

3

What happens during the day?

SKILLS

Listening: Can understand what people do every day.

Reading: Can understand short, simple texts.

Speaking: Can say what I do every day.

Writing: Can write about what I do every day.

GRAMMAR

Grammar 1: Can make statements about routines and habits using the Present Simple and simple time expressions.
Can use "Yes, I do. / No, I don't." to answer questions beginning with "Do you ... ?"

Grammar 2: Can ask questions with "When" and the Present Simple.

VOCABULARY

Key vocabulary 1: sunrise, afternoon, evening, sunset, night, lunchtime, dinnertime, noon

Key vocabulary 2: play sports, brush my teeth, go to bed, play video games, get up, take a shower, do homework, go to school

Video vocabulary:

morning, breakfast, hungry, play, sun, wake up, dinner, read

Reading vocabulary 1:

desert, early, active, jackrabbit, grass, bobcat, lizard, run fast, sleep, rattlesnake, day, hot, legs, owl

Reading vocabulary 2:

perfect, o'clock, go to the park, watch TV, family, wake up, dream

Passive vocabulary:

look out for, come out, eat, favorite

Revised vocabulary:

hunt

PROJECTS

Do a class survey

Make a schedule of a day

VIDEOS

Big World Kids: Time (3-1)

Tommy Zoom: The Fun Day Parts 1-3 (3-2, 3-3, 3-4)

VALUE

Listen in class

Unit opener

OBJECTIVES

Listening: Can identify the day and date in short, simple dialogs, if spoken slowly and clearly and supported by pictures or gestures.

Speaking: Can answer simple questions about their daily activities or routines, given a model.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 36-37

WB p. 32

WB key p. 00

Video 3-1

Video script p. 00

Pearson English Platform

Big Question

- Ask students what they do in the day and at night to check what daily activity words they already know.
- Read the Big Question *What happens during the day?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about day time and night time activities.

SB Act. 1 p. 37

Check (✓) what you do before school.

- Students look at the pictures and check the things they do in the morning.
- Ask students to share their ideas.

Differentiation

Struggling learners: Elicit the three activities. Students listen and repeat (*have breakfast, brush your teeth, take a shower*).

Stretch: Ask students to add more daily activities.

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What happens during the day?

Listening

- I can understand what people do every day.

Reading

- I can understand short, simple texts.

Speaking

- I can say what I do every day.

Writing

- I can write about what I do every day.



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1 Check (✓) what you do before school.



2 Look at the picture and discuss.

- Is this the morning or the afternoon?
- Look at the girl. Do you do this before school?

3 Watch the video and circle. Which one activity does Bob do in the morning, in the afternoon, in the evening, and at night?

play read sing write



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SB Act. 2 p. 37

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture. Discuss.

WB p. 32

What do you know?

- Ask students to think of the Big Question and write in the box the words for daily activities they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 32

What do you learn about in this unit? Circle.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 37



Watch the video and circle. Which one activity does Bob do in the morning, in the afternoon, in the evening, and at night?

- Ask students to look at the video still and guess what the video is about (*daily activities*).
- Ask students to predict the activities they'll see. Allow use of L1.
- Play the video. Students check if they were correct and circle the correct activity.

WB Act. 2 p. 32



Watch the video and match.

WB Act. 3 p. 32



Watch the video again. Read, choose, and write.

Objective review

Ask students to name the activities they do during the day and at night. Praise their effort.

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Vocabulary 1 • Pre-reading 1

OBJECTIVES

- Listening:** Can recognize basic time words in simple phrases or sentences.
- Speaking:** Can answer simple questions about where people or things are, using basic phrases.
- SB vocabulary:** sunrise, afternoon, evening, sunset, night, lunchtime, dinnertime, noon
- WB vocabulary:** early, late

MATERIALS

- SB pp. 38–39
 WB pp. 33–34
 WB key p. 00
 SB audio tracks 1-21, 1-22, 1-23, and 1-24
 Picture cards 00–00
 Pearson English Platform

Warm-up

Play a mime game. Mime one of the activities from the previous lesson. Students call out what you're doing. Students can take turns miming while the class guesses, or they can do this activity in pairs. Suggested activities: *have breakfast, brush your teeth, take a shower, go to bed, wake up.*

Lesson objective

Explain the lesson objective: To identify and name times of the day.

SB Act. 1 p. 38

Listen and repeat.

- Ask students what they see in the pictures and if they know any of the words.
- Play track 1-21 twice, pausing it after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 38

Listen and number.

- Play track 1-22 twice, pausing it after each word. Students number the pictures.

SB Act. 3 p. 38

Listen and say.

- Play track 1-23, pausing it after each sentence. Students listen and say the words, pointing at the correct pictures. **(Answers: 1 It's afternoon. 2 It's noon. 3 It's dinnertime. 4 It's sunrise. 5 It's night. 6 It's lunchtime. 7 It's evening. 8 It's sunset.)**

Differentiation

Struggling learners: Use picture cards to drill and check pronunciation of the words.

Stretch: Stick the picture cards on the board and give each one a number. Say a word. Students call out the correct number (and vice versa). Ask students to underline the stressed syllable.

Picture card activity

- Put all the picture cards on the board, ask students to turn around, shuffle the picture cards, and remove one.
- Students guess the missing word.

WB Act. 1 p. 33

Put the words in order.

WB Act. 2 p. 33

Complete the crossword.

SB Act. 4 p. 38

Listen again. Look and sort.

- Students listen to track 1-24. They write the words in the correct column.

Differentiation

Struggling learners: Pause the audio, giving students plenty of time to write their answers. Write the answers on the board as you go along.

Stretch: Students work in pairs. They try to remember which words go with each preposition and write them. Then they listen and check their answers.

SB Act. 5 p. 39

COMMUNICATION

Look and check (✓). Where are you? Ask and answer with a friend.

- Students check the boxes.
- Read the example speech bubbles.
- In pairs, students take turns asking and answering the questions.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Ask students to write *at* or *in* above the words in the top row. Refer them back to Activity 4. It will help them form correct questions.

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Listen again. Look and sort.

At ...	In the ...
noon/dinnertime/ sunrise/night/ lunchtime/sunset	afternoon/evening

5 Look and check (✓). Where are you? Ask and answer with a friend.



	sunrise	noon	lunchtime	afternoon	evening	sunset	night
At home							
At school							

Where are you at noon?

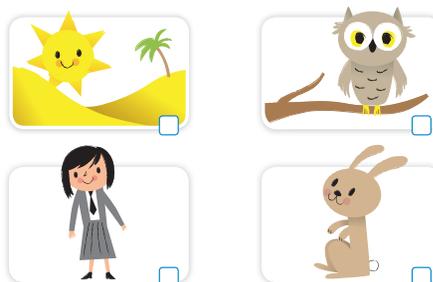
At school.

Pre-reading 1

1 Look at the title. What do you think is in the reading? Check (✓) the pictures.

Reading strategy
Make predictions about a text from the title.

A Day in the Desert



WB Act. 3 p. 34

Circle for you.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 4 p. 34

Change the *No* sentences. Make them true for you.

Vocabulary challenge: early morning, late morning

WB Act. 5 p. 34

Read and circle.

- Use the timeline to introduce *early* and *late*.
- Students read the sentences and circle the correct phrase.

Objective review

Ask students to say the times of the day in order. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Make predictions about a text from the title.

SB Act. 1 p. 39

CRITICAL THINKING

Look at the title. What do you think is in the reading? Check (✓) the pictures.

- Read the title *A Day in the Desert*.
- Ask students what you usually see in a desert.
- Ask students to apply the reading strategy. They look at the pictures and check the boxes.
- Ask students to share their answers with the class.

Differentiation

Struggling learners: Explain the meaning of *desert*.

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Reading 1

OBJECTIVES

Reading: Can understand basic phrases in short, simple texts.

Speaking: Can answer simple questions about their daily activities or routines, given a model.

Vocabulary: desert, early, active, jackrabbit, grass, bobcat, lizard, run fast, sleep, rattlesnake, day, hot, legs, owl

Revised vocabulary: breakfast, hunt, dinner

Passive vocabulary: look out for, come out, eat

MATERIALS

SB pp. 40–41

WB p. 35

WB key p. 00

SB audio track 1-25

Picture cards 00–00

Pearson English Platform

Warm-up

Ask students to look at their predictions about the reading text from the previous lesson. Discuss their predictions as a class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by making predictions about a text from the title.

SB Act. 2 p. 40

Read *A Day in the Desert*. Check your answers from Activity 1.

- Students read and listen to the text. Ask them to try to apply the reading strategy.
- Ask if they found answers to the questions from Activity 1. Check if their predictions were correct.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Before playing the audio/reading the text, ask students what they can see in the pictures, and review animal and color words.

Stretch: Ask students to match the animal pictures to the words in the text.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *sunrise, active, early, grass, rabbit, hot, lizard, runs fast, rattlesnake, owl, and hunts*.
- Check understanding by asking checking questions. For weaker classes, this could be done through mime, e.g., fanning yourself to show *hot*.

Vocabulary work 2

- Focus on times of the day and activities that happen at these times. Stick the picture cards for *sunrise, afternoon, and evening* on the board.
- Read through the text again and tell students to stop you when they hear/see a word that matches one of these times, e.g., sunrise: (*early*) *in the morning, breakfast*; afternoon: *sleep*; evening: *sunset, at night, dinner, hunt*. Write the words under the picture cards. Check the meaning of the words as you go along.

SB Act. 3 p. 40

What do the animals eat? Read and match.

- Students read the text again and match.

Extra activity

CREATIVITY

- Focus on food chains using the text. Draw three circles on the board with an arrow linking each circle. Elicit ideas for pictures and words you can write/draw in the circles, e.g., draw some grass in one circle, a rabbit in the next, and a bobcat in the third circle.
- Students draw their own food chain picture for other animals in the text.

Extra activity

CRITICAL THINKING

Ask students if they can tell you the name of other deserts that they know the names of, e.g., Atacama, Sahara, Gobi, or Mojave.

Reading 1

2 Read *A Day in the Desert*. Check your answers from Activity 1.

Reading strategy
Make predictions about a text from the title.

3 What do the animals eat? Read and match.

jackrabbit bobcat owl

4 Talk with a friend. Why are some of the animals active at night? When are you active?

A Day in the Desert

This is the Sonoran Desert in North America. It is **sunrise**. It is very early in the morning.

lizard

In the **afternoon**, it's very hot. This is a lizard. What does it do? It runs fast on two legs! Other desert animals **sleep** in the day.

jackrabbit

Many animals are active early in the day. This is a jackrabbit. What does the jackrabbit eat for breakfast? It eats grass for breakfast. Look out for the bobcat! It **eats** rabbits for breakfast!

bobcat

owl

Many animals come out at **night** in the desert. What do owls do at night? This owl hunts at night. It **eats** rabbits, snakes, and lizards for dinner.

rattlesnake

It's **evening** in the desert. This is a rattlesnake. When does the rattlesnake come out? It comes out at **sunset** because it isn't very hot.

WB Act. 1 p. 35

Read *A Day in the Desert*. Circle T (true) or F (false).

- Refer students back to the text on SB pp. 40 and 41.

WB Act. 2 p. 35

Read *A Day in the Desert* again and find the words.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

Differentiation

Struggling learners: Read the definitions with the class and be ready to give further clues and prompts to help students find the answers.

Stretch: Students work individually to find the answers and then check in pairs.

WB Act. 3 p. 35

Look and match.

SB Act. 4 p. 40

COMMUNICATION

Talk with a friend. Why are some of the animals active at night? When are you active?

- Share ideas as a class.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 4 p. 35

CRITICAL THINKING

Think and write sentences.

- Ask students to share their ideas for item 4 with the class.

Objective review

Ask students if they guessed what the text was about using the title. Ask *What new things did you learn about animals in the desert?* Praise their effort.

3

Grammar 1 • Listening

OBJECTIVES

Grammar: Can make statements about routines and habits using the Present Simple and simple time expressions.

Can use “Yes, I do. / No, I don’t.” to answer questions beginning with “Do you ... ?”

Listening: Can understand the main information in short, simple dialogs about someone’s daily routines, if spoken slowly and clearly and supported by pictures.

Speaking: Can describe their daily routines in a simple way.

MATERIALS

SB pp. 42–43

WB pp. 36–37

WB key p. 00

SB audio tracks 1-26 and 1-27

Videos 3-2 and 3-3

Video script p. 00

Pearson English Platform

Grammar Book 1 Unit 14, key p. 00

Warm-up

Write *At ...* on the left of the board and *In the ...* on the right. Tell students to stand. When you say a word that goes with *At ...* (*sunrise, sunset, night, lunchtime, dinnertime, noon*), students jump to the left. When you say a word that goes with *In the ...* (*morning, afternoon, evening*), students jump to the right.

Lesson objective

Explain the lesson objective: To ask and answer about daily routines.

SB Act. 1 p. 42



Watch Part 1 of the story video. When does Tommy do his homework? Circle.

- Students watch Part 1 of the video and answer the question.
- Focus students’ attention on the example text next to the video still. Ask a student to read the sentence aloud.

SB Act. 2 p. 42



Watch Part 2 of the story video. When does Suzie do her homework?

- Students watch Part 2 of the video and answer the question. (**Answer: In the evening.**)

SB Act. 3 p. 42

Read the grammar box and circle for you. Then say.

- Focus students’ attention on the grammar box. Read the sentences and question aloud.
- Ask students to circle *Yes, I do.* or *No, I don’t.* and then say their answer.

SB Act. 4 p. 42

Read *A Day in the Desert* again. Circle the action words in the questions and answers.

- Refer students back to the text on SB pp. 40 and 41.

SB Act. 5 p. 42

Read Suzie’s routine and write.

- Students complete the sentences with the verbs from the box.

Differentiation

Struggling learners: Play Part 2 of the story video again, pausing it after each sentence to give students time to write their answers.

Extra activity

CRITICAL THINKING

Struggling learners: Students work in pairs. One is Tommy and the other is Suzie. They ask and answer questions about their day, e.g., Suzie: *Do you sleep in the afternoon?* Tommy: *Yes, I do.* Play the video and pause it after each frame to give students ideas for the questions.

Stretch: Ask students questions about Tommy and Suzie’s day. Elicit ideas from the students about how to feel good during the day. Allow use of L1.

WB Act. 1 p. 36

Read and circle.

- Focus students’ attention on the grammar box. Then ask them to circle the correct options.

WB Act. 2 p. 36

Look, choose, and write.

Grammar 1

1 Watch Part 1 of the story video. When does Tommy do his homework? Circle.

in the morning in the afternoon at night



I watch TV in the morning.

2 Watch Part 2 of the story video. When does Suzie do her homework?

3 Read the grammar box and circle for you. Then say.

Grammar

I **eat** breakfast in the morning. I **don't eat** breakfast in the morning. We **go** to school in the evening. We **don't go** to school in the evening.

Do you **eat** dinner in the afternoon? **Yes, I do.** / **No, I don't.**

4 Read *A Day in the Desert* again. Circle the action words in the questions and answers.

5 Read Suzie's routine and write.

run don't do don't eat fly jump wake

- 1 I wake up.
- 2 I jump, run, and fly.
- 3 I don't eat breakfast in the evening.
- 4 I don't do my homework in the morning.

42

6 What do you and your friend do? Write.

- 1 We in the morning.
- 2 We in the afternoon.
- 3 We at night.

7 Ask and answer in groups.

- 1 Do you eat breakfast in the morning?
- 2 Do you do your homework in the afternoon?

Listening

8 Who's asking the questions? Listen and check (✓).



9 Listen again. Check (✓) the things he or she does.



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SB Act. 6 p. 43

What do you and your friend do? Write.

- Students write daily activities that are true for them.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

SB Act. 7 p. 43

COMMUNICATION

Ask and answer in groups.

- In small groups, students take turns asking and answering the questions.

WB Act. 3 p. 37

Write the words in order.

WB Act. 4 p. 37

Look at Activity 3. Write answers for you.

WB Act. 5 p. 37

Write more questions and your answers.

For more grammar practice, go to Grammar Book 1, Unit 14.

Listening

SB Act. 8 p. 43

Who's asking the questions? Listen and check (✓).

- Tell students that the girl is called Sarah and the boy is called Ali.
- Play track 1-26. Students listen and check the correct box.

SB Act. 9 p. 43

Listen again. Check (✓) the things he or she does.

- Ask students to say what the pictures show (*breakfast, lunch, dinner, go running*).
- Play track 1-27. Students listen and check the correct pictures.

Differentiation

Struggling learners: Pause the audio after each set of questions and answers.

Extra activity

COMMUNICATION

Students work in pairs. They ask and answer the questions from Activities 3 and 5 from the WB.

Objective review

Ask students if they can ask and answer about their daily routine. Praise their effort.

3

Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly and supported by pictures.

Speaking: Can answer simple questions about their daily routines using gestures and short, fixed expressions.

Vocabulary: play sports, brush my teeth, go to bed, play video games, get up, take a shower, do homework, go to school

MATERIALS

SB pp. 44–45

WB pp. 38–39

WB key p. 00

SB audio tracks 1-28, 1-29, and 1-30

Picture cards 00–00

Pearson English Platform

Warm-up

Review daily routine words and phrases. Stick the picture cards for *sunrise*, *afternoon*, *lunchtime*, and *evening* on the board. Write the following words and phrases on separate pieces of paper: *eat breakfast*, *eat dinner*, *wake up*, *do homework*, *sleep*, *run and jump*, *wash*, *play sports*, and *read*. Ask for a volunteer to stick the words under the correct picture cards. Students work together as a class telling the student where to put the words. Once they've completed it, check the meaning of the words and that they're in the correct place.

Lesson objective

Explain the lesson objective: To talk about daily activities.

SB Act. 1 p. 44

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-28 twice, pausing it after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 44

Listen and number.

- Play track 1-29 twice, pausing it after each sentence. Students number the pictures.

Differentiation

Struggling learners: Check students remember the English words for numbers 1–8 before they start.

Stretch: Students do the activity as a memory quiz. One student closes their book and tries to remember what each number is.

SB Act. 3 p. 44

Listen and say.

- Play track 1-30. Students listen to the sounds and say the words, pointing at the correct pictures. **(Answers: 1 get up, 2 play sports, 3 do homework, 4 brush my teeth, 5 go to bed, 6 go to school, 7 play video games, 8 take a shower)**

WB Act. 1 p. 38

Look, read, and match.

WB Act. 2 p. 38

Read and circle.

SB Act. 4 p. 44

What do you do on a Tuesday? Write the activities in order.

- Students write the activities in the order that they usually do them.

WB Act. 3 p. 38

Write the sentences.

SB Act. 5 p. 45

At home or at school? Read and match.

- Students write the words in the correct place in the diagram.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COLLABORATION

As an alternative to oral class feedback, write the main headings (*Home*, *Both*, *School*) on the board in the circles. Invite one student to be the “teacher.” The class tells the “teacher” what to write and where. Once the class has completed the diagram, they can use it to check their answers.

Vocabulary 2

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 What do you do on a Tuesday? Write the activities in order.

Morning

Night

44

5 At home or at school? Read and match.

Pre-reading 2

1 Look at the title. Which activities do you think are in the story? Circle.

Reading strategy
Make predictions about a story from the title.



do homework play sports go to school play video games

45

WB Act. 4 p. 39

Read, choose, and write. There's one example.

- This is a Pre-A1 Starters Reading & Writing Part 4 task.

WB Act. 5 p. 39

What do you do in the morning, afternoon, evening, and at night? Write.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Word study: do, go, and play

WB Act. 6 p. 39

Write *do*, *go*, or *play*.

WB Act. 7 p. 39

Read and write.

Objective review

Ask students to describe their daily routine. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Make predictions about a story from the title.

SB Act. 1 p. 45

CRITICAL THINKING

Look at the title. Which activities do you think are in the story? Circle.

- Read the title *My Perfect Day* and check the meaning of *perfect*. Ask *Is it a very good day or a very bad day?*
- Ask students to apply the reading strategy and make predictions about the story.
- Students circle the phrases.
- Ask students to share their answers with the class.

Stretch activity

CRITICAL THINKING

Ask students to say what they like to do on their perfect day.

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Reading 2

OBJECTIVES

- Reading:** Can understand short, simple illustrated narratives about everyday activities.
- Speaking:** Can answer simple questions about their daily activities or routines, given a model.
- Vocabulary:** perfect, o'clock, go to the park, watch TV, family, wake up, dream

MATERIALS

- SB pp. 46–47
WB p. 40
WB key p. 00
SB audio track 1-31
Colored pencils (blue)
Pearson English Platform

Warm-up

Students remember what they said the text was about.

Lesson objective

Explain the lesson objective: To apply the reading strategy by making predictions about a story from the title.

Reading text in British English

This is one of the texts in Level 1 in which spelling and audio are in British English. With a stronger group, you may want to work on this difference with them. Ask *Can you hear a difference between previous readings and this one?*

SB Act. 2 p. 46

Read My Perfect Day. Check your answers from Activity 1.

- Students read and listen to the story. Ask them to try to apply the reading strategy.
- Ask students to find some of the phrases from Activity 1 in the story and point at them: *(don't) go to school, play video games, (don't) do homework.*
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio, pausing it frequently, and ask students to repeat the sentences.

Stretch: Students listen and read continuously without pausing.

SB Act. 3 p. 47

Read the story again. Write for Abi.

- Students complete the answers and check in pairs.

Extra activity

CRITICAL THINKING

Vocabulary work 1

- Ask students to say and point at the daily routine phrases they know.
- Ask students to look at the pictures and find other words to describe daily activities. Students work in pairs and underline the expressions in blue: *go to the park, watch TV.*
- Ask checking questions to check understanding, e.g., *Which picture is the park?*

Vocabulary work 2

- Draw a clock on the board. Ask students *When does Abi get up?* Show 10 o'clock on the clock on the board. Draw three more clocks on the board with the times: 7 o'clock, 8 o'clock, and 9 o'clock. Check and say the time. Students repeat.

Extra activity

CRITICAL THINKING

Ask further questions to check understanding of the text and other new vocabulary (*dream, family*), e.g., *Does Abi eat breakfast? (yes), What does she do in the morning? (play video games), What does she do in the evening? (watch TV).* Allow students to answer with single words using the language they know. Don't expect answers using the third person.

WB Act. 1 p. 40

Read My Perfect Day. Put the sentences in order.

- Refer students back to the text on SB pp. 46 and 47.

WB Act. 2 p. 40

What does Abi say? Circle.

Reading 2

2 Read *My Perfect Day*. Check your answers from Activity 1.

Reading strategy

Make predictions about a story from the title.

My Perfect Day



3 Read the story again. Write for Abi.

- 1 What do you do with your friends on your perfect day?
I go to the park with my friends.
- 2 Do you go to school?
No, I don't.
- 3 Do you read?
Yes, I do.

4 Think about the story. Compare your ideas.

- Do you like the same things as Abi?
- What do you do on your perfect day?

SB Act. 4 p. 47

CRITICAL THINKING

Think about the story. Compare your ideas.

- Read the questions aloud to the class and share ideas.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COMMUNICATION

- Write on the board *I get up at 10 o'clock*. Elicit the question *Do you get up at ... ?* Elicit two other questions, e.g., *Do you go to school? Do you play video games in the afternoon?* For weaker classes, elicit all of the questions they need.
- Students work in pairs. One student is Abi. They ask and answer giving answers for Abi. Students swap.

WB Act. 3 p. 40

CRITICAL THINKING

Write about your perfect day.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Elicit ideas for each blank and write them on the board.

Stretch: After completing the WB activity, students write it in their notebooks and add extra information.

Value

Listen in class

Ask students what Abi does in class (*she daydreams*). Ask them if this is a good idea (*no*) and why not (*because she doesn't listen and doesn't do her class work*). Ask students why Abi should listen in class. Encourage different ideas.

Objective review

Ask students if the title helped them understand the story. Ask them what make Abi's day perfect. Praise their effort.

3

Grammar 2 • Speaking

OBJECTIVES

- Grammar:** Can ask questions with “When” and the Present Simple.
- Listening:** Can understand the main information in short, simple dialogs about someone’s daily routines, if spoken slowly and clearly and supported by pictures.
- Speaking:** Can answer simple questions about their daily routines using gestures and short, fixed expressions.

MATERIALS

- SB pp. 48–49
 WB pp. 41–42
 WB key p. 00
 Videos 3-3 and 3-4
 Video script p. 00
 Picture cards 00–00
 Pearson English Platform
 Grammar Book 1 Unit 14, key p. 00
 Speaking and Vocabulary Book 1 Unit 3, key p. 00

Warm-up

Stick the word *yes* on one side of the classroom and *no* on the other side. Ask questions, e.g., *Do you eat dinner in the morning? Do you brush your teeth at 6 o'clock?* Students respond saying *Yes, I do.* or *No, I don't.* and at the same time they move to the *yes* or the *no*. Check the meaning of words where necessary.

Lesson objective

Explain the lesson objective: To ask and answer questions using the Present Simple.

SB Act. 1 p. 48



Watch Part 2 of the story video. What does Suzie do in the morning?

- Students watch Part 2 of the video and answer the question. (**Answer:** *She wakes up, jumps, runs, and flies.*)
- Ask students to look at the video still and read the example text aloud.

Extra activity

Play the video, pausing it at each frame. Students listen and repeat the sentences.

SB Act. 2 p. 48

Read the grammar box and circle for you.

- Focus students’ attention on the grammar box. Read the question and answers aloud for students to repeat after you.
- Ask students to circle the correct answer for them.

SB Act. 3 p. 48

Read *My Perfect Day* again. What does Abi do? Circle all the activities.

- Refer students back to the text on SB pp. 46 and 47.

Stretch activity

CRITICAL THINKING

Help students understand how to make a negative sentence. Say positive sentences and encourage students to say the negative form, e.g., You: *I eat breakfast.* Class: *I don't eat breakfast.*

SB Act. 4 p. 48

COMMUNICATION

What do you do? Ask and answer with a friend.

- Ask a pair of students to read the question and answers in the speech bubbles aloud.
- In pairs, students ask and answer about their daily activities.

Differentiation

Struggling learners: Stick the picture cards on the board to help students with ideas.

WB Act. 1 p. 41

Write the words in order.

- Focus students’ attention on the grammar box. Then ask them to put the words in order.

WB Act. 2 p. 41

Look at the questions in Activity 1. Write *Yes, I do* or *No, I don't* for you.

SB Act. 5 p. 49

Read and match for you.

- Focus students’ attention on the grammar box. Read the question and answer aloud for students to repeat after you.
- Students match the questions and answers.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 42

Write the questions. Then answer for you.

- Focus students’ attention on the grammar box. Students write questions based on the pictures and then answer.

Grammar 2

- 1   Watch Part 2 of the story video. What does Suzie do in the morning?

What do you do in the evening?

I eat dinner.



- 2 Read the grammar box and circle for you.

Grammar

Do you take a shower in the morning?

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

- 3 Read *My Perfect Day* again. What does Abi do? Circle all the activities.

- 4  What do you do? Ask and answer with a friend.

Do you eat breakfast in the morning?

Yes, I do.

No, I don't.

48

When do you get up? **In the morning.**

- 5 Read and match for you. 

- | | |
|---------------------------------|---------------------|
| 1 When do you play video games? | a At night. |
| 2 When do you eat dinner? | b In the morning. |
| 3 When do you take a shower? | c In the evening. |
| 4 When do you go to school? | d In the afternoon. |

Speaking

- 6  When do you ... ? Ask and answer with a friend.

When do you play video games?

In the afternoon.



- 7   Watch Part 3 of the story video. Who falls asleep?

49

WB Act. 4 p. 42



Write your questions.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

For more grammar practice, go to Grammar Book 1, Unit 14.

Speaking

Speaking strategy

Explain the speaking strategy: Use expression to ask questions. Ask students to pay attention to how their intonation changes when they are asking and answering questions.

SB Act. 6 p. 49

COMMUNICATION 

When do you ... ? Ask and answer with a friend.

- Ask a pair of students to read the sample dialog aloud.
- In pairs, students ask and answer about their daily routine.

Differentiation

Struggling learners: Allow students to read their questions and answers from Activity 3 in the WB.

Stretch: Students close their books and ask and answer the questions.

Extra activity

COMMUNICATION

Students do a class mingle asking and answering questions with a variety of students.

SB Act. 7 p. 49



Watch Part 3 of the story video. Who falls asleep?

- Students watch Part 3 of the video and answer the question. (**Answer: Suzie**)

Objective review 

Ask students if they can ask and answer questions about their daily routine. Praise their effort.

For more speaking and vocabulary practice, go to Speaking and Vocabulary Book 1, Unit 3.

3

Writing • Now I Know

OBJECTIVES

- Reading:** Can understand a few simple phrases related to familiar everyday activities.
- Speaking:** Can talk about everyday activities using simple language.
- Writing:** Can signal the end of a sentence using a period.
- Passive vocabulary:** favorite

MATERIALS

- SB p. 50–51
 WB pp. 43–45
 WB key p. 00
 Picture cards 00–00
 Pearson English Platform

Warm-up

Review the Unit 2 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about their favorite day, while applying the writing strategy.

SB Act. 1 p. 50

Look at the timeline of Salvador's day and answer.

- Students look at the timeline to find the answers.

SB Act. 2 p. 50

Read Salvador's description and check your answers.

- Ask students to share their answers with the class.
(Answers: He gets up at 9 o'clock. He plays sports/ basketball.)

Differentiation

Struggling learners: Use the picture to check that students understand *basketball team* and *sister*.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 50

Read the text again. Circle the periods.

- Students read the description and circle the periods.
- Ask *What do we need to use after a period? (a capital letter)*

SB Act. 4 p. 50

Find or draw a picture of your perfect day. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 2.

Remember!

WB p. 43

Focus students' attention on the Remember! box.

WB Act. 1 p. 43

Read and write the periods.

WB Act. 2 p. 43

CREATIVITY

What do you do on your perfect day? Draw pictures.

WB Act. 3 p. 43

Write about your perfect day.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures of their perfect day and read their texts aloud to the class. Praise their effort.

Now I Know

Warm-up

Show students a picture card with time expressions and one with daily activities. Ask them to make simple expressions, e.g., *get up in the morning*.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 51

CRITICAL THINKING

What happens during the day? Read and think. Circle and add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at the timeline of Salvador's day and answer.

- What time does Salvador get up on Saturday?
- What does he do in the morning?

2 Read Salvador's description and check your answers.

My Favorite Day

My favorite day is Saturday.

I love Saturdays!

I play sports in the morning, I'm on a basketball team.

I don't go to school on Saturday so I get up at 9 o'clock.

I eat a big lunch with my family in the afternoon.

I play video games with my sister in the evening.

3 Read the text again. Circle the periods.

4 **WB** Find or draw a picture of your perfect day. Then go to the Workbook to do the writing activity.

50

Now I Know

1 **?** What happens during the day? Read and think. Circle and add your own ideas.

• What do you do during the day?
do homework play sports eat fly play sleep

• Which animals are awake at night?

hamsters lizards owls

2 Choose a project.

Do a class survey.

- 1 Chose two or three typical daytime activities.
- 2 Ask your friends when they do each activity.
- 3 Put the results in a bar chart.
- 4 Present your bar chart to the class.

Make a schedule of a day.

- 1 Choose a day of the week. Divide it into sections.
- 2 Draw pictures of what you do in each section.
- 3 Write sentences about what you do in each section.
- 4 Show your schedule to the class.

★ ★ ★ Read and color the stars ★ ★ ★

★ I can understand what people do every day.

★ I can say what I do every day.

★ I can understand short, simple texts.

★ I can write about what I do every day.

51

WB Act. 1 p. 44

Circle the odd one out.

WB Act. 2 p. 44

Find six words. Then write.

WB Act. 3 p. 44

Read, choose, and write. Then match the questions to the answers.

WB Act. 4 p. 45

COMMUNICATION

Look and answer the questions.

Project

SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 45

Write five different times of the day.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 45

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 45

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 51

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 3.