

Lesson 1

Objectives and materials

Vocabulary: daily routines

Grammar: *love, like, don't like, hate* + verbs with -ing; present simple

Speaking: to talk about daily routines, to express likes and dislikes

Warm-up

Have a discussion about the students' goals in learning English. Ask them what they want to achieve or improve during this school year. If necessary, give the students some ideas, e.g. *I'd like to work on my reading skills. I want to know more vocabulary or I want to pay attention to grammar in my writing.*

1 Students do exercise 1.

Extra idea

Ask the students to write more than two words in each group. Then, ask individual students to say some of the words aloud, and have the rest of the class identify the category the word belongs to.

2 (01:25) Extra idea

Ask the students to describe the people in the pictures before the listen to the recording. Students do exercise 2.

Grammar 1

Draw the students' attention to the grammar box. Read the sentences aloud. Then, ask a few volunteers: *What do you like doing after school? What do you hate doing at the weekend?*

3 Students do exercise 3.

Lesson 1 Welcome unit

I can talk about likes and dislikes. I can describe daily routines.

1  In your notebook, write two words for each group. *Students' own answers*



2  Listen to four friends. Match the speakers with the characters A–D.

LET'S MEET!

A  Lucas	B  Sophia	C  Hugo	D  Freya
Speaker 1 D	Speaker 2 A	Speaker 3 C	Speaker 4 B

Grammar 1

Love 😊, *like* 😊, *don't like* 😞, *hate* 😞
I **love** robots. I **like** singing.

3 In your notebook, complete the sentences using the correct forms of the verbs from the Grammar 1 table and the verbs in brackets.

- Freya likes (😊) animals.
- Lucas loves (😊) robots and basketball. He hates going (go) shopping.
- Hugo likes reading (read) comics and skateboarding (skateboard).
- Sophia loves playing (play) volleyball. She doesn't like (😞) maths.

4  In pairs, ask and answer about your likes and dislikes. Use the words in the box and your own ideas. Find three things you and your partner both like or dislike. *Students' own answers*

animals cleaning comics maths
spinach sport winter

5 In your notebook, write the everyday activities in the order you do them. Add two more activities. *Possible answers*

7 do homework 1 get up 6 go home
8 go to bed 3 go to school 2 have breakfast
4 have lessons 5 have lunch

Grammar 2

Present simple

I/You/We/They **get up** early.
He/She/It **gets up** early.

I/You/We/They **don't get up** early.
He/She/It **doesn't get up** early.

Do you **get up** early? Yes, I **do**. / No, I **don't**.

Does he **get up** early?

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

What time do you **get up**?

6 In your notebook, complete Sophia's blog with the correct forms of the verbs in brackets. Find the time expressions and the frequency expressions.

Sophia's blog

Ugh, I hate Mondays! On Mondays, I get up at seven. My brother usually ¹ gets up (get up) at quarter to eight, so we ² don't have (not have) breakfast together. I always tidy my room before school – Lucas ³ doesn't tidy (not tidy) his room! School ⁴ starts (start) at half past eight and ⁵ finishes (finish) at quarter past three. I play volleyball twice a week, but I ⁶ don't play (not play) on Mondays 😞. What's your Monday like?

Time expressions: at seven, quarter to eight, half past eight, quarter past three, on Mondays

Frequency expressions: usually, always, twice a week

Do you like animals?

Yes, I do.
I love animals.

What's your favourite animal?

4 four

4 Students do exercise 4.

5 Students do exercise 5.

Grammar 2

Draw the students' attention to the grammar box. Read the sentences and elicit the rules. Then, ask the students to make three sentences in the present simple: one affirmative and one negative about their daily routine, and one question to ask the teacher about his/her daily routine.

6 Students do exercise 6.

Wrap-up

Play a vocabulary game. Arrange the students in a circle. Say a word from this lesson. The task for each consecutive student is to say a word beginning with the letter with which the previous student's word ends (e.g. *animal* – *lemon* – *night* – *twenty*, etc.).

I can talk about food and quantity. I can ask and answer questions about prices.

- 1 What food can you see in the photo of a school lunch? Is it a healthy or unhealthy lunch?

The lunch in the photo looks healthy: there are strawberries, an apple, some salad, some pudding and sandwiches.



- 2 In your notebook, write the words under the correct heading. Add more words in each group.

biscuit broccoli carrot chickpea grape
hummus rice salad strawberry tofu

Countable nouns

biscuit, ...
carrot, chickpea,
grape, strawberry

Uncountable nouns

broccoli, hummus,
rice, salad, tofu

Grammar 3

There is / There are

There's a biscuit / some bread.

There isn't a biscuit / any bread.

There are some biscuits.

There aren't any biscuits.

Is there a biscuit / any bread?

Are there any biscuits?

Yes, there is. / No, there isn't.

Yes, there are. / No, there aren't.

- 3 In your notebook, complete the sentences with the correct form of *there is / there are*.

- There aren't (X) any strawberries in my smoothie.
- There's (✓) some pineapple on this pizza.
- Is there a can of tuna in the cupboard?
No, there isn't (X).
- Are there any grapes? Yes, there are (✓).
- There isn't (X) any cheese in my sandwich.

Grammar 4

A/an, some, any, a lot of, much/many

There is a banana.

There isn't an apple.

There are some / a lot of biscuits.

There aren't any/many biscuits.

There's some / a lot of rice.

There isn't any/much rice.

Is there any rice?

Are there any biscuits?

How much rice is there?

How many biscuits are there?

- 4 Read the Grammar 4 table. Then, in your notebook, choose the correct option.

Lara: What have you got for my packed lunch tomorrow, Dad?

Dad: There's ¹some/ any hummus and salad, but there isn't ²many/ much bread.

Lara: No problem. Are there ³a/ any apples?

Dad: Yes, there are ⁴an/ a lot of apples.

Lara: Great, ⁵a/ an apple, salad and hummus for me, please.

- 5 Listen to a conversation at a tuck shop. Match the prices in the box with the food. There are two extra prices.

75p 99p £1.00 £2.50 £3.25 £4.00

MENU

Cheese and tomato sandwich	¹ £2.50
Chicken sandwich	² £3.25
Chicken salad	³ £4.00
Water	⁴ 75p

- 6 Make a list of six types of food in your tuck shop. Write the prices. Then role-play a conversation. Students' own answers

Hi! How much is ...?

It's 85p.

five 5

Grammar 3

Draw the students' attention to the box. Check understanding of its contents by stating a few true and false sentences about the classroom using *there is / there are* and asking the students to identify the false ones. Then, have the students make one sentence with *there is/isn't* and one with *there are/aren't* about the contents of their school bags.

- 3 Students do exercise 3.

Grammar 4

Read the sentences in the box aloud and review the rules. Then, ask the students to use some of the structures to make sentences about their lunchbox today (e.g. *There is an apple. There aren't any sandwiches.*)

- 4 Students do exercise 4.

5 1.2 (00:46) Extra idea

Before the students listen to the recording, model the pronunciation of the numerals for the class. Students do exercise 5.

- 6 Students do exercise 6.

Wrap-up

Ask the students to create their perfect lunchbox. *What does the lunchbox look like? What is inside?* Ask the students to talk about their lunchboxes using the target grammar.

Lesson 2

Objectives and materials

Vocabulary: food, prices

Grammar: *there is / there are; a/an, some, any, a lot of, much/many*

Listening: to find specific information

Speaking: to talk about food and quantity

Warm-up

Discuss the following questions with the students: *What is your favourite food? Which fruit do you like the most? On a scale of 1–5, how much do you like vegetables?*

- Students do exercise 1.
- Students do exercise 2.

Lesson 3

Objectives and materials

Vocabulary: hobbies and sport

Grammar: present continuous; *can* for ability

Listening: to define the main idea

Speaking: to talk about abilities

Warm-up

Ask the students how they spend their free time after school and on weekends. Do they have the same free time activities on weekdays and weekends?

1 Students do exercise 1.

Extra idea

Ask the students how often they do the free time activities listed in the box.

2  (01:05) Students do exercise 2.

Grammar 5

Draw the students' attention to the sentences in the box. Review the rules for using the present continuous tense and ask the students to say three sentences about what is happening at the moment.

3 Students do exercise 3.

Answers

- 1 Mum is making a stir-fry.
- 2 Dad is watching a series on TV.
- 3 Maya's sister isn't doing her homework.
- 4 She and her friends are playing an online game.
- 5 Maya is chatting on the phone.

Lesson 3 Welcome unit

I can talk about hobbies and sports. I can talk about things happening now, and my abilities.

1 In your notebook, match photos 1–8 with the phrases in the box. Add four more free time activities.

8 chat on my phone 4 cook
7 play an online game 2 play basketball
5 ride a scooter 1 sing
6 spend time with friends 3 watch a series



2  Listen to the phone conversation. In your notebook, write which activity from exercise 1 each person in the family is doing now.

- a Mum cook
- b Dad watch a series
- c Maya's sister play an online game,
spend time with friends
- d Maya chat on my phone

Grammar 5

Present continuous

I'm **cooking**. / I'm **not** cooking.
They're **cooking**. / They **aren't** cooking.
He's **cooking**. / He **isn't** cooking.
Are you **cooking**?
Yes, we **are**. / No, we **aren't**.
Is she **cooking**?
Yes, she **is**. / No, she **isn't**.

3 Read the Grammar 5 table. In your notebook, write sentences about what the people from exercise 2 are doing now.

- 1 Mum / make / a stir-fry
- 2 Dad / watch / a series on TV
- 3 Maya's sister / not do / her homework
- 4 She and her friends / play an online game
- 5 Maya / chat / on the phone

6 six

Grammar 6

Can

I/You/We/They **can** play basketball.

He/She/It **can't** play basketball.

Can you/he/she/it/we/they play basketball?

Yes, I/he/she/it/we/they **can**.

No, I/he/she/it/we/they **can't**.

4 Read the Grammar 6 table. In your notebook, complete the text with *can/can't* and the verbs in the box.

create play play run walk use

Hi, I'm Rowan. I use a wheelchair because I ¹ **can't walk**, but there are lots of things I can do. I'm in a junior wheelchair basketball team, and I ² **can play** really well. Like other players on my team, I ³ **can't run**, but I can move really fast! I'm terrible at singing and I ⁴ **can't play** a musical instrument, but I'm good at drawing, and I ⁵ **can create** art on my laptop. I ⁶ **can use** my computer to chat online with friends, too!



5  In pairs, ask and answer questions. How many things can your partner do? Students' own answers

CAN YOU ...

- say the alphabet backwards?
- sing a song in English?
- remember all your classmates' names?
- climb a tree?
- play chess?
- write your name with your left hand?

Can you say the alphabet backwards?

Yes, I can. It's z, y, x ...

Grammar 6

Ask the students to study the grammar box. Then, ask them to say which of the activities in the box in exercise 1 they can or can't do.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Ask the students to add 2–3 extra questions to the list, e.g. *Can you say ... in Spanish? Can you draw? Can you stand on one leg for a minute?*

Wrap-up

Play a spelling game. Divide the class into two groups. One student from each group comes to the front of the classroom. Ask the student: *Can you spell ...?* If the student spells the word correctly, they score a point. During the game, each group is allowed two lifelines, which means they can ask the rest of their group for help.

I can talk about class rules. I can describe my plans for the new school year.

- 1 In your notebook, write down as many names of school subjects and school places as you can in three minutes.

Students' own answers

School subjects: *history*, *maths*

School places: *playground*, *library*

Grammar 7

Must, mustn't

I/You/He/She/It/We/They **must** listen to the teacher.

I/You/He/She/It/We/They **mustn't** eat in class.

- 2 Read the Grammar 7 table. In your notebook, complete the class contract with **must** or **mustn't**.

CLASS CONTRACT

- 1 We **must** try to speak English.
- 2 We **must** listen to our classmates.
- 3 We **mustn't** arrive late.
- 4 We **mustn't** eat or drink in class.
- 5 We **must** help each other.
- 6 We **must** put up our hand to speak to the class.

- 3 Work in groups. Choose important class rules. Make a class contract poster.

Students' own answers

CLASS RULES

1 <i>Don't talk during lessons.</i>	2 <i>Be on time.</i>	3 <i>Respect others.</i>
4 <i>Put up your hand to speak.</i>	5 <i>Help each other.</i>	

- 4 Listen to Ravi. In your notebook, tick his plans for the school year.

- 1 study hard at school
- 2 learn a new language
- 3 do sports
- 4 do household chores

☒
☐
☒
☒

Grammar 8

The future with **be going to**

I'm **going to** join a club.

He/She/It's **going to** join a club.

We/You/They're **going to** join a club.

I'm **not going to** join a club.

He/She/It **isn't going to** join a club.

We/You/They **aren't going to** join a club.

Are you **going to** join a club?

Yes, I **am**. / No, I'm **not**.

Is he/she/it **going to** join a club?

Yes, he/she/it **is**. / No, he/she/it **isn't**.

Are we/you/they **going to** join a club?

Yes, we/they **are**. / No, we/they **aren't**.

- 5 Read the Grammar 8 table. In your notebook, write about Freya's plans. Use the words in the box and **be going to**.

be healthy do chores
do homework every day eat fatty food
spend time online study hard

She's **going to** study hard.

- 6 Write five sentences about your plans for the year. Think about school, clubs, healthy lifestyle, home. Then ask your partner about their plans.

Students' own answers

I'm **not going to** chat in class.

What are you going to do this year?

I'm going to study hard.

seven 7

- 2 Students do exercise 2.

- 3 Students do exercise 3.

Extra idea

Brainstorm some unusual rules that could be added to the class rules, e.g.
You must wear pink clothes on Fridays. When you don't do your homework, you must sing a song for the class. You mustn't say a word to your teacher during the break.

- 4 (00:40) Students do exercise 4.

Extra idea

Ask the students to order the plans 1–4 from the most to the least important for them.

Grammar 8

Allow the students to study the sentences in the box. After they finish, ask them which part of the phrase **be going to** changes depending on the subject of the sentence (**the verb be**). Then, elicit the students' own examples of sentences with different subjects.

- 5 Students do exercise 5.

Answers

She's **going to** do homework every day.
She's **going to** be healthy.
She **isn't going to** eat fatty food.
She **isn't going to** spend time online.
She's **going to** do chores.

- 6 Students do exercise 6.

Wrap-up

Tell the students to write two sentences about their future plans – one true and one false. Then, ask volunteers to read the sentences aloud for the rest of the class to guess which one is true and which one is false. Before you begin, model the activity to the class by saying two sentences about yourself.

Lesson 4

Objectives and materials

Vocabulary: class rules

Grammar: **must, mustn't; be going to**

Listening: to find specific information

Speaking: to talk about plans for the future

Warm-up

Discuss the following questions with the class: *Do you like going to school? Why / Why not?*

- 1 Students do exercise 1.

Grammar 7

Allow the students to study the sentences in the box and ask them to translate them into their first language. Then, ask the students to name one more thing they must and mustn't do at the school library.