing Ss** work with **lower-performing Ss**.
- Check the answers with the class.

1. Ray
2. Fay
3. Steve
4. Ray, Linda
5. Robert

D.

- Ask Ss to read through the questions 1-5 and make sure they understand everything.
- Play Part 2 of the video again and have Ss answer the questions. Encourage Ss to note down key words that helped them answer the questions.
- As soon as they finish, have **higher-performing Ss** work with **lower-performing Ss** in pairs and compare their answers. Encourage them to provide justification. This will build **lower-performing Ss'** confidence to share their answers in class.
- Check the answers with the class.

1. because they have got a big garden
2. because he does it every day
3. He takes his car there once a year.
4. She only does it once a month.
5. because they have got a dishwasher

E.

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.
- Allow the use of L1, if necessary, to help **lower-performing Ss** express themselves.

Suggested answers

- I really hate doing the washing-up. It's very boring.
- Yes, I like washing the car. I do it every two weeks and I enjoy it very much.

TRANSCRIPTS

Part 1

car wash dirty mow the lawn

Part 2

Chores! Nobody likes them. But which is the worst? Here are the top five HATED chores!

At number five, we have 'mowing the lawn'. Steve from London: 'Some people don't mind mowing the lawn, and on a nice day it is sometimes OK. But we have a big garden, so I hate mowing the lawn every two weeks.'

At number 4, it's 'taking out the rubbish'. Ray from Canterbury: 'I can't stand it. I know it doesn't take a long time, but I still don't enjoy doing it because I do it every day!'

At number 3, it's 'washing the car'. Robert from Leeds: 'I wash my dad's car every Sunday. It's so boring, and it takes a long time. And it's never really dirty! Also, there is a car wash close to my house, but my dad only takes it there once a year!'

At number 2, we have 'cleaning the windows'. Fay from Norwich: 'Oh, it's sooooo boring. It takes me a whole afternoon! Luckily, I only clean the windows once a month. And we live in a small flat, so it doesn't have many windows. Still hate it, though.'

And at number 1, the most hated chore is... 'doing the washing-up'. Linda from Liverpool: 'I do the washing-up every day. What is that about? My cousin never does the washing-up. You know why? They have a dishwasher!'

Round-up

Aims: • to help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities



VOCABULARY

A.

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

KEY

B.

1. Sunday
2. comedy
3. receptionist
4. Fridays
5. graphic designer
6. musical

KEY

GRAMMAR

C.

1. Do... like, I do, play, Do... have, I don't, have
2. does... go, usually goes, plays, doesn't like

KEY

D.

1. during, at
2. from, to
3. on
4. in
5. On
6. at

KEY

E.

1. Mary never does housework on Sundays.
2. Andrew wants to go to the cinema.
3. David doesn't usually work on Fridays.
4. I don't eat breakfast with my husband.
5. Does Andy always study in front of the TV?
6. Julia hates walking to work.
7. My sisters enjoy talking on the phone.
8. Would you like to take karate lessons?

KEY

VOCABULARY

A. Match.

- | | | |
|-------------|--------------------------|-----------------|
| 1. do | <input type="checkbox"/> | a. shopping |
| 2. clean | <input type="checkbox"/> | b. dinner |
| 3. go | <input type="checkbox"/> | c. homework |
| 4. listen | <input type="checkbox"/> | d. with friends |
| 5. hang out | <input type="checkbox"/> | e. the windows |
| 6. have | <input type="checkbox"/> | f. to music |

B. Complete the sentences with the words in the box.

Fridays	receptionist	musical
comedy	graphic designer	Sunday

- I always do my homework on _____, just before the week starts.
- Don't watch that film. It's a _____ but it's not funny.
- My best friend is a _____ at the Grand Hotel.
- I go to bed late on _____. You see, I don't work on Saturdays.
- The editor wants a new _____ for the website.
- This _____ has a lot of nice songs. I really like it.

GRAMMAR

C. Complete the dialogues with the Present Simple of the verbs in brackets. Give short answers where possible.

- A: _____ you _____ (like) my new tablet?

B: Yes, _____.

A: I _____ (play) a lot of games on it and I watch videos too.

B: _____ you _____ (have) any good videos on it?

A: No, _____.

But I _____ (have) some great games.
- A: How often _____ Jake _____ (go) to the gym?

B: Well, he _____ (usually / go) on weekdays. At the weekend, he _____ (play) basketball with his friends.

A: What about football?

B: He _____ (not like) football.

D. Complete the sentences with the prepositions in the box.

at	from	on	in	during	on	at	to
----	------	----	----	--------	----	----	----

- Do you usually go to the cinema _____ the week or _____ the weekend?
- My son plays video games every day, _____ 5.00 _____ 6.00 p.m.
- I never go out with friends _____ Sunday evening.
- What do you eat for breakfast _____ the morning?
- _____ Mondays, I teach karate at the sports centre.
- The jazz concert starts _____ eight o'clock.

E. Use the prompts to make sentences.

- Mary / never / do / housework / Sundays / .

- Andrew / want / go / cinema / .

- David / usually / not work / Fridays / .

- I / not eat / breakfast / with / husband / .

- Andy / always / study / in front of / TV / ?

- Julia / hate / walk / to work / .

- my sisters / enjoy / talk / on the phone / .

- you / would like / take / karate lessons / ?

COMMUNICATION

F. Complete the dialogue with the phrases.

- a. I'm only joking.
- b. All right.
- c. What kind of film is it?
- d. I'd love to.
- e. Let me show you.

Joe Hey, there's a great film on at the cinema.
Let's go!

Kyle (1) _____

Joe It's a science-fiction horror comedy.

Kyle What?

Joe (2) _____ It's just a comedy. There's an article
about it online. (3) _____ So, do you want to
go?

Kyle (4) _____

Joe Meet you there at 7 p.m.?

Kyle (5) _____ See you later.

G. Read the answers and complete the questions.

1. A: _____ dinner?
B: She always comes home late and has dinner
at around 9 p.m.
2. A: _____
shopping?
B: We usually go on Saturdays.
3. A: _____ books?
B: No, he doesn't.
4. A: _____?
B: R&B and rock.
5. A: _____ the
washing-up?
B: Twice a week only.
6. A: _____ karate
lessons?
B: Yes, they do. They love karate.

SPEAK

H. Talk in pairs about your likes and dislikes. Use the ideas given.

Free time	
cinema	science-fiction films / comedies / horror films, etc.
restaurant	Italian / Chinese / Mexican, etc.
music	rock / jazz / R&B, etc.
At home	
housework	clean windows / Hoover, etc.
friends	hang out / watch films / listen to music, etc.
computer	check emails / use the Internet / download music, etc.

What do you like doing in your free time / at home?

Do you like...?

Yes, I do. I love... / No, I don't. I can't stand...

What's your favourite...?

WRITE

I. Write a paragraph about your partner's likes and dislikes.

*Lisa loves going to the cinema, but
she can't stand...*

SELF-ASSESSMENT

Read the following and tick (4) the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > talk about my daily routine ☐
- > talk about my free-time activities ☐
- > use the Present Simple ☐
- > use adverbs of frequency ☐
- > use prepositions of time ☐
- > talk about my likes and dislikes ☐
- > talk and write about my working habits ☐
- > make arrangements ☐
- > write about how I and other people my age spend their free time ☐

CLIL: IT

Song: Day by day

COMMUNICATION

F.

1. c 2. a 3. e 4. d 5. b

KEY

G.

Suggested answers

1. When does she have
2. When do you go
3. Does he read
4. What kind of music do you like
5. How often do you do
6. Do they take

KEY

SPEAK

H.

- Ask Ss to read through the two tables and the speech bubble.
- In pairs, have Ss ask and answer questions about their likes and dislikes using the ideas from the tables. You can have **higher-performing Ss** work with **lower-performing Ss**.
- To help **lower-performing Ss**, write some verbs used to express likes/dislikes on the board.
- Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogue.

Suggested answer

A: Do you like going to the cinema?

B: Yes, I love it.

A: What kind of films do you like watching?

B: I like science-fiction films very much.

A: Do you like going to restaurants in your free time?

B: Yes, I do. I often go to Italian and Mexican restaurants. What do you like doing in your free time?

A: I like listening to music.

B: What's your favourite kind of music?

A: I love rock music, but I hate jazz.

B: Great. What do you like doing at home?

Do you like doing housework?

A: No, I don't. I hate doing housework. I prefer using my computer to check emails and download music when I'm at home. What about you?

B: I like doing housework sometimes. I really enjoy Hoovering.

A: Do you like hanging out with your friends at home?

B: Yes, I do. We sometimes watch films together and we all love listening to music.

A: Do you like using your computer when you are at home?

B: Yes, I do. I check my emails twice a day and use the Internet all the time!

KEY

WRITE

I.

- Ask Ss to write a paragraph about their partner's likes and dislikes.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Model answer

Frances enjoys going to the cinema and she loves musicals and adventure films. She can't

KEY

stand Italian or Spanish restaurants, but she likes Chinese restaurants. She enjoys listening to jazz and rock, but she doesn't like classical music. Frances hates mopping floors and cleaning windows, but she likes cooking. She loves hanging out with friends and reading magazines. She likes downloading music and using the Internet, but she can't stand playing video games.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress

• to encourage learner autonomy



- Draw Ss' attention to the points and have Ss read them.
- Explain any unknown words.
- Have Ss tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.



CLIL: IT

The Teacher's Notes can be found at the back of the book.



Song: Day by day CD1 ►► 52

Aims: • to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a song



- Ask Ss to read the song once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the recording and ask Ss to listen to the song carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the recording again and have Ss sing along.

Monday
housework
gym
nights
weekend
late

KEY

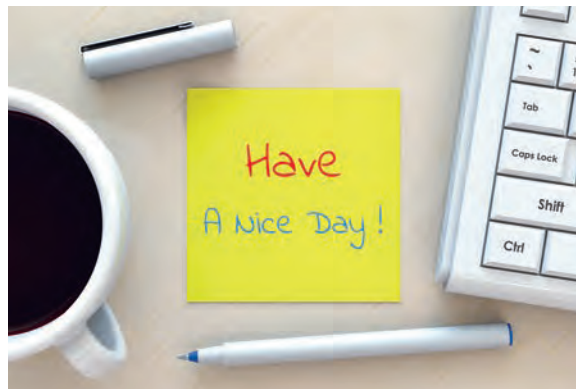
GRAMMAR ACTIVITIES

There is a section at the back of the Workbook with grammar activities providing Ss with further practice of the grammar presented in the module. After each Round-up section in the Workbook, it is advisable to do the corresponding activities in the Grammar Activities section.

The key for the Grammar Activities section is included in the Workbook key at the back of the Teacher's Book.

A. Write the days of the week. Then put them in order by writing 2-7 in the boxes.

___ _ ___ R ___ _	<input type="text"/>
___ _ ___ S ___ _	<input type="text"/>
___ U ___ _	<input type="text"/>
___ R ___ _	<input type="text"/>
___ _ U ___ _	<input type="text"/>
___ _ ___ E ___ _	<input type="text"/>
M ___ _	1



B. Complete the sentences with the Present Simple of the verbs in brackets.

1. Belinda _____ (ride) a motorbike to work.
2. My husband _____ (not have) breakfast in the morning. He _____ (get up) late.
3. We _____ (have) lunch at twelve o'clock.
4. I _____ (not cook) on Friday evenings. I _____ (go out) for dinner.
5. Betty's sister _____ (drive) her to college on weekdays.
6. The film _____ (start) at 8 o'clock and _____ (finish) at half past ten.
7. Jason _____ (not play) football. He _____ (not like) sports.
8. Bill and his brother _____ (do) the washing-up in the evening.

C. Complete the sentences with the correct form of the verbs in the box and the boxes with prepositions of time.

do not help out cook study get up go not work have

- weekdays my brother, Alex, (1) _____ early
 the morning, (2) _____ breakfast and
 (3) _____ to work. He works from nine five.
 I (4) _____. I get up eleven o'clock every day.
 I (5) _____ and have lunch 12.30 p.m.
 Monday, Wednesday and Friday afternoons I go to university
 and the evenings I (6) _____. the
 weekend I (7) _____ housework, but Alex
 (8) _____.



D. Rewrite the sentences, as in the example.

Dave

1. I clean the windows at the weekend.

Dave cleans the windows at the weekend.



Betsy

2. I Hoover and mop the house on Saturdays.



Martha

3. I don't do housework during the week.



Sam

4. I don't work on Mondays.



E. What do you do every day? Make notes in the table and then write sentences.

MON	
TUE	
WED	
THUR	
FRI	
SAT	
SUN	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

2b First day on the job

A. Complete the sentences with the correct form of the words in the box.

nurse

hotel

editor

chef

hospital

graphic

1. My brother is a doctor. He works at the Royal London _____.

4. Amanda is a(n) _____ designer. This is her office.

2. Robert is a(n) _____. He works at an Italian restaurant.

5. Carl is one of the _____ of this website.

3. Mary is a(n) _____. She likes helping people.

6. Angela is a receptionist. She works at this _____.

B. Complete the dialogues with the Present Simple of the verbs in brackets. Give short answers where possible.

1. **Jim** So, you're a graphic designer, Ian. _____
 you _____ (work) in a big office?
Ian No, _____. I _____ (work) at
 home.
Jim That's good. _____ you _____ (like)
 your job?
Ian Yes, _____.
 2. **Mary** _____ Sheila _____
 (help) you with the housework, Dora?
Dora Yes, _____.
 She _____ (do) the washing-up
 and _____ (hoover) on Fridays.
Mary Oh, that's nice.

C. Look at Linda's and Sally's weekly schedule and write the missing questions or answers, as in the example.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Linda	work 8 a.m.- 4 p.m. go to university	work 9 a.m.- 5 p.m.	work 9 a.m.- 5 p.m. go to university	work 11 a.m.- 7 p.m.	work 7 a.m.- 3 p.m.	do housework	go out with friends
Sally	work 8 a.m.- 4 p.m.	work 9 a.m.- 5 p.m. play football	work 9 a.m.- 5 p.m.	work 11 a.m.- 7 p.m. play football	work 9 a.m.- 5 p.m. have dinner with Mum	do housework	go out with friends

1. When do they go to work?
Every day, from Monday to Friday _____.
 2. _____?
 On Sundays.
 3. What time do they finish work on Thursdays?
 _____.
 4. When does Linda do housework?
 _____.
 5. _____?
 On Fridays.
 6. _____?
 On Mondays and Wednesdays.

D. Complete the dialogue with the sentences.

- Cindy** (1) _____
Jane At a hotel.
Cindy (2) _____
Jane I'm a receptionist.
Cindy (3) _____
Jane At nine o'clock at night.
Cindy And when do you finish?
Jane At five in the morning. (4) _____
Cindy Oh, I see. (5) _____
Jane No, I don't.

a. What do you do?

b. What time do you start work?

c. It's a night job.

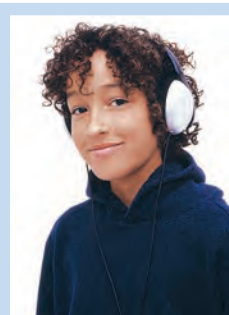
d. Where do you work?

e. Do you like your job?

2c Entertainment

A. Complete the text with the missing words.

In my (1) _____ time, I (2) _____ time with friends. We usually (3) _____ at home and watch a film or we (4) _____ to music and just chat. We all like the same kind of music, (5) _____-hop and R&B. We don't like jazz or classical (6) _____.



B. Complete the dialogues with the correct form of the verbs in the box. Some of the verbs may be used more than once.

go out watch do play meet

1. **Angie** Would you like _____ a science-fiction film tomorrow?

Lyn No, I hate _____ science-fiction films. Let's watch a comedy.

Angie Good idea. I love _____ comedies.

Lyn Great. What time do you want _____ tomorrow?

Angie Let's meet at seven.

2. **Paul** Do you want _____ tonight?

Helen No. I don't like _____ on weekdays. I only go out at the weekend.

Paul Really? I enjoy _____ every night!

3. **Betty** Let's do the washing-up.

Cindy Oh! I can't stand _____ the washing-up.

Betty Come on, Cindy. I don't want _____ all the housework.

Cindy Fine!

4. **Dave** I'm bored. Let's play football.

Sam No. I don't want _____ football. I'm tired.

Dave Again?

C. Look at the tables and make seven true sentences about you and a friend.

love
would like
hate
can't stand
want
like
enjoy

listen / rock music
watch / musicals
cook
go / cinema
do / homework
spend time / friends
listen / jazz



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

D. Complete the dialogue with the sentences.

a. I think she's brilliant.

b. What kind of music do you listen to?

c. All right.

d. What do you think of Rihanna?

e. I'd love to.

Natalie (1) _____

Lesley R&B.

Natalie Really? Me too. (2) _____

Lesley She's my favourite singer. (3) _____

Natalie Do you want to go to her concert?

Lesley Sure. (4) _____

Natalie Great. Let's buy tickets tomorrow.

Lesley (5) _____

E. Read the posters and sentences 1-4. Decide which film the people should see. Write M for *Monsters of Hull House* or I for *In the Name of the Game*. 

Monsters of Hull House



The brilliant new horror film by Herbert Mendez. You can't stand watching traditional horror films? That's OK! This is a science-fiction film too, and it's all about monsters!

Come and watch it. It's great!

First showing: Friday, **20th August** at **10.30 p.m.** at the cinema in the Upper Valley Mall.

Tickets €10 (€8.50 for students)



In the Name of the Game

This great new animated film isn't only for children! Do you love football, sports and funny cartoons? Then this is for you. Watch the football team work together and go all the way! Get your tickets now!

First showing is on Wednesday, **13th August** at **8 p.m.** at the Regal Cinema Complex.

Tickets €8 (€6.50 for students)

1. Shelly: 'I want to watch a funny film with my children.'

2. Mike: 'I can't stand comedies.'

3. Dave: 'I work until half past eight.'

4. Kelly: 'I don't want to buy expensive tickets.'

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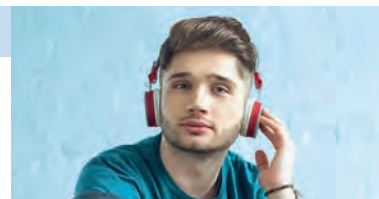
2d Techno world

A. Look at the pictures and the prompts and write how often the people do these activities, as in the example.

always usually **often** sometimes rarely never

Tim / listen

1. *Tim often listens to music.* _____



always usually often sometimes **rarely** never

Alice / send

2. _____



always **usually** often sometimes rarely never

Mike and Rob / play

3. _____



always usually often **sometimes** rarely never

William / use

4. _____



always usually often sometimes rarely never

Lydia / check

5. _____



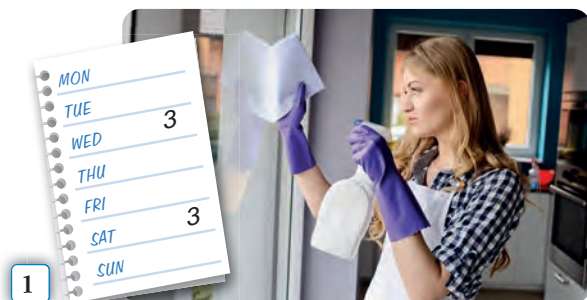
B. Look at the table. Write sentences about how often Isabel does these activities and then write about yourself.

	download apps from the Internet	watch videos on smartphone	have dinner at a restaurant	listen to music
Isabel	sometimes	not often	rarely	not usually
You				

Isabel _____

I _____

C. Write questions using *how often* and the prompts given. Then look at the schedules and answer the questions, as in the example.



1

Alicia / clean / windows

How often does Alicia clean the windows? _____?

Twice a _____ *week.*

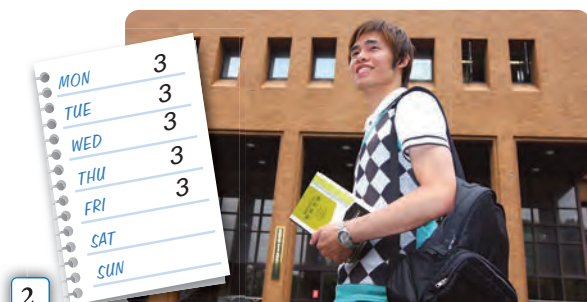


3

they / watch / TV

_____?

_____ week.



2

Lee / go / university

_____?

_____ week.



4

Beth / do / washing-up

_____?

_____ day.

D. Match.

1. How often do you listen to pop music?
2. Do you cook every day?
3. How often do you go to the cinema?
4. Do you always download songs from the Internet?
5. When do you usually spend time with your friends?

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☐
☐
☐
☐

- a. Rarely. I like watching films at home.
- b. No. I usually buy the CDs I like.
- c. Never. I only like jazz.
- d. On Fridays and Saturdays.
- e. No. Just four times a week.

E. Listen to two short dialogues and answer the questions. Choose *a* or *b*.

1. Does Karen send text messages to her friends?

a. Sometimes. b. No, never.

2. How often does Peter check his emails?

a. Once a week. b. Once a day.

2e At your leisure

A. Look at the pictures and complete the sentences with the correct verbs.



1. I don't _____ on the phone all day.



2. Let's _____ shopping tomorrow.



3. Rob and I _____ with friends at the weekend.



4. Henry and Sandy _____ articles online every morning.



5. Fay and I _____ to the gym three times a week.



6. Jeff wants to _____ karate lessons.

B. Make sentences by putting the words in the correct order.

1. morning / Gareth / to / every / university / goes _____

2. café / a / at / works / he / afternoon / the / in _____

3. in / evening / cooks / he / dinner / the _____

4. Internet / night / at / uses / he / the _____

C. Look at the responses and write questions. Use words from each box.

What do/does
Do/Does
How often do/does
When do/does
Where do/does

you
your friends
your sister
your parents
your husband

drive
clean
do
go
play tennis

to the gym?
at the weekend?
on weekdays?
a car?
the windows?

1. A: _____

B: I stay at home.

2. A: _____

B: No, he never does housework.

3. A: _____

B: They usually go to the cinema.

4. A: _____

B: On Mondays and Wednesdays.

5. A: _____

B: Yes, I do.

6. A: _____

B: Three times a week.

2 Round-up

A. Write

1. four days of the week:

_____, _____, _____, _____

2. four jobs:

_____, _____, _____, _____

3. types of music:

_____, _____, _____, _____

4. types of films:

_____, _____, _____, _____

B. Circle the correct options.

1. What time do you usually have **breakfast** / **washing-up**?
2. Jane is a **reporter** / **nurse** at Whittington Hospital.
3. The **chef** / **boss** at this restaurant is fantastic. I love the food here!
4. Send me a text **message** / **information** when you get there.
5. My brother is an actor, but he isn't very **champion** / **famous**.

C. Complete the sentences with the Present Simple of the verbs in brackets and the boxes with prepositions of time.

1. Sue _____ (not do) the housework _____ the morning. She _____ (start) _____ around three.
2. A: _____ your brother _____ (work) at the Calypso Hotel?
B: Yes, he's a bellboy. He _____ (work) there _____ the weekend.
3. Tina and Rob _____ (get up) _____ six o'clock, but they _____ (not go) to work _____ nine. They _____ (work) _____ nine _____ five every day.
4. Alan sometimes _____ (check) his emails _____ the afternoon.
5. A: _____ you _____ (take) karate lessons?
B: Yes, _____ Mondays and Wednesdays.

D. Rewrite the sentences using the words in brackets.

1. Wendy goes shopping with her friends from work. (usually)

2. He cooks dinner on Friday nights. (never)

3. They don't stay at home on Sundays. (often)

4. I play video games on my computer. (rarely)

5. Jennifer and Haley talk on the phone. (sometimes)

6. My brother doesn't go to the gym on Fridays. (always)

E. Complete the dialogues with the correct form of the verbs in brackets.

1. **A:** Let's watch a film tonight.
B: OK. What do you want _____ (watch)?
A: What about a horror film?
B: Oh, I can't stand _____ (watch) horror films.
2. **A:** Do you enjoy _____ (read) articles online?
B: No, but I like _____ (watch) videos on the Internet.
3. **A:** Would you like _____ (come) shopping with me tomorrow?
B: No, thanks. I hate _____ (go) shopping. What do you want _____ (buy)?
A: A pair of black shoes.
4. **A:** I hate this song.
B: Really? I love _____ (listen) to hip-hop. I want _____ (download) this album.

F. Match.

- | | | |
|---|--------------------------|-----------------------------|
| 1. Where's Mr Costner's office? | <input type="checkbox"/> | a. Comedies. |
| 2. What do you think of this singer? | <input type="checkbox"/> | b. In her free time. |
| 3. What kind of films do you like watching? | <input type="checkbox"/> | c. Let me show you. |
| 4. When does she check her emails? | <input type="checkbox"/> | d. About four times a week. |
| 5. How often do you play video games? | <input type="checkbox"/> | e. He's brilliant. |

G. Read the text and answer the questions. 

My name is Trey Davidson. I'm a graphic designer and I make websites for people. I have got my own website, and people visit it to look at what I do. I often get emails through the website, or people get my phone number from there and call me. I love my job because I can work part-time or full-time, and I work from home! I hate going to an office every day, so this job is fantastic. I always take my laptop to the park and work there on Saturday mornings. It's great because I can work at any place or at any time I want! I sometimes work from nine to five, but I usually work from about six in the evening to after midnight. I do brilliant work late at night. I can get up when I want, go to bed when I want and start and finish work when I want. I think I've got a great job!



1. What does Trey do?

2. Where can you find Trey's phone number?

3. Where does Trey usually work?

4. When does Trey work in the park?

5. When is the best time for Trey to work?

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from our academic staff.

