

Topic	Language study	Vocabulary	Main skills
<ul style="list-style-type: none"> • A life in the day of ... (Lifestyle of a chess champion) • A new start (Surviving life at a health farm) 	<ul style="list-style-type: none"> • Routines and habits (present simple) • Adverbs of frequency 	<ul style="list-style-type: none"> • Daily activities and lifestyles 	<ul style="list-style-type: none"> • Reading: understanding key information • Speaking: responding to a lifestyle text; a lie-detector game • Listening: identifying key information • Writing: a leaflet

Learning aims

- Can discuss routines and habits
- Can use adverbs of frequency
- Can discuss daily activities

Ideas for preparation

- A chess board (see Ex 1 p23)
- Pictures of interesting people cut out from magazines (see Optional activity p24)
- Cards with adverbs of frequency (see Optional activity p25)
- Leaflet(s) from a health farm (see Ex 1 p25)

Warmer

- Ask students: *What do you do in your free time?*
- If students need prompting, tell them about your free time activities and ask: *What about you? Do you [go swimming]?*

Lead-in

1

- Ask students to open their books on page 2. Students look at the photo. Ask: *What does Rachel do in her free time?* (goes shopping, phones her friends).
- Students look at the chart. Ask: *What activity does Rachel spend the most time on?* (sleeping).
- Students work in pairs. Explain the task and check that students understand the questions.
- Check the answers with the class. Ask students to give reasons for their answers where appropriate.

Answers

- Rachel is a student. She spends 25 hours a week studying.
- In her free time she likes watching TV and videos most.
- Rachel isn't a sporty person – she only does 3 hours of sport and exercise each week, but she watches 18 hours of TV. She is more of a couch potato.
- She likes reading, listening to music and shopping. Other hobbies could be using the internet / playing computer games or gardening.
- (individual answers)

2

- Brainstorm a list of hobbies and daily activities on the board with the class.
- Students work individually and make their own chart, using the list on the board to help them.

3

- Students work in pairs. Explain the task.
- Ask some students to tell the class about their partner.


Reading and vocabulary

Background information

Vladimir Kramnik was born on 25.06.1975 in Russia. He started to play chess when he was five years old and became the world junior champion when he was 16. In 2000, Vladimir Kramnik became the fourteenth world Chess Champion by defeating Gary Kasparov, who had been the champion for fifteen years. The match lasted from October 8 to November 2.

- Show students a chess board (or draw their attention to the board in the photo on page 3). Ask: *What do you know about chess? Does anybody play chess? What do you like about it?*
- Students look at the photo in the reading text on page 3. Ask: *Do you know the man in the photo? Who do you think he is?* (Vladimir Kramnik, world chess champion).
- Students work in pairs. Explain the task.
- Make a list of student predictions on the board.

2

-  **01** Students read the magazine article on page 3 and check their predictions. Students can also listen to the article on CD while they read.
- Students look at the class predictions on the board from Ex 1. Ask: *Which predictions were correct?*

3

- Students look at the paragraph headings. Check they understand them.
- Students match the headings to the correct paragraphs in the text.
- Check the answers with the class.

Answers

a 3 b 4 c 5 d 2 e 1

4

- Students look at the statements. Check they understand them.
- Students work individually or in pairs and decide if the statements are true or false.
- Check the answers with the class. Ask students to correct the false statements.

Answers

- 1 False (He gets up late and doesn't have a proper breakfast)
- 2 True
- 3 False (He's got less time because everybody wants to speak to him)
- 4 False (He thinks the best way to improve is by analysing games and strategies)
- 5 True

5

- Explain the task.
- Check the answers with the class.
- Check any other problematic vocabulary with the class.

Answers

- | | | |
|------------|------------|--------------|
| 1 no point | 3 in a row | 5 tournament |
| 2 delicate | 4 opponent | 6 to unwind |

Speaking

1

- Tell students they are going to talk about the importance of things in Vladimir Kramnik's life. Ask two or three students: *What do you think is important in Vladimir's life?*
- Students work in pairs. They find the words and numbers in the text and underline them.
- Students discuss the importance of the words and numbers.
- Discuss the answers with the class.

Answers

The Internet: he uses it to study games and analyse them.
 Caviar: it's his biggest luxury and he eats it every other day.
 4 am: this is the time he goes to bed.
 Noon: this is the time when he gets up.
 10: this stands for the ten minutes in the morning when he lies in bed and thinks of nothing.
 Mobile phones: he has four of these and they are very important because people are always calling him.

2

- Read out the question to the class. Ask individual students to give their opinion.
- Tell the class your opinion.

3

- Students work individually. Explain the task. Make a list of your own words and numbers on the board. Ask the class to guess their meaning.
- Students write down their own six words and numbers.

4

- Students work in pairs. Explain the task.
- Students exchange lists and guess the meaning of their partner's words and numbers.
- Ask one or two students to present their partner's list and say if they guessed correctly.

Language study

Routines and habits

Optional activity

Routines

- Hold up a magazine picture of an interesting (but not famous) person.
- Say: *Let's talk about this person's daily routine. What do you think his job is? When do you think he gets up? What does he have for breakfast? What does he do in the morning? Do you think he reads newspapers?* Elicit content about possible routines without overtly correcting grammar.
- Do the same for another picture.

1

- Students look at the sentences from the text. Ask: *Which two sentences describe routines and habits?*

Answers

a, d

- Students underline the verbs in sentences a and d. Ask: *Which tense is used to describe routines and habits?*

Answer

present simple

- Revise the formation of the present simple: write the rules on the board after prompting students, or refer students to the table and the rules in the Grammar reference section on page 26.
- Refer students back to the example sentences. Ask: *What other habits does Vladimir Kramnik have?* (he eats caviar every other day, he talks on the phone a lot etc). Students write these sentences on the board, paying attention to the present simple tense.
- Ask some students: *Tell me a habit you have.*

2

- Remind students that adverbs of frequency describe how often we do something.
- Students underline the adverb of frequency in the example sentence.

Answer

sometimes

3

- Read the explanation and task with the class.
- Students do the task individually or in pairs.
- Check the answers with the class.

Answers

I **often** study games and analyse them. (paragraph 4)
 I **usually** go to bed at 4 am. (paragraph 5)

4

- Read the explanation with the class. Look at the sentences together and ask students to underline the adverbs of frequency in the sentences first. Point out that 'occasionally' is usually pronounced /ə'keɪʒn(ə)li/.

- Students complete the rules individually or in pairs.
- Check the answers with the class.

Answers

- 1 often, usually, occasionally (in any order)
- 2 always

Note: This rule does not apply for imperatives.

5

- Students work in pairs. Explain the task. Tell them to use the adverbs in the text and in the examples in the Language study.
- Check the answers with the class. Draw a horizontal scale on the board from high frequency (100%) to low frequency (0%). Complete it with help from the class.

Possible answers

high frequency 100% ← → 0% low frequency
 always, usually, normally, frequently, often, sometimes, occasionally, seldom, rarely, never

Optional activity

Frequency line up

- Prepare large cards with the ten adverbs of frequency in Ex 5. Alternatively, assign the individual adverbs to students and ask them to write their adverb on a sheet of paper.
- Students stick their adverbs on to their clothes or simply hold up their adverbs.
- Students line up from low to high frequency, grouping together where adverbs have similar meanings.
- The rest of the class checks that the line-up is correct.

6

- Explain the task. Look at the example with the class. Ask some students to complete the example sentence about themselves.
- Students work individually and complete the sentences so they are true for them.
- Ask individual students to read out a sentence each.

Speaking

1

- Tell students: *I often go to the cinema. I go to the cinema at least once a month.* Refer students to the table in Ex 1. Ask: *How often do you go to the cinema?* Elicit replies from some students.
- Students work in pairs and say six sentences about themselves using the table.
- Ask individual students to say a sentence each.
- Practise the structure further by asking students questions: *How often do you send text messages? How often do you watch DVDs at home? How often do you buy clothes?*

The lie-detector game

2

- Say: *You are going to play the lie-detector game. Do you know what a lie detector is? Do you think lie detectors work?*

- Students work individually. They write three sentences about their routines and habits. At least one sentence must be false. Go around the class giving help.

3

- Explain the task and look at the example with the class.
- Tell students, or write on the board, three unusual statements about your own routines and habits. Say: *Ask me questions.* Then ask: *Which statement was false?*
- Students work in small groups of three or four. They take it in turns to ask questions about each other's statements from Ex 2. They should note down which statements they think are true or false.

4

- In their groups, students guess for each person which statements are true and which are false.
- Ask: *Did you guess correctly? Did you find out anything interesting about the people in your group?*


A new start

Listening and writing

1

- Students look at the pictures in the health farm leaflet. If possible, show students other health farm leaflets.
- Say: *The title of the text is 'A new start'. In what way is a health farm a new start? (it's a chance to change your lifestyle, become fitter and healthier and perhaps also change your appearance).*

2

-  **02** Read out the questions and check that students understand them.
- Play the CD. Students listen and answer the questions.
- Students compare their answers with a partner.
- Play the CD again. Students check their answers.
- Check the answers with the class.
- Refer students to Listening script 02 on page 30 if necessary.
- Say: *Jenny thinks the health farm is awful. Do you think it sounds awful?*

Answers

- 1 She thinks it's absolutely awful.
- 2 At six o'clock in the morning.
- 3 She goes for a run around the lake.
- 4 She goes to at least two exercise classes.
- 5 A bowl of soup and a glass of carrot juice.
- 6 She says she feels wonderful.

Listening script 02

(S = Sarah; J = Jenny)

S: Hello?

J: Hello, Sarah, is that you? It's me – Jenny.

S: Oh hi Jenny! Why are you whispering? Where are you?

J: I'm phoning from the health farm and I don't want anyone to overhear.

S: Oh dear – how are you getting on?
 J: Well, I've been here for seven days and it feels like 17. At first I thought it was going to be great but in fact it's absolutely awful.
 S: Oh no, why?
 J: Well, you won't believe this but we're forced to get up at six o'clock in the morning and go for a run around the lake before breakfast.
 S: Oh, poor you! That sounds awful.
 J: And if that wasn't bad enough, all we get for breakfast is grapefruit and water.
 S: You're joking! You can't survive on that.
 J: I don't think I am surviving. And then we're expected to go to at least two exercise classes before a really miserable lunch.
 S: Really? What do you have for lunch then?
 J: A bowl of soup and a glass of carrot juice.
 S: Any bread?
 J: Not a chance.
 S: Well, do you get a decent meal in the evening?
 J: I suppose dinner's slightly better. We usually get a baked potato and a green salad.
 S: Oh well, never mind. Not much longer to go.
 J: Yes, I'm leaving in a couple of days. Can't wait.
 S: Anyway, how are you feeling?
 J: Oh absolutely wonderful. I've lost three kilos.
 S: Oh, it's all been worthwhile then ...

3

- Students work in pairs. Explain the task.
- Students plan their leaflet. Go around the class giving help.

Optional activity

Describing things

- Tell students that when they write a leaflet, it is important to use lots of adjectives to make things sound attractive.
- Students work in groups. They brainstorm adjectives they can use to describe:
 - the health farm's location (quiet, peaceful, beautiful, picturesque)
 - food (delicious, tasty, healthy, nutritious, low-fat)
 - activities (healthy, enjoyable, relaxing, invigorating, beneficial)
 - feeling good (great, fantastic, healthy, energetic / full of energy, relaxed, fresh)
- Collect adjectives on the board. Remind students to use adjectives like these in their leaflet.

4

- Students write their leaflet using the information they discussed in Ex 3.
- Check the leaflets. Write on the board and discuss any recurring errors.

5

- In pairs, students present their course to the class.
- After the presentations, take a vote on the best course by asking for a show of hands.
- Ask: *Why did you think this course was the best?*

Revision activity

A typical day

- Ask the class to invent a character: name, age, appearance, personality. Make brief notes on the board or ask a talented student to draw a picture.
- Tell students they are going to describe a typical day for this character. Remind them to use the present simple and adverbs of frequency.
- Start the description (eg *Violet Green always wakes up at 5 o'clock*). Ask another student to say the next sentence. Go around the class, with each student saying a sentence in turn until the day finishes.
- Note any mistakes and correct them with the class.

Extra practice

Students complete the Extra practice material on page 22 either in class, or for homework.

Extra practice answers

- 1** 1 We never go out on Monday evenings. / On Monday evenings we never go out.
 2 I usually go on holiday in July. / I go on holiday in July, usually. / Usually I go on holiday in July.
 3 I always read a newspaper in bed on Sundays. / On Sundays I always read a newspaper in bed.
 4 He often listens to music during his lessons. / He listens to music during his lessons often. / Often he listens to music during his lessons.
 5 They sometimes go camping in spring. / In spring they sometimes go camping. / They go camping in spring sometimes. / Sometimes they go camping in spring.
- 2** In sentences 2, 4 and 5.
- 3** 1 What time do you leave home?
 2 How do you get to work?
 3 About twice a week.
 4 What does your boss think about it?
 5 She wants me to arrive at 9.00 every day.
 6 What do you do?
 Jo is a teacher and she's sometimes late for work.
- 4** pilot
- 5** 1 every day, twice a year, once a month, less than three or four times a year
 2 usually, sometimes, almost always, occasionally
- 6** (individual answers)

References

Grammar reference: Coursebook page 26
 Wordlist: Coursebook page 28
 Photocopiable resources: Teacher's Book pages 88–89
 Test: Teacher's Book pages 121–122

CD-ROM

Unit 1 My life
 Language exercise: A typical day
 Vocabulary activity: It's all in the mind
 CEF-linked exercise: I can discuss daily activities
 Game: The neighbourhood