

3

Time

▲ Look at the photo. Discuss the questions with a partner.

- What do you see in the photo?
- What's your favorite time of the day?
- What's your favorite day of the week?

▲ Discuss the questions in a group.

- Do you like to study in the morning or in the afternoon?
- Do you prefer a watch or a smartwatch?
- Do you like to get up early or go to bed late?



In this Unit

SYSTEMS

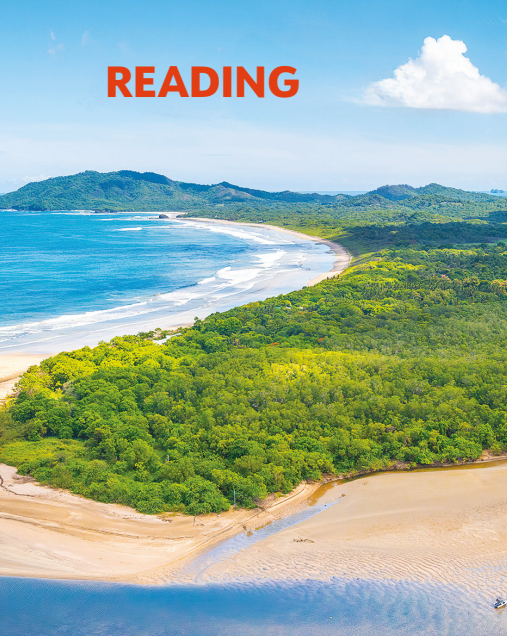
telling time
adverbs of frequency
prepositions of time
words with two and three
syllables
before, after, and until

SKILLS

reading for key information
predicting before listening
writing simple sentences
talking about hobbies and
interests

THEMES

the Blue Zones
study routines
popular hobbies
leading teammates



An online ARTICLE

READING FOR KEY INFORMATION

When you read a text, look for important information, like people's names, numbers, names of places, or dates. Read the title and the subtitles carefully. They can also help you understand the text.

- **A** Look at the title and subtitles of the text. What are the Blue Zones?
- a places with healthy food
 - b places with good weather
 - c places where people have healthy habits

THE BLUE ZONES

1 Time for water

..... People in Blue Zones often drink a lot of water.

2 Time to eat

People usually have fruit and nuts for snacks.

3 Time for moving

Many people exercise every day.

4 Social time

Many people are part of a big group of family and friends. They go out and spend time together.

5 Free time

..... But work is not the most important thing for them. They also have time for games, hobbies, and fun activities.



The places labeled on the map are often called Blue Zones. They are places with a lot of people who are 100 years old, or more! Scientists study the Blue Zones to learn about healthy lifestyles.

The people in the Blue Zones show us how we can live a very long and happy life, too.

LOST FOR WORDS?

often (adv) many times

nut (n) a type of dry fruit in a shell

snack (n) a small amount of food that people eat between meals

- **B** Read the text in Exercise A again. Put the sentences in the correct places.

- a For example, they work in their gardens and walk a lot.
- b Water is very important for all the different parts of your body.
- c This is very important when they need help.
- d They don't eat fast food or a lot of meat.
- e People in Blue Zones work a lot.

- ▲ **C** Which of these habits do you have? Tell a partner.

Telling TIME

VOCABULARY

- A** 3.1 What time is it? Write and say the times. Listen and check.



1 It's *eleven twenty-five*



2 It's



3 It's a.m.



4



5



6

- B** Look at different ways of telling time.
Complete the sentences using the phrases.

- 1 9:10 *It's ten after nine.*
- 2 3:15 It's a three.
- 3 5:30 It's
- 4 10:40 It's
- 5 4:50
- 6 1:00

- C** Say the times in Exercise A in different ways where possible.

- D** Work with a partner. Go to the back of the book and complete the Communicative Activities.

- E** Work in groups. Ask and answer the questions.

What time do you ...

- eat breakfast?
- leave home?
- have dinner?
- have your first class?
- do your homework?
- go to the gym?

What time do you eat breakfast?

I eat breakfast at 7:00 a.m. And you?

PLAY WITH WORDS

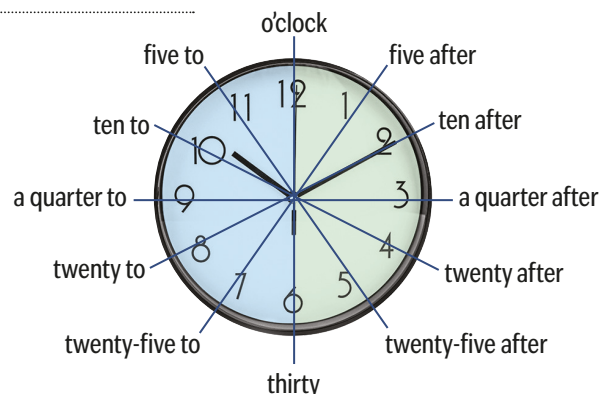
Remember, when we say the time, we use the subject *it*. For example:

It's twelve o'clock.

Write down three more examples of times.

- 1 It's
- 2
- 3

Test a partner. Take turns asking *What's the time?* Then write your partner's answers.



Adaptive Practice



Adverbs of **FREQUENCY**

A  **3.2** Read and listen to the dialogue. What healthy habits do Chris and Gustavo have?



Chris: How often do you go to the gym?

Gustavo: Me? I never go to the gym.

Chris: Really? Do you do any exercise?

Gustavo: I usually walk to class. And I sometimes go biking.

Chris: Exercise is good for you.

Gustavo: What about you? You hardly ever walk, you're always in your car.

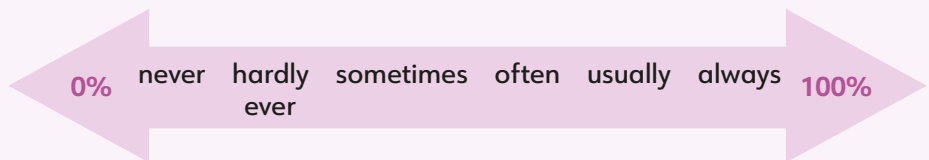
Chris: Yes, but I go to the gym three times a week.

B Are you more similar to Chris or Gustavo? Why? Discuss with a partner.

C Watch the grammar video and read the explanation. Do adverbs of frequency come before or after the verb *to be*?

ADVERBS OF FREQUENCY

We use adverbs of frequency to answer the question *How often ...?* and say how frequently we do things, or how often things happen.



Adverbs of frequency come **after** the verb *to be* and **before** other verbs.

I'm hardly ever late to meet friends.

I always drink water.

I usually listen to podcasts.

I'm sometimes early for class.

I never drink coffee.

We can also use expressions of frequency. These usually go at the end of a sentence.

every once twice three times	α	day / week / month / year
---------------------------------------	----------	---------------------------

How often does she drive?

She takes her car to school every day.

How often does he walk to class?

He walks to class twice a week.

D Match the sentences to how often the actions happen based on the adverbs of frequency.

- 1 Gustavo sometimes plays video games. *b*
- 2 Chris always drinks coffee.
- 3 Gustavo never eats fast food.
- 4 Chris hardly ever goes to the movies.
- 5 Gustavo usually walks to class.

- a Every day of the week.
- b Two or three times a week.
- c Once a year.
- d He doesn't do that.
- e Four or five times a week.

E Put the words in order to make complete sentences.

- 1 ever / am / at / I / hardly / home / .

.....

- 2 coast / often / we / to / go / the / .

.....

- 3 happy / she / always / is / .

.....

- 4 never / listen / you / to / podcasts / .

.....

- 5 usually / I / the / read / news / don't / .

.....

F Write true sentences about you. Use adverbs of frequency and the phrases below.

- 1 eat fruit and vegetables

.....

- 2 drink water

.....

- 3 walk to school or work

.....

- 4 spend time with family and friends

.....

- 5 do exercise

.....

- 6 go to bed late

.....

G Work in pairs. Compare your sentences in Exercise F. Do you have a healthy lifestyle?

How often do you eat fruit and vegetables?

*I sometimes eat fruit and vegetables.
What about you?*



Adaptive Practice



Prepositions of
TIME



A Read the sentences and match them to the rules in the box.

- 1 She often goes out **on** Friday.
- 2 The concert is **at** a quarter to eight.
- 3 We don't go to school **in** the summer.

IN, ON, AND AT WITH TIME EXPRESSIONS

a Use **in** with parts of the day, months, seasons, and years
in the morning, **in** February, **in** the fall, **in** 2028

b Use **on** with dates, days of the week, *the weekend*, and *weekends*
on Monday, **on** March 5

c Use **at** with times and *night*
at six o'clock, **at** night

B Complete the sentences with *in, on, or at*.

- 1 Independence Day in the US is July. It's July 4.
- 2 The shop isn't open the morning. It opens midday.
- 3 The weather is very nice here May. We usually go running weekends.
- 4 The meeting is five o'clock the afternoon.
- 5 I love this town. the summer I usually come with my family.
It is really fun here night.

C Complete the sentences about you using the information in parentheses. Compare with a partner.

- 1 My birthday is (date)
- 2 I have classes (days of the week)
- 3 I usually go to bed (time)
- 4 I like to study (part of the day)

Adaptive Practice

PRONUNCIATION

Words with two and three
SYLLABLES

A 3.3 Put the words in the right column. Listen and check.

December eleven Friday holiday Monday November					
Saturday Sunday Thursday Tuesday Wednesday yesterday					
1 Oo		2 Ooo		3 oOo	
Friday					

B 3.4 Listen and repeat the sentences.

- 1 It's on Monday and Wednesday.
- 2 We can meet on Friday or Saturday at eleven.
- 3 We're closed from Tuesday to Thursday. It's a holiday.
- 4 The restaurant is open every Sunday morning in December.

A friendly

CONVERSATION

LISTENING

PREDICTING BEFORE LISTENING

Before you listen, use key words and what you know about the situation to guess what people will talk about. This helps you understand more.

- **A** You will hear two students talking about how to study for an exam. Look at the tips below. Which tips do you think the students will talk about?

- | | |
|--|--|
| ☐ study in bed | ☐ use your phone |
| ☐ take breaks | ☐ create a study plan |
| ☐ study for an hour at a time | ☐ sleep well |

- **B**  3.5 Listen to the conversation and check your predictions. Choose the tips in Exercise A that are in the conversation.

- ▲ **C** Work in pairs. What do you think about those tips? What are your study tips?

A perfect

DAY

WRITING

WRITING SIMPLE SENTENCES

A sentence expresses a complete idea. It starts with a capital letter and ends with correct punctuation (. ! ?). Full sentences in English have a subject and a verb. Sometimes we use *it* as the subject of a sentence.

- **A** Read a paragraph about a perfect day. Find and correct five mistakes.



MY PERFECT DAY

It is Saturday. I get up at nine o'clock or nine thirty. Is nice outside. I have a big breakfast. Then I meet my friends. Go to the park. After that, go shopping. in the evening, we go out for dinner and then we to a movie.

- 1 2 3
4 5

- **B** Make a list of activities for your perfect day.
- **C** Write your own paragraph about your perfect day. Remember to write full sentences. Share your paragraph with a partner.

LOST FOR WORDS?

- break (n)* a pause in an activity
exam (n) an important test
forget (v) when you don't remember to do something
score (n) the number of points you get in a game or on a test

Before, after, and UNTIL



▲ A Read what the person says and complete the notes.

Diego: The office where I work officially opens at nine o'clock, but I usually arrive fifteen minutes before that. Our lunch break is at 12:00. After I have my lunch, I go for a walk. I start work again at 1:00 p.m. Our workday ends at five o'clock, but I usually stay until 5:30 to finish my work.

<
Notes

My Work Day

Arrive at: ¹ 8:45 a.m.

Office opens at: ²

Lunch break starts at: ³

Lunch break ends at: 1:00 p.m.

Office closes at: 5:00 p.m.

Leave work at: ⁴

▲ B What is your daily routine like? Do you go to classes each day? Do you work and go to school? Do you take a lunch break?

■ C Watch the grammar video and read the explanation. Answer the questions.

- 1 What words do we use to talk about the order of events?
- 2 What word do we use to talk about when an event stops?

BEFORE, AFTER, AND UNTIL

We use *before*, *after*, and *until* to give more information about the order of events and when they happen.

We use *before* and *after* to talk about the order of events.

*I go to the gym **before** I go to work.*

(First I go to the gym, then I go to work.)

*I go home **after** I go to work.*

(First I go to work, then I go home.)

We use *until* to talk about when an event stops.

*I work from 9:00 a.m. **until** 5:30 p.m.*

(I start working at 9:00 a.m. and stop at 5:30 p.m.)

D Choose the best sentence to explain the meaning.

- 1 I usually go for a walk at 7:00 a.m. I go to work at 8:30 a.m.
 - a I usually go for a walk after I go to work.
 - b I usually go for a walk before I go to work.
- 2 She listens to music every night. She stops when she goes to bed.
 - a She listens to music every night until she goes to bed.
 - b She listens to music every night after she goes to bed.
- 3 I always do my homework first. Then I go out with friends.
 - a I always do my homework before I go out with friends.
 - b I always do my homework after I go out with friends.
- 4 They work from 2:00 p.m. to 6:00 p.m. That's when the shop closes.
 - a They work before the shop closes.
 - b They work until the shop closes.
- 5 I usually have breakfast at 7:00 a.m. I have classes at 8:00 a.m.
 - a I usually have classes before breakfast.
 - b I usually have classes after breakfast.

E Complete the text using *before*, *after*, or *until*.

I work at a café in the city. The café opens at 8:00 a.m., but we arrive ¹ it opens, usually around 7:00 a.m. There's a lot of work to do! We clean and organize everything ² the doors open. It's very busy from 8:00 a.m. to 9:00 a.m., but ³ 9:30 a.m., the cafe is really calm. There aren't many customers ⁴ lunchtime, when it gets busy again. The cafe is open ⁵ 5:00 p.m. ⁶ work, I usually go to the gym.



F Make sentences about your routine using ideas from the box. Use *before*, *after*, or *until*. Compare your answers in a group.

- | | |
|-----------------|---------------------|
| do homework | go out with friends |
| go to bed | go to English class |
| have breakfast | have lunch |
| listen to music | study |
| take a break | watch TV |

I usually study English before I have dinner.
.....
.....
.....
.....
.....

*I usually study English before I have dinner.
What about you?*

*I study after I have breakfast. I like
to study in the morning.*

Adaptive Practice



Talking about
HOBBIES

A Look at a list of popular hobbies in the US. Match the activities to the photos. Do you have any of these hobbies?

cooking	doing outdoor exercise	keeping pets
playing board games	playing video games	reading



1



2



3



4



5



6

LOST FOR WORDS?

comment (n) something you say or write when you give an opinion

cool (adj) an informal way to say you like something

let someone know to tell someone something

B Watch and listen to a vlogger talking about his hobbies. Which activities from Exercise A does he talk about?

October 30 at 10:48 AM

Hey everyone! Today I want to talk about my top three hobbies. Do you have any hobbies? I want to see your comments too, so remember to like and leave a comment below!

In third place, reading! Yeah! It's great when I have a good book to read. I don't have any good books now. Please send some ideas in the comments!

In second place, video games. I love playing video games. When I'm tired after school and I need to relax, a good video game is great. I usually play games at night. That's my favorite time. Guess what's number one!

My favorite hobby is cooking! It's cool! I cook every day! It's very relaxing!

So yeah, that's me: cooking, playing video games, and reading. What about you? What are your hobbies and interests? Let me know in the comments. Later!

- @player-two
Thanks for your video! For me, I don't like playing video games. I like board games a lot. Are you interested in board games?
- @chris_cooks
I think cooking is great! I enjoy cooking Italian food.



C Complete the chart with the questions and phrases from the box.

Do you have any hobbies?

What are your interests?

When I cook, I listen to music.

My hobby is playing the guitar.

I started playing the guitar five years ago.

I don't have any good books now.

I think cooking is great!

I love playing sports.

What do you usually do on the weekend?

ASKING ABOUT HOBBIES AND INTERESTS	EXPRESSING LIKES AND INTERESTS	GIVING MORE DETAILS
Do you enjoy cooking?	I really like audiobooks.	I usually play soccer on Saturdays.

D Complete the conversations using the questions and phrases from the chart in Exercise C.

A: Do you enjoy cooking?

B: ¹ ²

A: What are your interests?

B: I really like audiobooks. ³

A: ⁴

B: ⁵ I usually play soccer on Saturdays.

A: Do you have any hobbies?

B: ⁶ ⁷

E Work in groups. Talk about your hobbies and interests.

How do you spend your free time?

I like board games. I play with my friends every Saturday.



A Read about Tom Brady. Discuss the questions with a partner.



Tom Brady is a famous American football player in the NFL. He has seven Super Bowl titles, and many people say he is one of the best players in history. Now he is a businessperson.

- What do you know about Tom Brady?
- Do you know any other sportspeople who are also businesspeople?
- How are sports similar to business? Think about teams and leaders.

B Read an article about leadership and teamwork. Which section 1–6 mentions these topics?

- a** what the best team leaders do
- b** how to become a better leader
- c** the wrong way of thinking about success
- d** Tom's feelings about the future
- e** why small children need to learn team skills
- f** the connection between leadership and trust

TOM BRADY ON THE ART OF LEADING TEAMMATES

by Tom Brady and Nitin Nohria
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¹ When our society talks about success, we focus on individual success. We obsess about who is the “greatest of all time,” who is most responsible for a win. In fact, nothing of significance in life is achieved alone. To win, team leaders must find ways to draw the best performance from the players.

² Leadership requires trust, and trust usually comes from caring about one another and the belief that winning is about the team. You must feel passionate about both.

³ So what exactly do great team leaders do?

- ▶ Put the team first.
- ▶ Show appreciation for colleagues.
- ▶ Create a culture of 100% effort.
- ▶ Recognize teammates' individual psychology and the best ways to motivate them.
- ▶ Create opportunities to connect as people outside the office.

⁴ The behaviors that make a good teammate are wired into us when we're very young. As a society, we should begin teaching behaviors around teamwork when kids are in kindergarten.

⁵ Even the youngest people in an organization are capable of leadership. If they work intentionally toward that goal, they'll get better at it over time.

⁶ Despite the challenges, I remain optimistic about the potential for more people to become better teammates and team leaders.

LOST FOR WORDS?



(be) capable of (something) (phr) have the ability to do something

intentionally (adv) with a plan or goal

kindergarten (n) school for very young children

motivate (v) to make people want to work hard

obsess (v) to think or talk about something all the time

optimistic (adj) happy, positive about the future

require (v) to need something

set the standard (phr) be a good example for other people

show appreciation (phr) say *thank you*, etc. after somebody helps you or works hard

wired into us (phr) part of who we are

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Teamwork

● C Read the article again. Choose the correct option.

- 1 Tom believes that the best leaders **work alone** / **help their teams** be the best.
- 2 He thinks the best time to learn teamwork is when you're **very young** / **an adult**.
- 3 He says that people need to **be friendly** / **work hard** to be better leaders.
- 4 Tom believes that it's **easy** / **difficult but possible** for people to be better teammates and leaders.

● D Read a conversation between a team leader and her teammates. Match the people with the ways she motivates them.

Deepak Katarina Marciane

- 1 talk about what worries them
- 2 tell other people about their work
- 3 show appreciation

Leader: Thanks for all your work on the project, Katarina. I really appreciate it.

Katarina: Really? OK, thanks. That's good to hear.

Leader: So please keep up the good work.

Katarina: Of course! Thanks.

Leader: Deepak, I know you're worried about the quality of your work. But you're doing really well.

Deepak: Thanks, but ... maybe I'm not good enough.

Leader: Don't worry! Please just keep giving 100%.

OK? Marciane, you're our team player of the month. Congratulations! Excellent work.

Marciane: Oh wow! That's fantastic.

Leader: Look—you're on our website and social media sites. Well done! Keep up the good work.

Marciane: OK, I'll do my best!



● E Put these ideas for motivating yourself and others into the correct categories. Can you think of another idea?

Putting the Team First:

Showing Appreciation:

Creating a Culture of 100% Effort:

Creating Opportunities to Connect:

- a Always try your best in assignments and projects.
- b Give a small present, like a coffee or snack, to show gratitude.
- c Offer help to classmates who need help with their coursework.
- d Organize regular study sessions to discuss your learning.
- e Plan fun activities like movie nights with classmates.
- f Say 'thank you' to a classmate for their good work in class.
- g Send a message to thank a classmate for their help.
- h Study together and help each other understand difficult topics.
- i Work on group tasks and share responsibilities.

● F Work in small groups. Look at the ideas in Exercise E and follow the instructions.

1 Decide which of the ideas you could use with your classmates.

2 Decide which would improve teamwork in your class and how.

3 Report back to the class.

USEFUL LANGUAGE

Talking about motivation

What do you find motivating?

I (don't) find ... very motivating.

That motivates me a lot.

That doesn't motivate me because ...

I think ... helps people feel motivated.

▲ G Discuss the questions in groups.

- What motivates you to work and study hard?
- Do you enjoy working in teams?
- How can you motivate others to work and study hard on a team or in a study group?
- How can teamwork make us feel good?

A Write the times in a different way.

- | | | | |
|---|-------|------------------|----------------------------|
| 1 | 10:15 | ten fifteen | <u>a quarter after ten</u> |
| 2 | 12:10 | twelve ten | |
| 3 | 2:20 | two twenty | |
| 4 | 8:40 | eight forty | |
| 5 | 3:55 | three fifty-five | |
| 6 | 5:45 | five forty-five | |
| 7 | 9:20 | nine twenty | |
| 8 | 6:00 | six | |

B Rewrite the sentences with the words in CAPITALS.

- David works in the afternoon. **HARDLY EVER**
David hardly ever works in the afternoon.
- I am lazy on Sundays. **OFTEN**
.....
- The shop is open before 8 a.m. **NEVER**
.....
- They do yoga. **TWICE A WEEK**
.....
- Silvia watches TV. **SOMETIMES**
.....
- We are online. **ALWAYS**
.....
- She drinks a lot of water. **USUALLY**
.....
- We go to the movies. **EVERY MONTH**
.....

C Choose the correct word to complete the sentences.

- I get home every day **in** / **at** six o'clock.
- She is usually at the office at 8:45. She arrives **before** / **after** nine o'clock.
- We have class from ten **until** / **at** twelve o'clock.
- Our school year starts **in** / **on** September.
- My birthday is **on** / **in** May 30.
- We have our next class **after** / **until** the holiday.

≡ Wordlist ≡

a quarter after three	at night
a quarter to one	at six o'clock
eight thirty	in February
five to three	in the morning
half after five	in the summer
one o'clock	on March 5
ten after nine	on Monday
twenty to eleven	on the weekend

PLAY WITH *w*ORDS

Test your partner. Draw three clocks with the time. Can your partner say the times?

Work in groups. Write sentences about things you all do on the same day.

Level-up challenge. Make a list of important dates in your country. Why are they important?