3 WHAT ARE YOU DOING TODAY?

LEARNING GOALS

In this unit, you

- talk about household chores
- make and respond to invitations
- talk about free time
- read about a problem with technology
- write about ways to relax



GET STARTED

A Read the title and the learning goals.

B Look at the photo. What do you see?

C Now read Emma's message. What does she want to do this weekend?



EMMA DAVIS

@EmmaD

I'm so glad it's Friday. I need to do something fun this weekend! Any ideas?

LESSON 1 TALK ABOUT HOUSEHOLD CHORES

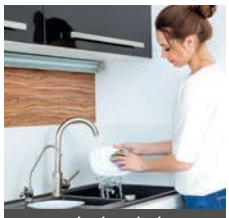


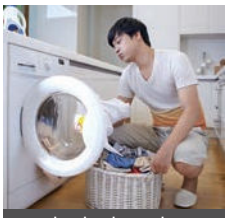
EMMA DAVIS
@EmmaD
Just finishing up some work before I go home. So busy.

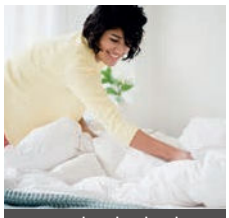
1 VOCABULARY Household chores

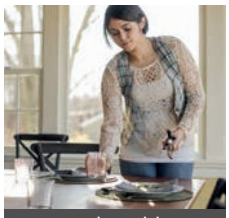
A ▶03-01 Listen. Then listen and repeat.


clean


wash the dishes


do the laundry

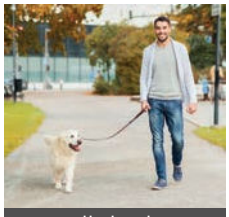

make the bed


set the table


take out the trash


water the plants


vacuum


walk the dog


feed the cat

B PAIRS Talk about the chores in 1A. Who does the chores in your home? Which do you do in the kitchen? the bedroom? the dining room? the laundry room? outside?

2 GRAMMAR The present continuous for events happening now: Review

COACH

Affirmative statements			
Subject	***Be***	**Verb + *-ing***	**Object**
I	**am**	**doing**	chores.
She	**is**		
We	**are**		

Negative statements			
Subject	***Be + not***	**Verb + *-ing***	**Object**
I	**am not**	**having**	dinner.
She	**is not**		
We	**are not**		

Questions			
***Wh-* word**	***Be***	**Subject**	**Verb + *-ing***
What	**are**	you	**doing?**
Where	**is**	he	**going?**
	Is	she	**working?**
	Are	you	

Answers	
I'm doing the laundry.	
He's taking out the trash.	
Yes, she **is**.	No, she **isn't**.
Yes, we **are**.	No, we **aren't**.

Notes
- We almost always contract the subject pronoun + *be* in speaking and informal writing.
- Do not use contractions in short, affirmative answers. Yes, she is. NOT ~~Yes, she's~~.

Spelling rules for *-ing* verbs:
- For most verbs, add *-ing* to the base form of the verb. study → studying
- For verbs ending in a consonant + *-e*, drop the *e* and add *-ing* come → coming
- For most verbs ending in consonant / vowel / consonant, double the final consonant and add *-ing*. set → setting, begin → beginning

>> FOR PRACTICE, GO TO PAGE 131

3 PRONUNCIATION

COACH

A ▶03-03 Listen. Notice the stressed words. Then listen and repeat.

The kids are doing chores. They aren't doing their homework.

What are they doing? They're cleaning the house.

Are they washing the dishes? Yes, they are.

Stressed words

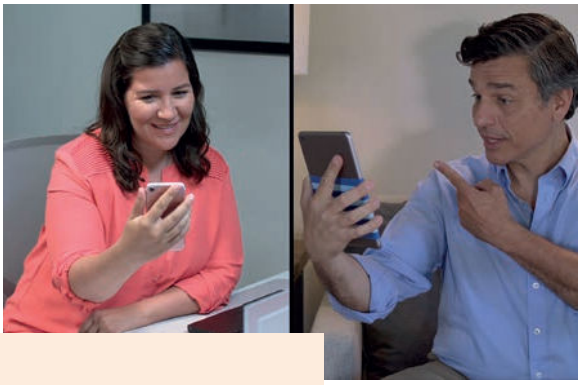
We stress important words, like nouns and main verbs. We stress *be* verbs (like *are*) only in negatives and at the end of a sentence. Stressed words are strong and clear.

B ▶03-04 Listen. Underline the stressed words. Then listen and repeat.

1. A: My dad is cooking dinner.
   B: Oh, what is he making?
2. A: Is your sister walking the dog?
   B: No, she isn't. She's watching a movie.
3. A: Are you studying for the test?
   B: No, I'm talking on the phone!

C PAIRS Practice the short conversations in 3B. Then make a similar new conversation.

4 CONVERSATION



A ▶03-05 Listen or watch. Circle the correct answer.

1. *Emma / Bob* is working late.
2. *Emma is / Bob and the kids are* eating dinner now.
3. Bob is *taking out the trash / doing the laundry*.
4. Olivia and Luke are doing *homework / chores*.

B ▶03-06 Listen or watch. Complete the conversation.

Bob: Hey, Emma.

Emma: Hi, Bob. Just checking in. What _____ you _____ ?

Bob: I'm doing the laundry.

Emma: Oh, OK. _____Luke and Olivia _____ their homework?

Bob: No, they _____ . Luke is washing the dishes, and Olivia is cleaning her room.

Emma: Really? That's amazing!

C ▶03-07 Listen and repeat. Then practice with a partner. Use your own names.

D PAIRS Make new conversations. Use these words or your own ideas.

setting the table taking out the trash walking the dog

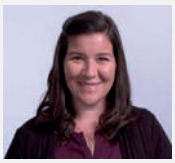
5 TRY IT YOURSELF

GAME Play charades. Act out the activities in the picture in 1A.
Your group guesses what you are doing.

A: Are you washing the dishes?
B: No, I'm not.
C: Are you setting the table?
B: Yes, I am!

☐ I CAN TALK ABOUT HOUSEHOLD CHORES.

LESSON 2 MAKE AND RESPOND TO INVITATIONS



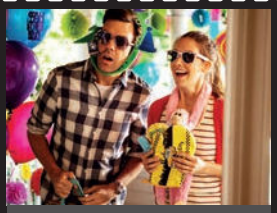
EMMA DAVIS
@EmmaD
Finally, work is done. Time to go home!

1 VOCABULARY Types of movies

A ▶03-08 Listen. Then listen and repeat.


an action movie


a drama


a comedy


a fantasy


a science fiction movie


a thriller


a documentary


an animated movie

B PAIRS Which types of movies are usually funny? Which types are usually serious?

C PAIRS Choose one type of movie that you like. Tell your partner two examples of that type.

I really like science fiction movies. *Alien* and *The Martian* are both great.

2 SPEAKING

A ▶03-09 Notice how we accept or decline invitations politely. Then listen and repeat.

Are you free tonight? Do you want to go to the movies?

Would you like to come over for dinner tomorrow?

How about lunch?

Sure. I'd love to.

That sounds great!

Oh, sorry, I can't. I have to work.

I'd love to, but I can't. I have to study.

B ▶03-10 Listen. Does each person accept or decline the invitation? Then listen again and check.

	1	2	3	4	5
Accept	☑	☐	☐	☐	☐
Decline	☐	☐	☐	☐	☐

C ▶03-11 Listen. Match the invitations and the responses.

A: How about a movie tonight?
A: Do you want to play with us?
A: Are you free for lunch today, Rachel?
A: I'm having a birthday party on Saturday. Would you like to come?
A: Would you like to have dinner with me tonight?

B: Sure. That sounds great.
B: Sorry, I'm not. I have to work.
B: Sorry, I can't. I have to do homework.
B: That sounds great!
B: Sure! I'd love to.

3 PRONUNCIATION

COACH

A ▶03-12 Notice the blended pronunciations. Then listen and repeat.

/wɑnə/	/hæftə/
Do you want to watch the game?	Sorry. I have to go home.
Do you want to go to the movies?	Sorry. I have to work late.

Blending: *want to* and *have to*

Sometimes we blend *to* with the word before it. We blend *want to* together as "wanna" /wɑnə/. We blend *have to* together as "hafta" /hæftə/.

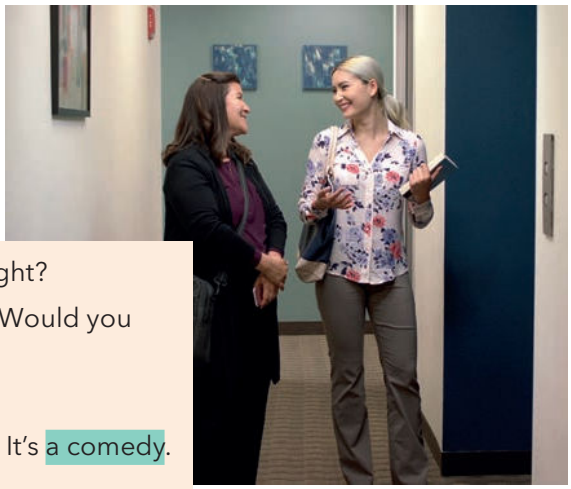
B ▶03-13 Listen. Circle the words you hear. Then listen again.

1. want / want to
2. have a / have to
3. want / want to
4. have a / have to
5. want / want to
6. have a / have to

4 CONVERSATION

A ▶03-14 Listen or watch. Circle the correct answers.

1. Emma and Lucy are ***coming to work / going home***.
2. Emma and Lucy ***like / don't like*** the book *A New Life*.
3. The movie *A New Life* ***is / isn't*** playing at a theater now.
4. Emma is going ***home / to a movie*** tonight.



B ▶03-15 Listen or watch. Complete the conversation.

Lucy: _____ to go to a movie tonight?

Emma: I'd love to, but I can't. I _____ get home. Would you like to go on Sunday?

Lucy: That sounds great.

Emma: What should we see? How about *My Friend Jane*? It's a comedy.

Lucy: Sure!

C ▶03-16 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Use different movie names.

Sure!
Would you like to see
an action movie

5 TRY IT YOURSELF

A MAKE IT PERSONAL Student A: Invite your partner to go to a movie with you. Student B: Accept or decline the invitation.

A: Vera, do you want to go to *Journey to Mars* with me tonight? It's a science fiction movie.
B: Um ... sorry, I can't. I have to go to English class.

B WALK AROUND Invite three other people to go to a movie with you. Talk about different kinds of movies. Then accept or decline their invitations.

☐ I CAN MAKE AND RESPOND TO INVITATIONS.

LESSON 3 TALK ABOUT FREE TIME



EMMA DAVIS
@EmmaD
There's nothing better than a good movie with a good friend.

1 VOCABULARY Free-time activities

A 03-17 Listen. Then listen and repeat.


listen to music


go to a concert


go online


do yoga


go hiking


play games


hang out with friends


spend time with family


watch TV


work out

B Look at the words. Circle the words that do not belong. Then say why you chose those words.

1. listen to music — go to a concert — work out
2. hang out with friends — go online — spend time with family
3. go hiking — work out — watch TV
4. play games — spend time with family — do yoga

C PAIRS Which activities from 1A do you do? Say the activity and when you do it or why you like it.

I listen to music when I work out.

2 GRAMMAR Verbs + infinitives and gerunds

COACH

Some verbs take infinitives or gerunds. Some verbs take only infinitives or only gerunds.

Verb + gerund / infinitive, infinitive, or gerund

Subject	Verb	Infinitive or gerund	
I	love	to listen listening	to music.
		Infinitive only	
He	wants	to go	to a concert.
		Gerund ony	
We	dislike	watching	TV.

Common verbs for …

Infinitive or gerund	
love like don't like hate	
Infinitive only	**Gerund only**
want plan hope	enjoy dislike avoid

>> FOR PRACTICE, GO TO PAGE 132

3 CONVERSATION



A 03-19 Listen or watch. Complete the chart. Check the activities that each person likes or loves doing.

	Emma	Lucy
going to the movies		
going hiking		
working out		
going online		
spending time with family		

B 03-20 Listen or watch. Complete the conversation.

Emma: Do you _____ to work out?
Lucy: Yes. What about you?
Emma: Me? No, I hate it!
Lucy: Well, what do you _____ in your free time?
Emma: Lots of things! I _____ playing games, going online …

CONVERSATION SKILL Show you're unsure

To show that you are unsure about what someone says, say:

• Really? • I guess so. • I don't know about that.

Listen to or watch the video again. Raise your hand when you hear someone sound unsure.

C 03-21 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

to do yoga listening to music watching TV

4 TRY IT YOURSELF

A MAKE IT PERSONAL Have similar conversations. Talk about what you like and don't like doing in your free time.

B WALK AROUND Ask three classmates what they like and don't like to do in their free time. Ask what they want to do. Take notes in the table. Then tell the class about one of the people.

Anna loves to play games and go to concerts. She doesn't like doing the laundry. She wants to work out.

Name of classmate	Loves	Wants	Dislikes

☐ I CAN TALK ABOUT FREE TIME.

LESSON 4 READ ABOUT A PROBLEM WITH TECHNOLOGY



EMMA DAVIS

@EmmaD

Check out this article. I think I need to spend less time on my phone …

1 BEFORE YOU READ

A PAIRS How many minutes do you spend on your phone every day? How about in front of your TV or computer?

B VOCABULARY 03-22 Listen. Then listen and repeat.

device: a technology item such as a phone or tablet
screen: the flat glasas front of a TV or computer
task: something you have to do
positive: good
active: doing a lot of things, having a lot of energy
explore: think about or do things that are new to you
creative: good at thinking of new ideas
power: strength
a little while: a short period of time

2 READ

A PREVIEW Read the title and first two sentences of the article. Then look at the photo and the chart. Is the article about a problem or a solution? How do you know?

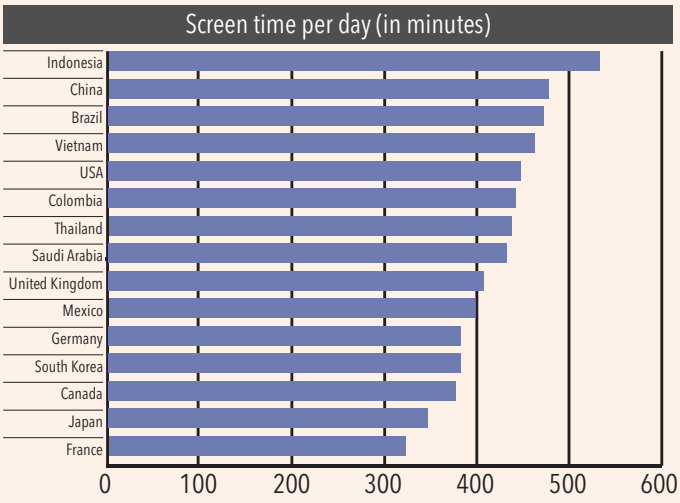
B 03-23 Listen. Read an article about technology. What do you think "tied to our devices" means?

TIED TO OUR DEVICES

You hear it all the time, "My kids are always looking at their phones!" Or, "People are always texting. They don't have real conversations!" Look around you—at the office, at home, on the street. Almost everyone is using at least one device. Very few people are just sitting, doing nothing at all. We are always using a device or looking at a screen. A recent study of 30 countries showed that people spend a lot of their free time in front of a screen—an average of more than seven hours a day. What's wrong with that? Maybe a lot.

When people are using their devices, they often don't pay close attention to what is happening around them. They don't really listen, so they don't remember details. They often don't sleep well, and so they have less energy. Some people believe that their devices help them do more than one task at the same time. But studies show that when people do many tasks at the same time, they usually don't do any of them very well.

Turning off your devices—even for a short time—can be very positive. Maybe you are thinking—no phone, no computer? So boring! That's true; you may get bored. But that's not always bad. When you're not doing anything, your brain is still active. It's free to explore and be creative. Why do think your best ideas come when you're taking a shower? You can't take your devices with you! The author J.K. Rowling understands the power of doing nothing. Many years ago, she was on a long train ride with no book and no devices. She wasn't doing anything, but her mind was working hard. During that journey, she got the idea for *Harry Potter*. So, turn off your devices for a little while and do nothing. It could be the beginning of a great idea.



Source: Millward Brown, 2014



3 CHECK YOUR UNDERSTANDING

READING SKILL Find the main idea

The main idea is what the writer wants you to know about the topic. To find the main idea, first find the topic. Then ask yourself: What does the writer want to tell me about this topic?

A READING SKILL **Read the Reading Skill. Answer the questions.**

1. The topic of the article is using electronic _____ .
2. What is the main thing the writer wants to tell you about the topic?
   a. Our devices are not good for our health.
   b. The time that people spend on their devices is increasing.
   c. It is a good idea to spend some free time without devices.

B DETAILS **Check all the correct answers.**

1. According to the article, what can happen when people are "tied to their devices"?
   a. ___ They don't have enough time.
   b. ___ They don't listen carefully.
   c. ___ They don't remember things.
   d. ___ They don't make a lot of friends.
   e. ___ They often don't sleep well.
   f. ___ They don't do well in school.
2. In which countries do people spend more than 450 minutes a day in front of a screen?
   a. ___ United Kingdom
   b. ___ Brazil
   c. ___ China
   d. ___ Mexico
   e. ___ Vietnam
   f. ___ South Korea
3. According to the article, what are some positive things about doing nothing?
   a. ___ You can be creative.
   b. ___ You can think about other people.
   c. ___ You can get some great ideas.
   d. ___ You can remember better.
   e. ___ You can rest your brain.
   f. ___ You can meet new people.

C FOCUS ON LANGUAGE **Read. What do the underlined words mean?**

1. Almost everyone is using <u>at least one</u> device.
   a. Almost everyone is using one device.
   b. Almost everyone is using one or more devices.
2. When people use their devices, they often <u>don't pay close attention</u> to what is happening around them.
   a. People don't watch or listen carefully to what is happening around them.
   b. People are far away from things that are happening around them.

D PAIRS **What was the article about? Retell the most important ideas. Use your own words.**

When we use our devices ...

Find out how much time people spend in front of different screens: TVs, computers, phones, tablets.

4 MAKE IT PERSONAL

A **What problems do you have with screens? Complete the chart and add your own ideas.**

Problems	Yes / No
I don't remember well.	
I don't have much energy.	

Problems	Yes / No

B PAIRS **How much do you use your devices? Do you have any problems?**

☐ I CAN READ ABOUT A PROBLEM WITH TECHNOLOGY.

LESSON 5 WRITE ABOUT WAYS TO RELAX



EMMA DAVIS
@EmmaD
Just posted on Good Questions. Check it out! What do you think?

1 BEFORE YOU WRITE

A Read the discussion board post. What does the writer do to relax?

Good Questions Home | Discussion Board | Logout

Home
Relaxing
Busy life
Family
Friends
Indoors
Outdoors

What do you do to relax?

Emma D July 2

I work 60 hours a week. So, the weekend is my time to relax. I like to listen to music and watch TV. I usually spend time with my family at home, but I also love going to the movies and hanging out with my frien is really busy, so sometimes I just stay home and do chores. I know it's funny, but I like doing laundry. For me, doing laundry is relaxing. As for other chores, like washing dishes and taking out the trash? No thanks!

Leave a Reply
Enter your comment here...

Do you like this answer? (22) (3)

B Read the post again. Take notes in the chart. What does Emma like to do? What doesn't she like to do?

Likes	Doesn't like

C PAIRS Look at the chart in 1B. Discuss. Which things do you like to do? Which things don't you like to do? Do you and your partner like to do the same things?

A: I like to listen to music.
B: Me, too.

2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the post again. Circle each example of *and* and *but*. Tell your partner why the writer used *and* and *but*.

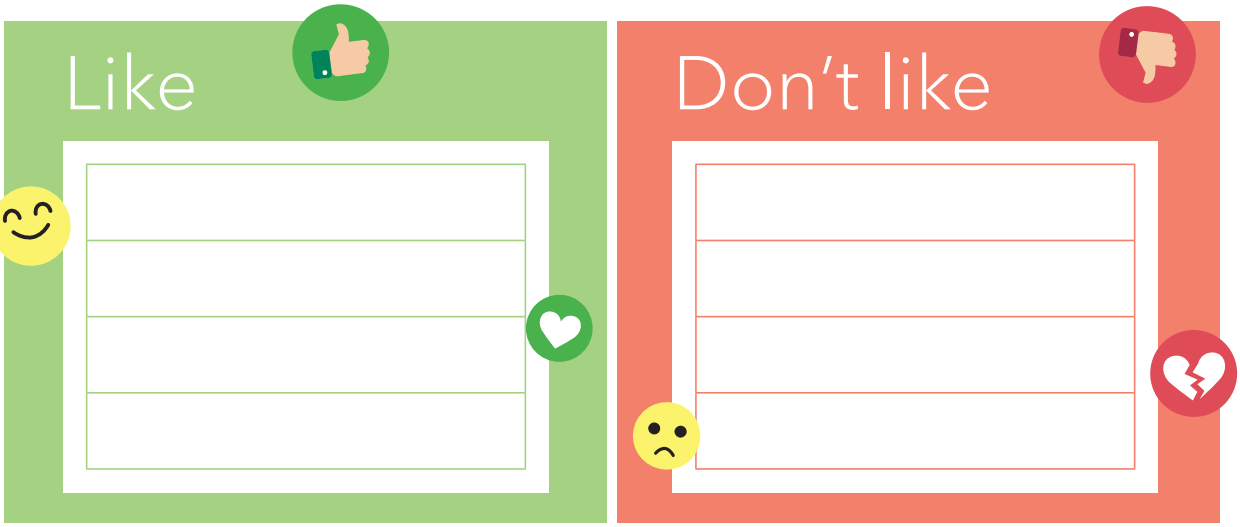
WRITING SKILL Connect ideas with *and* and *but*

Use *and* to connect ideas that are similar. Use *but* to introduce different ideas or surprising information.

- She is funny **and** outgoing.
- I am short, **but** my sister is tall.
- Dan is having fun tonight, **but** I have to work.

3 PLAN YOUR WRITING

A What do you do to relax? List things you like to do and some things you don't like to do. Use your own information to make a chart like the one in 1B.



B PAIRS Tell your partner about what you like to do and don't like to do.

I like to watch action movies, but I don't like ...

4 WRITE

Write a short discussion board post about what you do to relax. Include what you like to do and don't like to do. Remember to use *and* and *but*. Use the post in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's post.

1. Did your partner use *and* to connect similar ideas and *but* to introduce different ideas or surprising information?
2. Did your partner include things that he or she likes to do and things that he or she doesn't like to do?

B PAIRS Can your partner improve his or her post? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

☐ I CAN WRITE ABOUT WAYS TO RELAX.

PUT IT TOGETHER

1 MEDIA PROJECT



A 03-24 **Listen or watch. Answer the questions.**

1. What doesn't Li like to do in the kitchen? _____
2. What does Li like to do in his living room? _____
3. Where does Li like to read? _____

B **Make your own video.**

Step 1 Think of some things you like to do and some things you don't like to do.

Step 2 Make a 30-second video. Say the activities you like and don't like. Show the place(s) you do the activities.

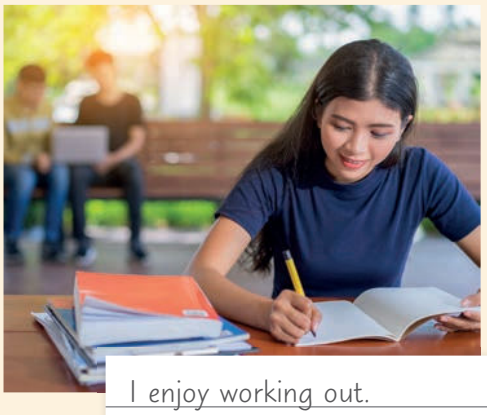
Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

WRITE ABOUT YOUR LIFE

Choose vocabulary you want to learn. Then use that vocabulary to write sentences about your life.

Look at the chores, movies, and free-time activities from this unit. Choose the vocabulary words you want to practice. Write sentences about your life.



I enjoy working out.
I love watching action movies.

3 REFLECT AND PLAN

A **Look back through the unit. Check the things you learned. Highlight the things you need to learn.**

Speaking objectives
- ☐ Talk about household chores
- ☐ Make and respond to invitations
- ☐ Talk about free time

Vocabulary
- ☐ Household chores
- ☐ Types of movies
- ☐ Free-time activities

Pronunciation
- ☐ Stressed words
- ☐ Blending *want to* and *have to*

Grammar
- ☐ The present continuous for events happening now: Review
- ☐ Verbs + infinitives and gerunds

Reading
- ☐ Find the main idea

Writing
- ☐ Connect ideas with *and* and *but*

B **What will you do to learn the things you highlighted? Write notes.**

