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Introduction to the Teacher

New Enterprise A1 is a modular course for young adults and adults studying British English at CEFR Level A1. It allows flexibility of approach, which makes it suitable for classes of all kinds, including large or mixed ability classes.

New Enterprise A1 consists of twelve units. Each unit consists of three lessons plus Culture sections, Reviews & Competences. The corresponding unit in the Workbook provides the option of additional practice.

COURSE COMPONENTS

Student's Book

The **Student's Book** is the main component of the course. Each unit is based on specific themes and the topics covered are of general interest. All units follow the same basic structure (see **Elements of the Coursebook**).

Workbook

The **Workbook** is in full colour and contains units corresponding to those in the Student's Book, with practice in Vocabulary, Grammar, Everyday English & Reading. There is a Revision Section every three units for students to revise the vocabulary and grammar taught. There is also a Skills Practice section for students to get more practice in Listening, Everyday English, Reading and Writing. All the exercises in the Workbook are marked with graded level of difficulty (*, **, ***).

Teacher's Book

The **Teacher's Book** contains step-by-step lesson plans and suggestions on how to present the material. It also includes answers to the exercises in the Student's Book, the audioscripts of all the listening material, suggested speaking and writing models, and evaluation sheets as well as the answers to the exercises in the Workbook and Grammar book.

Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the monologues/dialogues and texts in the Listening and Reading sections as well as the Pronunciation/Intonation sections in the Student's Book, and the material for all listening tasks in the Workbook.

IWB

The IWB contains all the material in the Student's Book, Teacher's Book, Workbook, Grammar Book and Audio CDs and aims to facilitate lessons in the classroom. It also contains grammar presentations of all the grammar structures in the Student's Book as well as **videos** closely linked to the texts in the course and activities for Ss to

further practise their English and expand their knowledge, as well as **games** for students to revise the vocabulary and grammar taught.

Digibook applications

The **Digi apps** contain all the material in the Student's Book, Workbook and Grammar Book and help students monitor their progress and improve their stats which are stored so that they can be accessed at any time.

Grammar Book

The Grammar Book contains clear, simple presentations of all grammar structures that appear in the course with a variety of graded exercises.

ELEMENTS OF THE COURSEBOOK

Each unit begins with a brief overview of what will be covered in the unit.

Each unit contains the following sections:

Vocabulary

Vocabulary is introduced in a functional and meaningful context. It is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly.

Reading

Each unit contains reading texts, such as: articles, blog entries, postcards, emails, etc. These allow skills such as reading for gist and reading for specific information to be systematically practised.

Grammar

The grammar items taught in each unit are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce learners' understanding and mastery of each item. The Workbook contains practice on each grammar structure presented within each unit. Detailed explanations of all grammar points and exercises are in the Grammar Bank.

Listening

Learners develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the unit in realistic contexts. This reinforces learners' understanding of the language taught in the unit.

Speaking

Controlled speaking activities have been carefully designed to allow learners' guided practice before leading them to less structured speaking activities.

Everyday English

Functional dialogues set in everyday contexts familiarise students with natural language. The dialogues are followed by language boxes to help learners practise.

Pronunciation/Intonation

Pronunciation/Intonation activities help learners to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Writing

There are writing activities throughout the units, based on realistic types and styles of writing, such as emails, letters, blogs, postcards, stories, articles, etc. These progress from short sentences to paragraphs and finally to full texts, allowing learners to gradually build up their writing skills.

Culture

Each unit is accompanied by a *Culture* section.

In each *Culture* section, learners are provided with cultural information about aspects of English speaking countries that are thematically linked to the unit. Learners are given the chance to process the information they have learnt and compare it to the culture of their own country.

Study Skills

Brief tips, explanations and reminders, at various points throughout each unit, help learners to develop strategies which improve holistic learning skills and enable them to become autonomous learners of the English language.

Review

This section appears at the end of each unit, and reinforces students' understanding of the topics, vocabulary and structures that have been presented in the unit. A *Competences* marking scheme at the end of every Review section allows learners to evaluate their own progress and identify their strengths and weaknesses.

Values

This section aims to develop moral values learners need to have in our globalised world.

Public Speaking Skills

This section aims to help learners develop their public speaking skills, giving them guidance on how to become competent public speakers.

CLIL

The *CLIL* sections enable learners to link the themes of the units to an academic subject, thus helping them contextualise the language they have learnt by relating it to their own personal frame of reference. Lively and creative

tasks stimulate learners and allow them to consolidate the language they have learnt throughout the units.

Each *CLIL* section is aimed to be taught after the corresponding Values & Public Speaking Skills sections.

Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

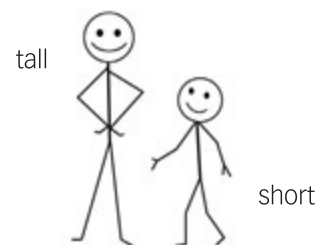
SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

Much of the new vocabulary in *New Enterprise A1* is presented through pictures (see *Student's Book, Unit 1, p. 8, Ex. 1*).

Further techniques that you may use to introduce new vocabulary include:

- **Miming.** Mime the word you want to introduce. For instance, to present the verb *sing*, pretend you are singing and ask learners to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: 'powerful'.
 - present the word **strong** by giving its opposite: 'weak'.
 - present the word **weekend** by paraphrasing it: 'Saturday and Sunday'.
 - present the word **famous** by giving its definition: 'very well-known (person or thing)'.
- **Example.** Use of examples places vocabulary into context and consequently makes understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the learners' country: 'Rome is a city, but Parma is a town.'
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Use of L1.** In a monolingual class, you may explain vocabulary in the learners' native language. This method, though, should be employed in moderation.
 - **Use of a dictionary.** In a multilingual class, learners may occasionally refer to a bilingual dictionary.
- The choice of technique depends on the type of word or

expression. For example, you may find it easier to describe an action verb through miming than through a synonym or a definition.

Note: ✓ sections can be treated as follows: Go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning, or look up the meaning in their dictionaries.

B Choral & individual repetition

Repetition will ensure that learners are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask learners to repeat chorally before you ask them to repeat individually. Repeating chorally will help learners feel confident enough to then perform the task on their own.

C Reading & Listening

You may ask learners to read and listen for a variety of purposes:

- **Reading for detail.** Ask learners to read for specific information. (*See Student's Book, Unit 1, p. 9, Ex. 6. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)
- **Listening for detail.** Learners listen for specific information. (*See Student's Book, Unit 1, p. 8, Ex. 2b*)
- **Listening and reading for gist.** Ask learners to read and/or listen to get the gist of the dialogue or text being dealt with. (*See Student's Book, Unit 1, p. 4, Ex. 1. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)

Note: VIDEO

Main texts in the Student's Book are accompanied by videos that are included in the digi applications and the IWB. The videos can be watched after learners have read the texts. Activities that accompany the videos can be done in class or assigned as HW.

D Speaking

- Speaking activities are initially controlled, allowing for guided practice (*see Student's Book, Unit 1, p. 7, Ex. 10 where Ss use the same structures to act out a dialogue.*)
- Ss are led to free speaking activities. (*See Student's Book, Unit 1, p. 8, Ex. 4 where Ss are provided with the necessary lexical items and structures and are asked to act out their dialogue.*)

E Writing

All writing tasks in *New Enterprise A1* have been carefully designed to closely guide learners to produce a successful piece of writing. They are fully analysed in the *Skills in Action* sections in the Student's Book with model texts and exercises that aim to help learners improve their writing skills.

- Make sure that Ss understand that they are writing for a purpose. Go through the writing task so that Ss are fully aware of why they are writing and who they are writing to (*see Student's Book, Unit 3, p. 25, Ex. 9. Ss are asked to write an email.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Assigning homework

When assigning homework, prepare learners as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned tasks include:

- **Copy** – learners copy an assigned extract;
- **Dictation** – learners learn the spelling of particular words without memorising the text in which they appear;
- **Vocabulary** – learners memorise the meaning of words and phrases or use the new words in sentences of their own;
- **Reading Aloud** – assisted by the digi apps, learners practise at home in preparation for reading aloud in class;
- **Writing** – after thorough preparation in class, learners are asked to produce a complete piece of writing.

G Correcting learners' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the learners are doing.

- **Oral accuracy work:**
Correct learners on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing learners to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.
- **Oral fluency work:**
Allow learners to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

Written work:

Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising learners is of great importance. Praise effort as well as success.

H Class organisation

• Open pairs

The class focuses its attention on two learners doing the set task together. Use this technique when you want your learners to offer an example of how a task is done (see *Student's Book, Unit 3, p. 22, Ex. 3a*).

• Closed pairs

Pairs of learners work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See *Student's Book, Unit 3, p. 24, Ex. 4*)

• Stages of pairwork

- Put Ss in pairs.
- Explain the task and set a time limit.
- Rehearse the task in open pairs.
- In closed pairs, get Ss to do the task.
- Go around the class and help Ss.
- Open pairs report back to the class.

• Group work

Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

• Rolling questions

Ask Ss one after the other to ask and answer questions based on the texts.

I Using L1 in class

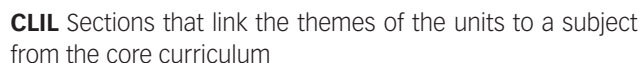
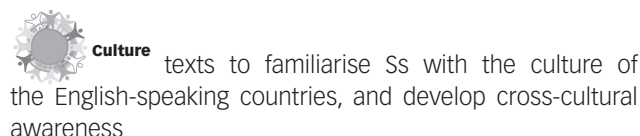
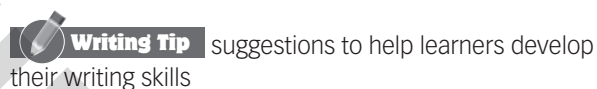
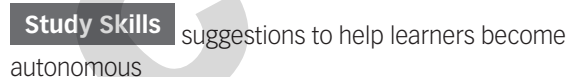
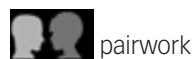
Use L1 in moderation and only when necessary.

ABBREVIATIONS

Abbreviations used in the Student's and Teacher's Books.

T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc	Et cetera
Ex(s).	Exercise(s)	sb	Somebody
		sth	Something

Key to symbols used in the Student's/Teacher's Books





4 Busy days

Topic	In this unit, Ss will explore the topics of daily routines, free-time activities, days of the week, telling the time and sports
4a Reading & Vocabulary	30-31
Lesson objectives:	To listen and read for gist, to read for specific information (matching headings to paragraphs and T/F statements), to learn vocabulary for daily routines, to learn the days of the week, to practise telling the time, to listen for specific information, to write an email
Vocabulary:	Daily routines (<i>wake up early, have a shower, get dressed, have breakfast, catch the bus to college, have a break for lunch, finish college, go jogging, do homework, work part-time, go back home, chat with friends online, have dinner, go to bed</i>); Times of the day (<i>in the morning, at midday, in the afternoon, in the evening</i>); The days of the week (<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>); Telling the time (<i>o'clock, [a] quarter to, half past, [a] quarter past, twenty to, twenty past</i>); Nouns (<i>animal shelter, break, walk, countryside</i>); Phrasal verb (<i>care for</i>); Adjectives (<i>tiring, satisfied</i>); Phrase (<i>catch the bus</i>)
4b Grammar in Use	32-33
Lesson objectives:	To learn the present simple, to learn adverbs of frequency, to learn <i>love/like/hate + -ing</i> , to learn prepositions of time
4c Skills in Action	34-35
Lesson objectives:	To learn vocabulary for free-time activities, to listen for specific information (T/F statements), to act out a dialogue and practise everyday English for making arrangements, to pronounce /s/, /z/, /ɪz/, to read for cohesion and coherence, to write a blog entry about your typical Sunday
Vocabulary:	Free-time activities (<i>listen to music, read a book, go dancing, go on a picnic, go to the mall, go to the cinema, visit museums, meet friends, watch a film, do yoga, play football, go to the library</i>)
Culture 4	36
Lesson objectives:	To listen and read for specific information, to compare and contrast sports, to write about popular sports in your country
Vocabulary:	Sports (<i>baseball, cricket, lacrosse, rugby, curling, ice hockey, surfing, skiing, snowboarding</i>); Noun (<i>competition</i>), Verb (<i>take part</i>); Adjectives (<i>annual, official</i>)

Review 4

45

Lesson objectives: To test/consolidate vocabulary and grammar learnt throughout the unit; to practise everyday English

Go through the objectives box and tell Ss that these are the topics, skills and activities this unit will cover.

4a

Vocabulary

1 **Aim** To present vocabulary for daily routines

- Ask Ss to look at the pictures.
- Play the recording.
- Ss listen and repeat chorally and/or individually.
- Check Ss' intonation and pronunciation.

Reading

2 a) **Aim** To listen and read for specific information

- Read out the question and play the recording.
- Ss listen and read to find out.
- Check Ss' answers.

Answer Key

Valeria doesn't go to work every morning. She goes to work every Monday, Wednesday and Friday and works from 5:00 pm to 9:00 pm.

- Play the video for Ss and elicit their comments.

b) **Aim** To suggest a title for the text

Give Ss a minute to come up with a title for the text and elicit suggestions from Ss around the class.

Suggested Answer Key

A Day in the Life of Valeria López

3 a) **Aim** To identify the main idea of a paragraph (matching headings to paragraphs)

- Ask Ss to read headings A-E and then give them time to read the text again and match the headings to the paragraphs (1-4).
- Check Ss' answers around the class.

Answer Key

1 D 2 B 3 E 4 A

- Refer Ss to the Word List to look up the meanings of the words in the **Check these words** box.

b) **Aim** To read for specific information (T/F statements)

- Give Ss time to look through the text again and mark the statements according to what they read.
- Check Ss' answers and then elicit explanations for the words in bold.

Answer Key

1 T 2 F 3 F 4 T

Suggested Answer Key

part-time – for less than 8 hours a day

break – a time to rest

care for – take care of

satisfied – content; happy enough

Speaking

4 **Aim** To present and practise telling the time

- Go through the table and explain how we tell the time using the clock faces.
- Read out the *Note* and explain *am* and *pm*.
- Ask Ss to work in pairs and look at the clock faces a-e and the digital clocks f-i and ask and answer questions to practise telling the time following the example.
- Monitor the activity around the class and assist as necessary.

Answer Key

b A: *What's the time?*

B: *It's (a) quarter past seven./It's seven fifteen.*

c A: *What time is it?*

B: *It's half past nine./It's nine thirty.*

d A: *What's the time?*

B: *It's half past two./It's two thirty.*

e A: *What time is it?*

B: *It's nine o'clock./It's nine.*

f A: *What's the time?*

B: *It's half past four./It's four thirty.*

g A: *What time is it?*

B: *It's ten to three./It's two fifty.*

h A: *What's the time?*

B: *It's (a) quarter past ten./It's ten fifteen.*

i A: *What time is it?*

B: *It's twenty past nine./It's nine twenty.*

Optional Game

Play a game with Ss. Divide the class into two teams. Write a time on the board. In teams, Ss tell the time in both ways. Each correct answer gets one point. The team with the most points is the winner.

e.g. *Teacher:* [T writes 7:30 on the board].

Team A S1: Half past seven or seven thirty.

Teacher: Very good. One point for Team A.
Team B now. etc

5 **Aim** To present and practise the days of the week

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' intonation and pronunciation.
- Elicit answers to the questions.

Answer Key

Weekdays = Monday, Tuesday, Wednesday, Thursday, Friday

(Weekend = Saturday, Sunday)

Listening

6 **Aim** To listen for specific information and present a daily routine

- Ask Ss to copy the headings into their notebooks and then play the recording.
- Ss listen and make notes under the headings.
- Then ask various Ss to present Tony's daily routine to the class.

Suggested Answer Key

In the morning: wakes up at 7:30; has a shower; gets dressed; has breakfast; catches bus to college at 8:15

At noon: has a break for lunch

In the afternoon: finishes college at 4 pm; works at a café 5-8

In the evening: does homework at 9 pm; watches TV; goes to bed at 11 pm

Tony has a really busy daily schedule on weekdays. He wakes up quite early in the morning, at 7:30, and then he has a shower and gets dressed. Then, he eats his breakfast and catches the bus to college at 8:15. At noon, he has a break for lunch and he finishes college at 4 pm in the afternoon. Then, Tony works at a café from 5 to 8. At 9 pm, he goes home and does his homework and then he watches some TV. Then, he goes to bed at about 11 pm.

7 **Aim** To talk about your daily routine

Ask various Ss to tell the class about their daily routine using the headings in Ex. 6 to help them.

Suggested Answer Key

In the morning, I wake up at 7:15 and have a shower. Then, I eat my breakfast before I go to school. At noon, we have a break and I eat my lunch. In the afternoon, I do my homework or play football with my friends. In the evening, I usually watch TV. I go to bed at 10 pm.

Writing

8 **Aim** To write an email

- Explain the task and give Ss time to write their email following the directions and using the email skeleton to help them.
- Ask various Ss to read their email to the class.

Suggested Answer Key

Hi Alan!

Hope you're well. Life here is great. In the morning, I wake up at 6:30. I have a shower, get dressed and I catch the bus to school at 7:00. School starts really early here! In the afternoon, I play rugby in a club. In the evenings, I usually watch TV with my family. What do you usually do every day?

Write back,

Greg

4b Grammar in Use

1 **Aim** To present the present simple (affirmative)

- Present the present simple. Say: *I go to school.* Write it on the board.
- Underline *go* and explain that this verb is in the present simple. Point to a S, say: *You go to school.* Then write it on the board. Underline *go*. Gesture to yourself and the class, say: *We go to school.* Then write it on the board. Underline *go*. Point to a group of Ss, say: *They go to school.* Then write it on the board. Underline *go*.
- Explain that we use the present simple for habits & routines (actions we do every day) and permanent states (something that is true all the time). Explain that we form the present simple in the affirmative with personal pronoun + bare infinitive.
- Direct Ss' attention to the table and ask various Ss to read the examples aloud.
- Then elicit examples from the dialogue.

Answer Key

permanent states: *She lives at number 14, Elm Park. It's never open after 2:30*

repeated actions: *On Thursdays, she has football practice ..., so she always leaves quite early, at four o'clock.*

daily routines: *She usually eats in the cafeteria at noon.*

2 **Aim** To practise the present simple affirmative (third-person singular)

- Point to a S. Say: *He/She likes Maths.* Then write it on the board. Underline *likes*. Explain that the 3rd person singular usually takes **-s**.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 goes	3 loves	5 flies
2 works	4 washes	6 enjoys

3 **Aim** To practise the present simple

- Explain the task and read out the example.
- Give Ss time to complete the sentences referring to the theory box if necessary.
- Check Ss' answers.

Answer Key

2 catches	5 goes	8 has
3 works	6 tidies	9 meets
4 finishes	7 watches	10 likes

Optional Game

Play a game to drill Ss. Say various verbs in the first person singular. Ss, in teams, say the third-person singular. Check spelling on the board. Each correct sentence gets 1 point. The team with the most points is the winner.

e.g. *Teacher:* I brush.

Team A S1: He brushes (B-R-U-S-H-E-S).

Teacher: Correct! Team A wins a point. I fix.

Team B S1: He fixes (F-I-X-E-S). etc

4 **Aim** To present the present simple (negative, interrogative & short answers)

- Present the present simple negative. Write on the board: *I do not/don't drive.* and *She does not/doesn't drive.* Underline *I do not/don't* in the first sentence and *She does not/doesn't* in the second sentence. Explain that we use **I/you/we/they do not/don't** and **he/she/it does not/doesn't** to form the present simple negative.
- Present the present simple interrogative and short answers. Say then write on the board: *Do I work in a school? – Yes, I do.* and *Does he work in a school? No, he doesn't.* Explain that we use **Do I/you/we/**

they and Does he/she/it to form questions in the present simple. Focus Ss' attention on the position of **do/does** (before the personal pronoun). We answer in short form with **Yes/No, I/you/we/they do/don't and he/she/it does/doesn't**.

- Ask Ss questions to check understanding.
T: *Do you work?*
S1: *No, I don't. /Yes, I do.*
T: *Does your mother work?*
S2: *No, she doesn't./Yes, she does.*
T: *Do we live in ...?*
S3: *Yes, we do. etc*
- Ask Ss to read the table and then elicit examples from the dialogue.
- Elicit how we form the present simple negative.

Answer Key

present simple negative: *I don't think*

present simple interrogative: *Hi Kim, do you know where Lucy is? What time does she leave college? Why don't you drop it off...? Does she live near here?*

short answer: *Yes, she does.*

We form the present simple negative by writing do/does not or don't/doesn't before the verb in its base form.

5 **Aim** To practise the present simple negative, interrogative & short answers

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

2 Does, does	5 does, don't
3 Does, doesn't	6 Do, don't
4 Do, do	7 Do, don't

6 a) **Aim** To present adverbs of frequency

- Read out the theory box and explain when we use adverbs of frequency.
- Elicit examples from the dialogue.

Answer Key

She usually eats in the cafeteria at noon.

It's never open after 2:30.

..., so she always leaves quite early ...

b) **Aim** To practise adverbs of frequency

- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

I rarely have football practice on Sundays.

I sometimes go jogging on Sundays.

I usually meet friends on Sundays.
I often go to the cinema on Sundays.
I always play basketball on Sundays.
I sometimes eat out on Sundays.
I sometimes watch TV on Sundays.
I never cook dinner on Sundays.
I usually chat with friends online on Sundays.

7 **Aim** To talk about free-time and daily activities

- Explain the task and ask Ss to talk in pairs about how often they do the listed activities, following the example and using the adverbs of frequency.
- Monitor the activity around the class and then give Ss time to write a short paragraph about their partner's activities.
- Ask various Ss to read their paragraphs to the class.

Suggested Answer Key

A: *How often do you go to the theatre?*

B: *I go to the theatre once a month.*

A: *How often do you cook?*

B: *I cook every Saturday.*

A: *How often do you go for long walks?*

B: *I go for long walks three times a month.*

A: *How often do you go out with your family?*

B: *I go out with my family once a week.*

A: *How often do you play computer games?*

B: *I never play computer games.*

A: *How often do you watch TV?*

B: *I watch TV every day.*

A: *How often do you meet your friends?*

B: *I meet my friends five days a week.*

Tania goes swimming twice a week, and she goes to the theatre once a month. She cooks every Saturday and she goes for long walks three times a month. She goes out with her family once a week. She never plays computer games, but she watches TV every day and she meets her friends five days a week.

8 a) **Aim** To present love/like/hate + -ing

- Read out the theory box and explain that we use the verbs **love/like/hate** with **-ing** forms. Read out the examples.
- Elicit an example from the dialogue on p. 32.

Answer Key

She likes spending her break there.

b) **Aim** To practise love/like/hate + -ing

- Explain the task and read out the example.
- Give Ss time to complete the sentences.

- Check Ss' answers around the class.

Answer Key

- 2 likes listening
- 3 hates going
- 4 doesn't like waking up
- 5 loves watching

c) **Aim** To practise *love/like/hate* + *-ing* using personal examples

- Ask Ss to talk in pairs and practise *love/like/hate* + *-ing*.
- Elicit answers from Ss around the class.

Suggested Answer Key

I love playing video games. I like reading books. I don't like going to the theatre. I hate cooking dinner.

9 **Aim** To present prepositions of time

Read out the theory box and elicit examples from the dialogue on p. 32.

Answer Key

at noon; On Thursdays; at four o'clock

Optional Game

Divide the class into two teams. Say days, months, times, etc. In teams, Ss have to add *at*, *in* or *on*. Each correct answer gets one point. The team with the most points is the winner.

e.g. Teacher: Sunday.

Team A S1: On Sunday.

Teacher: Very good. Team A wins one point. March.

Team B S1: In March.

Teacher: Correct. One point to Team B. Eight o'clock.

Team A S2: At eight o'clock.

Teacher: Well done. etc

10 **Aim** To practise prepositions of time; to compare two people's daily routine

- Give Ss time to read the text and fill in the gaps with the appropriate preposition of time.
- Check Ss' answers.

Answer Key

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

Suggested Answer Key

Henry gets up at half past four in the morning, but my teacher gets up at half past seven. Henry has breakfast at half past six; Mr Smith has breakfast at half past eight before he goes to school. Mr Smith doesn't have lunch at noon like Henry. He has lunch at half past one. Then, he teaches until four o'clock. Like Henry,

sometimes Mr Smith watches TV, but he doesn't have a shower in the evening. He does that in the morning. He usually goes to bed around eleven o'clock, not at nine like Henry. Mr Smith doesn't like playing football, but he usually goes to the gym on Saturdays. Then, on Sundays, he often takes his family out to lunch.

4c Skills in Action

Vocabulary

1 a) **Aim** To present vocabulary for free-time activities

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

b) **Aim** To talk about your free time

- Ask Ss to ask and answer questions in pairs about their free-time activities.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

A: *What do you usually do in your free time?*

B: *I meet friends and do yoga.*

Listening

2 **Aim** To listen for specific information (T/F statements)

- Ask Ss to read statements 1-4.
- Play the recording. Ss listen and mark the statements according to what they hear.
- Check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 T | 2 F | 3 F | 4 T |
|-----|-----|-----|-----|

Everyday English

3 **Aim** To listen and read for gist

- Ask Ss to read the phrases and then guess what the dialogue is about.
- Play the recording. Ss listen and read to find out.

Answer Key

The dialogue is about two friends arranging to do something on a Saturday.

4 **Aim** To match synonymous phrases

- Ask Ss to read the phrases and then read the dialogue again and find the synonymous ones.
- Check Ss' answers.

Answer Key

I'm afraid not. – Not really.

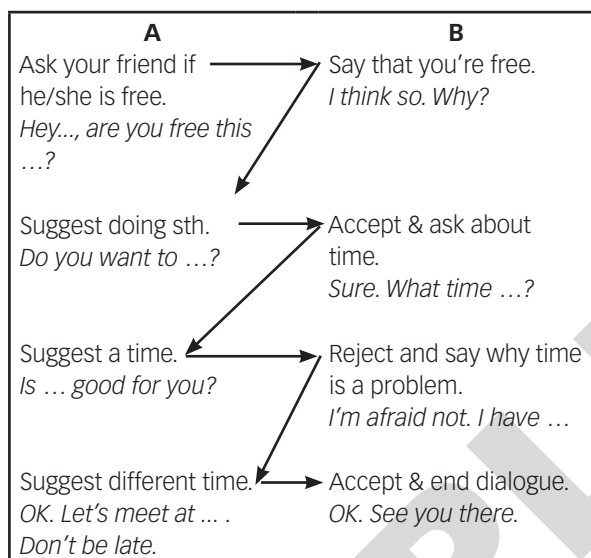
Probably. – I think so.

Meet you there. – See you there.

Make sure you're on time. – Don't be late.

5 **Aim** To practise everyday English expressions for making arrangements

- Explain the task and give Ss time to read through the language box. Then ask Ss to act out a similar dialogue to the one in Ex. 3 in pairs using the ideas.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and offer assistance as necessary.
- Then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Hey Lisa, are you free this Monday?*

B: *I think so. Why?*

A: *Do you want to go to the cinema with me?*

B: *Sure. What time do you want to meet?*

A: *Is seven o'clock good for you?*

B: *I'm afraid not. I have a violin lesson until seven thirty.*

A: *OK. Let's meet at the cinema at eight, then. Don't be late.*

B: *OK. See you there.*

Pronunciation

6 **Aim** To pronounce /s/, /z/, /ɪz/

- Play the recording. Ss listen and tick the correct boxes.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.

Answer Key

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
<i>lives</i>		✓		<i>writes</i>	✓		
<i>walks</i>	✓			<i>washes</i>			✓
<i>goes</i>		✓		<i>watches</i>			✓

Reading & Writing

7 a) **Aim** To read for cohesion and coherence

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Direct Ss to the blog and give Ss time to read it and write an appropriate word to complete the gaps.

b) **Aim** To listen for confirmation

Play the recording for Ss to check their answers to Ex. 7a.

Answer Key

- 1 *with* 3 *in* 5 *we* 7 *do*
2 *and* 4 *an* 6 *an*

8 **Aim** To present opening/closing techniques

- Read out the **Writing Tip** box and then elicit which technique Christy uses to start/end her blog.
- Check Ss' answers around the class.

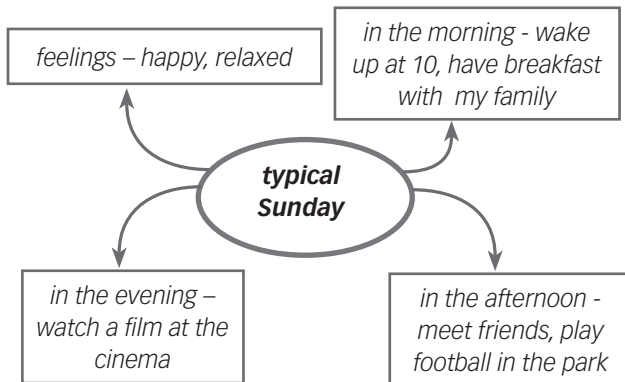
Answer Key

Christy starts her article with a general thought ('Everyone loves Sunday') and by addressing the reader directly ('You see'). She ends her article by addressing the reader directly ('How do you spend your Sundays?').

Writing

9 **Aim** To analyse a rubric; to prepare for a writing task

- Ask Ss to read the rubric and look at the underlined words.
- Read out the **Study Skills** box. Then give Ss time to think of ideas and copy and complete the spidergram in their notebooks.
- Check Ss' answers.

Suggested Answer Key**10 Aim** To write a blog entry about your typical Sunday

- Give Ss time to write their blog entry using their notes from Ex. 9 and the plan to help them.
- Ask various Ss to share their answers with the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key**My typical Sunday**

I really like Sundays, but who doesn't?

In the morning, I wake up at 10:00 and have breakfast with my family. In the afternoon, I meet my friends and we play football in the park. In the evenings, I often watch a film at the cinema with my friends. Sometimes, they come to my house and we watch a DVD. Sundays always make me feel really happy and relaxed.

Values

Ss try to explain the quotation in their mother tongue. If Ss have difficulty, explain the quotation. Ask Ss to memorise this quotation and check in the next lesson.

The quotation means that we should have a positive attitude every day.

Culture 4**Listening & Reading****1 Aim** To present vocabulary for sports; to talk about sports

- Ask Ss to look at the pictures. Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' intonation and pronunciation.
- Then ask various Ss around the class to answer the questions.

Suggested Answer Key

I play rugby and my friends play ice hockey. My favourite sport is rugby.

2 Aim To listen and read for specific information

- Read out the question.
- Play the recording. Ss listen and read the text to find out.

Answer Key

In Australia football, rugby and cricket are popular. So are surfing and swimming.

In Canada snowboarding, skiing, curling, rugby, cricket and baseball are popular. Ice hockey and lacrosse are popular, too.

- Refer Ss to the Word List to look up the meanings of the words in the **Check these words** box.

Background Information

Australia is a large continent and a country in the southern hemisphere. The capital city is Canberra. It has got a population of over 24 million people. It has got a wide range of ecosystems and wildlife.

Canada is a large country in North America. It has got ten provinces and three territories. It is surrounded by the Atlantic, Pacific and Arctic Oceans on three sides and has got a land border with the USA. The capital city is Ottawa and the population is over 35 million people.

Speaking & Writing**3 Aim** **THINK** To compare and contrast sports

Ask various Ss around the class to offer comparisons and contrasting points about the sports people play in Australia and Canada.

Suggested Answer Key

In both Australia and Canada people play cricket and rugby. In Australia surfing is popular, but not in Canada. In Canada baseball, lacrosse, curling, ice hockey, skiing and snowboarding are popular, but they aren't popular in Australia.

4 Aim **ICT** To write about popular sports in your country

- Explain the task and give Ss time to work in pairs and research online to collect information about popular sports in their country.
- Give Ss time to use their information to write a short text.

- Then ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and ask Ss to read their texts in the next lesson.

Suggested Answer Key

I'm from China and in my country football, basketball, badminton and table tennis are popular sports. People play sports from a very young age in China and fitness is very important. People play sports for fun and they like watching professional sports events. Some of the world's great table tennis players are from China, such as Ma Long and Ding Ning.

Review 4

Vocabulary

1 **Aim** To practise vocabulary for daily routines

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 wakes 3 has 5 chats
2 gets 4 catches

2 **Aim** To practise telling the time

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

2 *It's half past eight. It's eight thirty.*
3 *It's (a) quarter to six. It's five forty-five.*
4 *It's (a) quarter past nine. It's nine fifteen.*
5 *It's twenty to three. It's two forty.*
6 *It's twenty-five past four. It's four twenty-five.*

3 **Aim** To practise vocabulary for free-time activities

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 read 4 play 7 go 10 go
2 visit 5 watch 8 go
3 meet 6 do 9 listen

Grammar

4 **Aim** To practise the present simple and adverbs of frequency

- Explain the task.
- Give Ss time to complete it.

- Check Ss' answers.

Answer Key

1 always works 4 sometimes washes
2 is usually 5 never tidies
3 often play

5 **Aim** To practise the present simple interrogative & short answers

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 Does, does 4 Do, do
2 Do, don't 5 Do, do
3 Does, doesn't

6 **Aim** To practise prepositions of time

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 at 2 at 3 On 4 in 5 on

7 **Aim** To practise like/love/hate + -ing form

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 love having 4 likes chatting
2 likes going 5 doesn't like going
3 hates cleaning

Everyday English

8 **Aim** To match questions and answers

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 C 2 D 3 A 4 E 5 B

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel for each of the listed activities.

Values: Environmentalism

B

1 **Aim** To listen and read for specific information

- Ask Ss to look at the title, the pictures and the headings, and elicit ideas from Ss about how we can help animals in danger.
- Play the recording. Ss listen and read the text to find out.

Answer Key

We can help animals in danger by putting water out, being careful with rubbish, growing plants that animals can eat, reporting strays and driving carefully.

- Play the video for Ss and elicit their comments.

2 **Aim** To read for specific information (answer questions)

- Ask Ss to read the questions and then give them time to read the text again and answer them.
- Check Ss' answers.

Answer Key

- 1 *Because dogs, cats, birds and hedgehogs get hot and thirsty.*
- 2 *By making sure the bin has a lid they can't open.*
- 3 *They can choke on it or it can poison them.*
- 4 *They run special programmes to help them.*
- 5 *By driving carefully and slowly.*

3 **Aim** **THINK** To understand the purpose of the text

- Explain that different texts have different purposes. Some entertain the reader by being interesting or funny (e.g. magazine articles, blogs), some inform the reader by providing them with information or facts (e.g. newspaper articles, notices, memos) and others try to persuade the reader to believe or do something by using persuasive language (e.g. advertisements).
- Ask Ss to decide what the purpose of the text is and then elicit answers with reasons from various Ss.

Answer Key

The purpose of the webpage is to inform and to persuade. The webpage says it has interesting ways to help animals. Then, it gives a list of ways to help them and things we should and shouldn't do. It wants to persuade us to do these things.

4 **Aim** ICT To expand the topic

- Ask Ss to work in small groups and research online and collect information about other ways to protect animals in their area.
- Then give Ss time to use this information and write about their ideas using the text in Ex. 1 as a model.
- Ask various groups of Ss to present their ideas to the class.
- Alternatively, assign the task as HW and ask Ss to present their ideas in the next lesson.

Suggested Answer Key

Give and collect money

You can give money to an animal shelter. You can collect money for an animal shelter, too. They can use the money in different ways to help animals in your neighbourhood.



Spread the word

Tell other people how they can help. You can put up posters or give people pamphlets.



5 **Aim** To give a talk

- Give Ss time to prepare a talk using their answers in Ex. 4 to help them and then ask various Ss around the class to give their talk to the class.
- Encourage the class to give feedback to each S.

Suggested Answer Key

Hello everyone. I'm Juanita Galliano. They're big or small, short or tall, and we love them all! What are they? ... Animals! There are many animals that live in our neighbourhood, and we can help them in many ways.

First, we should make sure our rubbish bins have a lid that animals can't open. It is usual for animals to look for food in rubbish bins, but it is dangerous for them as they can choke on rubbish or it can poison them.

We can give money to an animal shelter and we can collect money for an animal shelter too. The animal shelter can use the money in different ways to help animals in our neighbourhood.

Finally, we can tell other people how they can help. We can put up posters or give people pamphlets. After all, we love the animals in our neighbourhood, don't we? Thank you for listening.



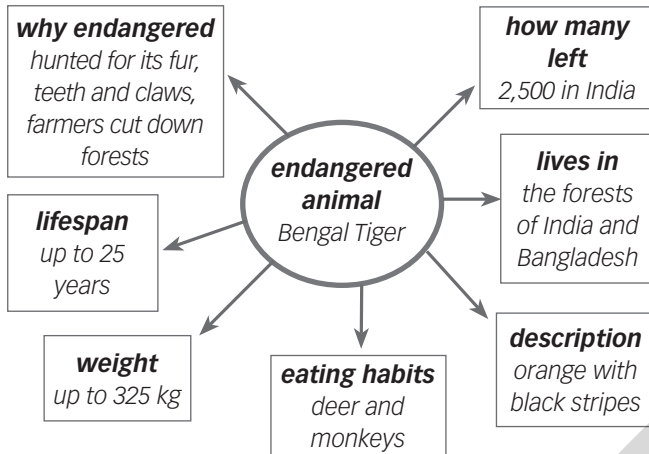
Public Speaking Skills

1 a) **Aim** To present a public speaking task

Ask Ss to read the task.

b) **Aim** To analyse a model for content

- Play the recording. Ss listen and read the model.
- Then ask Ss to copy the spidergram into their notebooks and complete it.



- Play the recording again if necessary.

Suggested Answer Key

2 **Aim** To present opening techniques

Elicit which opening technique is used in the model and then elicit suggestions for an alternative opening technique. Refer them back to Public Speaking Skills A (p. 29) if they can't remember the techniques.

Answer Key

Opening technique: *humour/asking a riddle*

Suggested Answer Key

(Address the audience directly.) Can you guess which animal is the king of the big cats and it's disappearing?

3 **Aim** To present closing techniques

- Ask Ss to read the theory and then elicit which closing technique is used in the model.
- Then elicit suggestions for an alternative closing technique.

Answer Key

Closing technique: *a quote/saying*

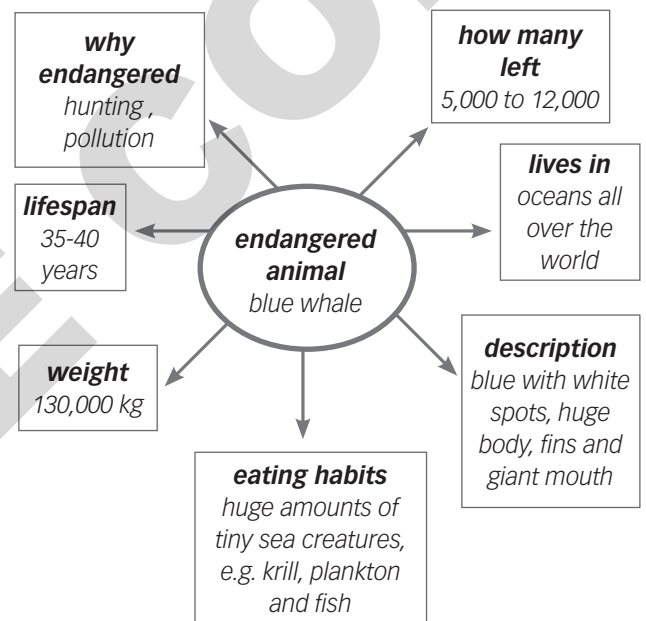
Suggested Answer Key

(a 'what if' question) What if the Bengal tiger disappears? We must try to help them so that doesn't happen.

4 **Aim** To give a presentation

- Ask Ss to copy the spidergram from Ex. 1b into their notebooks and give them time to complete it with information about an endangered animal in their country or another country.
- Then ask Ss to use their notes and the model to help them prepare a presentation on the endangered animal.
- Ask various Ss to give their presentation to the class.
- Alternatively, assign the task as HW and have Ss give their presentations in the next lesson.

Suggested Answer Key



Hi everyone. My name is Erin Jansen. It's the biggest animal that ever existed. What is it? It's a blue whale! The blue whale is endangered, and the number of blue whales around the world is only between 5,000 and 12,000.

The blue whale lives in oceans all over the world. It is blue with white spots. It has got a huge body, fins and a giant mouth. It eats huge amounts of tiny sea creatures like krill, plankton and fish. It weighs over 130,000 kg, and its lifespan is around 35 to 40 years.

The first reason why the blue whale is endangered is hunters. They hunt the blue whales for their oil and meat. Pollution is also a threat. Pollution kills many of the small sea creatures the blue whale eats. So, without food, the blue whale also can't survive.

The blue whale is an amazing animal and we must not let it disappear. In the words of Jim Murphy, "There are a number of things everyone can do to help protect whales."

Thank you for listening.



Listening & Reading

1 **Aim** To listen and read for specific information

- Elicit how many climate zones there are and how many seasons each one has got.
- Play the recording. Ss listen and read the text and find out.

Answer Key

There are 3 main climate zones. The polar climate has two seasons (a long winter and a short summer), the temperate climate has four seasons (spring, summer, autumn and winter) and the tropical climate has one or two seasons (a wet season/a wet season and a dry season).

Speaking & Writing

2 **Aim** To read for specific information

- Ask Ss to read the text again and copy and complete the table in their notebooks.
- Check Ss' answers on the board and then ask various Ss to compare the different types of climates.

Suggested Answer Key

Climate	Polar	Temperate	Tropical
Weather/ Seasons	very cold, long winters and short summers	four seasons, spring, summer, autumn, winter	a wet season/a wet season and a dry season
Temperatures	-89°C to 17°C	-30°C to 30°C	20°C to 34°C
Countries	Greenland, Finland, Iceland	the USA, the UK, France	Brazil, Indonesia and the Philippines
Animals	polar bears, Arctic foxes	brown bears, deer	parrots, monkeys

The polar climate has got two seasons, the tropical climate one or two, and the temperate climate four seasons – spring, summer, autumn and winter. The temperatures are much lower in areas with the polar climate than in areas with the tropical climate. Temperate areas have got both cold and warm weather. Different animals live in different climates. Polar bears and Arctic foxes need the cold polar climate, but parrots and monkeys need the hot, wet tropical climate to survive.

3 **Aim** ICT To develop research skills; to make notes; to compare and contrast two climates

- Ask Ss to research online and collect information about the climate in their country and in another country.
- Then have Ss compare and contrast the climates in the two countries.
- Ask various Ss to tell the class.
- Alternatively, assign the task as HW and check their answers in the next lesson.

Suggested Answer Key

In Italy there is a temperate climate, but in Cuba there is a tropical climate. There are four seasons in Italy; spring, summer, autumn and winter. Cuba has got two seasons; a wet season and a dry season. In Italy in the summer it is hot and dry and in the winter it is cold and wet. Both countries can get hot, but Italy is colder in the winter than Cuba. The weather is rainier in Cuba and drier in Italy.

Student's Book Audioscripts

UNIT 1 – Hi!

1c – Exercise 2b (p. 8)

Carlos: Hola! Oh I'm sorry, hello. My name's Carlos and this is Diego.

Diego: Hello! We are students here. What's your name?

Elsa: Hi, I'm Elsa. Are you both from Spain?

Carlos: No. We're from Mexico. Where are you from, Elsa?

Elsa: I'm from Sweden. How old are you Diego?

Diego: I'm 18 years old and Carlos is 20. How old are you?

Elsa: I'm 21 years old. Carlos, are you in Year 3 of college like me?

Carlos: No. I'm in Year 2 and Diego is in Year 1.

Elsa: Are you a Geography student?

Diego: No. I'm an Art student. And you?

Elsa: English! I'm not really crazy about subjects like Chemistry or Biology. What about you, Carlos?

Carlos: I'm a Chemistry student. It's a cool subject!

Elsa: Oops! Sorry, I'm sure it is. Well, see you guys around college!

Carlos: Bye! See you later!

Diego: Great to meet you.

UNIT 2 – Families

2c – Exercises 2a & 2b (p. 16)

Bob: Hey Tom. Is that your brother over there; the one with short black hair?

Tom: Yes, he is my clever brother Alex. He's with one of my cousins, and her mum.

Bob: Oh yes, he's got short hair now. Is that your cousin, Margaret?

Tom: No, Margaret is my aunt. She's really funny.

Bob: Oh! I'm sorry. So, what's your cousin's name? We're at the same school, but I can't remember her name.

Tom: It's Martha. She's OK but she can be silly at times.

Bob: And who's David? Is he your dad or your uncle?

Tom: He's my uncle and he's very kind. David is my dad's brother.

Bob: And who is she?

Tom: That's Claire, my sister. She is a bit shy.

Bob: Oh really? I have an idea! Let's go and talk to her.

Tom: OK. But let's take Michelle with us.

Bob: Oh, is Michelle your mum?

Tom: No, she is my grandma. She is in the kitchen again.

Bob: Now I remember Michelle, your grandma. She can cook great food!

Tom: Yes, everyone in my family is crazy about her dishes! She's very friendly. Come on let's go!

UNIT 3 – Home sweet home!

3c – Exercise 2 (p. 24)

A: Good afternoon, this is Robert at Lion Estates. How can I help?

B: Hello, my name's Catherine Barnes; I'm interested in renting my flat out.

A: Sure. Can you tell us a little about your flat?

B: OK. It's at 12 Greenbank Park.

A: Good. That's really near the city centre. Can you tell me how many rooms it's got?

B: There are five rooms: a spacious living room, a kitchen, a small bathroom and two large bedrooms.

A: Is there a garden?

B: Yes. There's a small garden and a double garage.

A: How much is the rent?

B: £800 per month.

A: Great, well that's everything. Thank you for your call.

B: Bye.

UNIT 4 – Busy days

4a – Exercise 6 (p. 31)

Hi, I'm Tony and on weekdays I have a really busy daily routine! I always get up at 7:30 in the morning. Then, I have a shower and I get dressed. After, I eat breakfast with my family and catch the bus to college at 8:15. At noon, I have a break for lunch. I usually finish college at 4 pm in the afternoon. Then, I go to my part-time job in a café. I work there from 5 pm to 8 pm. In the evening, at 9 pm, I do my homework and then I watch TV. I go to bed at around 11 pm and I sleep straightaway.

4c – Exercise 2 (p. 34)

Holly: Hey, Ann. How are you?

Ann: Hi, Holly! I'm fine. I'm at home. Do you know Halen and the Queens? Their music is great! I love listening to them. What about you?

Holly: I'm off to the park to read a book. I like reading there because the park is very quiet. Hey, Isabel and I want to go to the mall later. Do you want to come with us?

Ann: Aww, I don't like going there; there are too many people. Can't we do something else?

Holly: Sure. Why don't we visit that new museum of natural history – The Nussbaum Museum? I like visiting museums and I think it's open now.

Ann: Great. I like doing that, too! What time do you want to meet, then?

Holly: Let's meet there at two o'clock. I need to talk to Isabel first to see if she wants to come as well.

Ann: OK. See you there.

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form		UNIT 4
Go through Unit 4 and find examples of the following. Use the code to evaluate yourself.		
<ul style="list-style-type: none"> understand words/phrases related to daily routines; free-time activities; days of the week; sports 		
<ul style="list-style-type: none"> ask for/tell the time 		
<ul style="list-style-type: none"> understand texts related to daily routines & free-time activities 		
<ul style="list-style-type: none"> understand the main idea of a paragraph in a text about daily routines 		
<ul style="list-style-type: none"> listen and understand interaction between friends talking about their free-time activities 		
<ul style="list-style-type: none"> make arrangements indicating the time 		
<ul style="list-style-type: none"> pronounce words with the sounds /s/, /z/, /ɪz/ 		
Go through the corrected writing tasks. Use the code to evaluate yourself.		
<ul style="list-style-type: none"> write an email about my daily routine using informal language 		
<ul style="list-style-type: none"> write a blog entry about my typical Sunday 		
<ul style="list-style-type: none"> write a short text about popular sports in my country 		

Progress Report Card

..... (name) can:	Unit 3		
	very well	OK	not very well
use words/phrases related to rooms, furniture & appliances; ordinal numbers; types of houses			
read for specific information – understand short texts related to houses			
understand descriptions of houses with visual support			
listen and understand dialogues about renting a house			
understand everyday expressions and ask people for information about renting a house			
describe location			
pronounce words with the sounds /v:/, /æ/			
write a short advert for a house			
write an email describing their new flat			
write a short text about a special building			

Progress Report Card

..... (name) can:	Unit 4		
	very well	OK	not very well
understand words/phrases related to daily routines; free-time activities; days of the week; sports			
ask for/tell the time			
understand texts related to daily routines & free-time activities			
understand the main idea of a paragraph in a text about daily routines			
listen and understand interaction between friends talking about their free-time activities			
make arrangements indicating the time			
pronounce words with the sounds /s/, /z/, /ɪz/			
write an email about their daily routine using informal language			
write a blog entry about their typical Sunday			
write a short text about popular sports in their country			