UNIT 7

Free Time and Chores

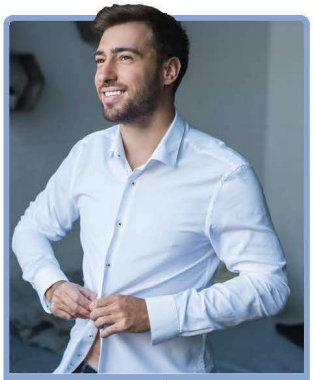
Warm-Up

A VOCABULARY | Activities at home | Read and listen. Then listen again and repeat.


1 get up

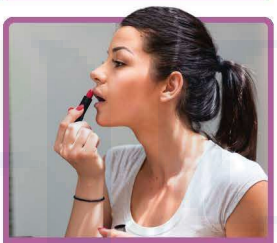

2 take a shower / a bath


3 brush my teeth


4 get dressed


5 comb / brush my hair


6 shave


7 put on makeup


8 eat breakfast

Remember:
go to school
go to work

B PAIR WORK | Tell your partner about your activities at home. Say when you do each activity.

"I get up at 6:30 A.M."

"I don't take a bath in the morning. I take a bath at night."

"I brush my teeth in the morning and at night."

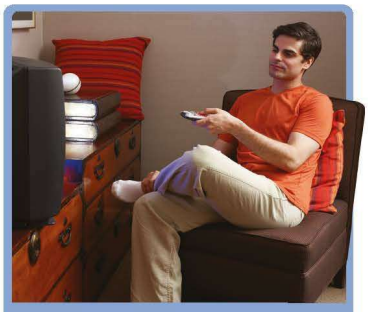
C VOCABULARY | More activities at home | Read and listen. Then listen again and repeat.


1 come home


2 study


3 make dinner

Meals
breakfast
lunch
dinner


4 watch TV


5 get undressed


6 go to bed

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D LISTEN TO IDENTIFY ACTIVITIES | Listen to the conversations. Write the number of each conversation on the correct picture.



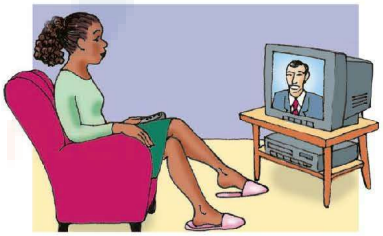
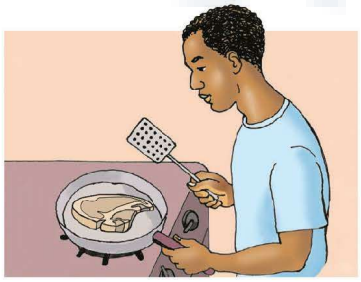



E PAIR WORK | Ask your partner questions with <u>When do you . . .</u> ? and the activities in the pictures. Take turns.

When do you study?

At 6:00 in the evening.




SPEAKING PAIR WORK | Ask and answer these questions about daily activities: What do you do first in the morning? What do you do next? What do you do in the afternoon and evening? Use the Vocabulary from Exercises A and C for ideas.

What do you do first in the morning?

I brush my teeth. What about you?

I eat breakfast. What do you do next? . . .



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1 COMMUNICATION GOAL — Discuss who does household chores

A VOCABULARY | Household chores | Read and listen. Then listen again and repeat.



1 go shopping



2 clean the house



3 do the laundry



4 wash the dishes



5 take out the garbage

VOCABULARY EXPANDER p. 131
More household chores

B LISTENING COMPREHENSION | Listen to the conversations. Check the chores each person does.







1	The woman . . .					
	Her husband . . .					
	Her son . . .					
	Her daughter . . .					
2	The woman . . .					
	Her husband . . .					
3	The man . . .					
	His wife . . .					
	His son . . .					

C GRAMMAR | The simple present tense: Spelling of third-person singular forms / Questions with Who

COACH

COACH

For the third-person singular (he, she, and it), add -s to the base form of most verbs.

base form		third-person singular form
clean	→	cleans
take	→	takes

Add -es to verbs that end in -s, -sh, -ch, or -x.

wash	→	washes
brush	→	brushes

When Who is the subject of a question, use a third-person singular form of the verb.

Who **does** the laundry in your family? (I do. / My dad does.)
Who **goes** shopping? (We all do. / My parents do.)

But notice:

do	→	does	have	→	has
go	→	goes	study	→	studies

Be careful!
Don't use do or does when who is the subject.
Who washes the dishes? NOT Who ~~does wash~~ the dishes?

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D **GRAMMAR PRACTICE** | **Complete the statements about Diane and Peter. Use the simple present tense.**

On Mondays, after breakfast, Diane ..... (1 go) to work. Her husband, Peter, ... (2 take) out the garbage before he ..... (3 go) to school. After work, Diane ..... (4 go) shopping at the supermarket down the street from her office. She ..... (5 take) the bus home. And then she ..... (6 make) dinner.

Peter ..... (7 come) home from school after 7:00, and he ..... (8 eat) dinner with Diane. After dinner, Peter ..... (9 wash) the dishes. From 9:00 to 10:00, Peter ..... (10 study), and Diane ..... (11 watch) TV. Diane ..... (12 take) a bath, and then she ..... (13 go) to bed. Peter ..... (14 like) his shower in the morning, so at night he just ..... (15 brush) his teeth, ... (16 get) undressed, and ..... (17 go) to bed, too.

On the weekend, Peter and Diane ..... (18 take) turns with the chores. If Diane ..... (19 clean) the house, Peter ..... (20 do) the laundry.

Listen and repeat.



before 8:00 **after** 8:00

E **PAIR WORK** **Write five questions about Diane and Peter. Take turns asking and answering your questions.**

When does Diane go shopping?

She goes shopping after work.

COMMUNICATION ACTIVATOR

Now let's discuss who does household chores.

A **CONVERSATION MODEL** | **Read and listen.**

A: So, who makes dinner in your house?
B: Actually, I do.
A: And who does the dishes?
B: That depends. My brother and I take turns. He does the dishes on weekdays, and I do the dishes on the weekend.
A: And who cleans the house?
B: Oh, that's my brother's job. But I take out the garbage.

Social language
Introduce a conversation topic with "So, . . ."



B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the conversation with a partner.**

C **CONVERSATION PAIR WORK** | **Personalize the conversation. Use the pictures. Then change roles.**

A: So, who ..... in your house?
B: ..... .
A: And who ..... ?
B: ....



KEEP TALKING! ●●●
Talk about other chores.

D **CHANGE PARTNERS** | **Ask another classmate about chores.**

E **GROUP WORK** | **Tell your classmates about your partner's household chores.**

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2 COMMUNICATION GOAL Talk about free time

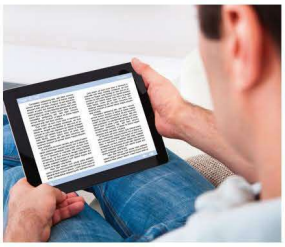
A VOCABULARY | Free-time activities | Read and listen. Then listen again and repeat.



1 exercise



2 listen to music



3 read



4 visit friends



8 take a walk



5 go out for dinner



6 go to the movies



7 take a nap

B COACH GRAMMAR | The simple present tense: Questions with How often / Other time expressions

How often do you exercise?
I exercise **every day**.

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

How often does your brother go to the movies?
He goes **on Saturdays**.

M	T	W	T	F	S	S
					✓	
					✓	
					✓	

Other time expressions

	M	T	W	T	F	S	S
once a week			✓				
twice a week		✓		✓			
three times a week		✓		✓	✓		

How often do you take a nap?

Once a week.



Also

once [a year]
twice [a day]
three times [a month]
every weekend
every [Friday]

C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D VOCABULARY / GRAMMAR PAIR WORK | Write eight questions for a classmate about his or her free-time activities. Use How often, When, What time, or What day and the simple present tense. Answer your partner's questions.

1 *When do you go to the movies?*

1
2
3
4
5
6
7
8

When do you go to the movies?

On Saturdays.



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E PRONUNCIATION | Third-person singular verb endings | Read and listen. Then listen again and repeat.

1 /s/	2 /z/	3 /ɪz/
takes = take/s/	cleans = clean/z/	washes = wash/ɪz/
checks = check/s/	does = doe/z/	practices = practice/ɪz/
eats = eat/s/	reads = read/z/	exercises = exercise/ɪz/

F GROUP WORK | Tell the class about your partner from Exercise D. Practice pronunciation of third-person singular verb endings.

"Isabella visits friends twice a week."

COMMUNICATION ACTIVATOR

Now let's talk about free time.



A CONVERSATION MODEL | Read and listen.

A: So, Ken, what do you do in your free time?
B: My free time?
A: I mean, do you go to the movies? Exercise?
B: Actually, I listen to music. What about you?
A: Me? I go out for dinner with my family.
B: Really? How often do you do that?
A: Once or twice a week.

Social language
Clarify a question with "I mean, . . ."

B PRONUNCIATION PRACTICE |
Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use your own favorite free-time activities. Use time expressions.

A: So, ..., what do you do in your free time?
B: My free time?
A: I mean, do you ..... ? ..... ?
B: Actually, I ..... . What about you?
A: Me? I ..... .
B: Really? How often do you do that?
A: ..... .

KEEP TALKING!
Ask more questions.
Where do you ___ ?
When do you ___ ?

RECYCLE THIS LANGUAGE
on [Sundays]
in the morning
in the afternoon
in the evening
at night

D CHANGE PARTNERS | Personalize the conversation with another partner.

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3 COMMUNICATION GOAL Make plans to get together

A GRAMMAR | The simple present tense: Frequency adverbs



Use frequency adverbs to describe how often you do something.

100% I **always** visit friends on Saturday.
I **usually** go to the movies on the weekend.
I **sometimes** take a nap in the afternoon.
0% I **never** take a walk at night.

Place the frequency adverb before the verb in the simple present tense.

We **never go** out for dinner on Fridays.
Do you **usually take** a walk with your children?
What do you **always do** in the morning?

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C ACTIVATE GRAMMAR | Listen to the conversations. Circle the correct frequency adverb to complete each statement.

1 She (never / sometimes) takes a walk with her husband.
2 They (never / always) go out for dinner on Saturdays.
3 She (never / sometimes) takes out the garbage.
4 Her children (always / sometimes) do the laundry.

D GRAMMAR PRACTICE | On the notepad write four statements about your activities. Use the frequency adverbs. Include household chores, free-time activities, and / or other activities.

always *I always do the laundry on Monday.*

always

usually

sometimes

never

Other Ideas
- go to work
- go to school
- go home
- walk
- take [the bus / the subway / a taxi]

E GROUP WORK | Compare notepads. Then tell your classmates about your partner's activities.

"Gabe sometimes takes a taxi to work."



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COMMUNICATION ACTIVATOR

Now let's make plans to get together.



A CONVERSATION MODEL | Read and listen.

A: Hey, let's get together sometime.
B: Great idea!
A: Are you busy on Saturday morning?
B: I'm sorry. My wife and I always clean the house then. But I'm free in the afternoon.
A: Perfect.

Social language
Express enthusiasm with:
- Great idea!
- Good idea!
- Sure!
- OK!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use frequency adverbs. Tell your partner when you are free. Then change roles.

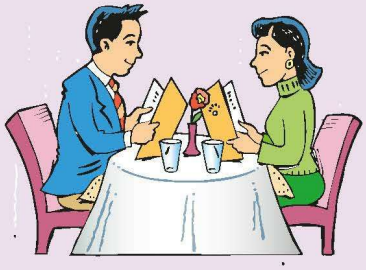
A: Hey, let's ..... together sometime.
B: ..... !
A: Are you busy ..... ?
B: I'm sorry. ..... then. But I'm free ..... .
A: Perfect.

KEEP TALKING!
Suggest a time and a place to meet.
Watch the video for ideas!

RECYCLE THIS LANGUAGE
- every [weekend / Friday]
- on [Thursday night]
- in the [morning / afternoon / evening]
- at night
- before / after [work]
- go [to work / to school / home]











D CHANGE PARTNERS | Change the conversation again.

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4 COMMUNICATION GOAL Describe activities of a typical day

A READING | Read the online product listings. Do you want a robot for your household chores? Why?

The Olcotts tell us when they clean their house and do other household chores.



"Household chores? Are you kidding? We never have time for chores on weekdays. From Monday to Friday, we get up early, go to work, go shopping, and sometimes exercise," says Carl. Jane agrees. "And on the weekend, Carl and I don't want to do household chores. We go to the movies or out to dinner with friends." Carl adds, "And we often just stay home and listen to music or watch TV. Who wants to do chores?"



Is there a solution?

Meet Chorie, the robot that cleans your house when you're at work—or even after you go to bed! So when you come home from work—or when you get up in the morning—your house is clean! Chorie vacuums your floors, cleans your house, and even does the laundry. So all week long, *you* don't vacuum, clean, or do the laundry. Chorie does. Chorie does every chore every day, or only once or twice a week. It's your choice.

Add to cart

Customer reviews

★★★★★

168 customer ratings



And for people who are super busy, there's Chefbot, the robot that makes your meals for you – once a week or every day. So, if you want breakfast right after you get up, don't *make* breakfast. Tell Chefbot to do that, and take a nice, long shower. After your shower, your breakfast is ready to eat. And when you come home in the evening, dinner is ready.

Add to cart

Customer reviews

☆☆☆☆☆

Be the first to review

Chorie and Chefbot: your household partners every day of the week!

B READING COMPREHENSION | Circle the correct word or phrase to complete each statement.

1 From Monday to Friday, Carl and Jane Olcott (don't have time for / do) household chores.
2 On weekdays, they (work and exercise / visit friends).
3 On Saturday and Sunday, they (do / don't want to do) the chores.
4 On the weekend, they (sometimes / never) go out for dinner.
5 Chorie (goes shopping / does the laundry) for you.
6 Chefbot makes dinner (before / after) you come home.

C LISTENING COMPREHENSION | Listen to the interview. Then circle the correct answer to each question.

1 Who's a morning person?
   a Sam
   b Ann

2 What's Ann's occupation?
   a She's a teacher.
   b She's a pharmacy manager.

3 Where does she work?
   a at a school
   b at a pharmacy

4 Which days of the week does she work?
   a Saturday and Sunday
   b Monday to Friday

5 When does she work?
   a at night
   b in the afternoon

6 When does Ann's family do the household chores?
   a on the weekend
   b Monday to Friday

7 On the weekend, who takes a nap in the afternoon?
   a the kids
   b Ann

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COMMUNICATION ACTIVATOR

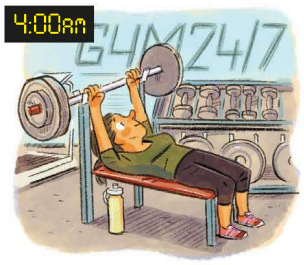
Now let's describe activities of a typical day.

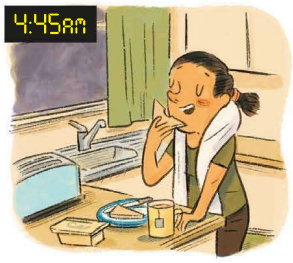
ROLE PLAY | Look at the pictures of the typical day of a morning person and an evening person. Give each person a name and an occupation. Then, with a partner, role-play a conversation between these two people about their typical days. (Option: Ask about other activities, using time expressions and frequency adverbs.)

A "morning person"

Name .....

Occupation .....













An "evening person"

Name .....

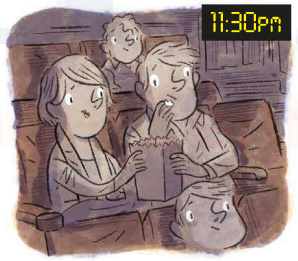
Occupation .....















RECYCLE THIS LANGUAGE

Activities
brush [your] teeth
put on makeup
shave
watch TV
study
eat lunch
read
take a nap
visit friends

Questions
How often ___ ?
When ___ ?
What time ___ ?

Time expressions
[once / twice] a [day / week]
[three] times a [month / year]
every weekend
every [Friday]
in the [evening]
at night
[before / after] work
go [to work]
usually / sometimes / always / never

WRITING Write about your typical week. Use frequency adverbs and time expressions.

On weekday mornings, I usually get up early, at 6:00. Then I . . .

GUIDED WRITING p. 137

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Interactive Cool Down

1 "FIND SOMEONE WHO" GAME

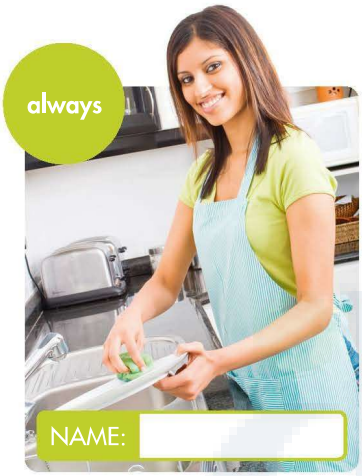
Walk around the classroom with your book. Ask questions. Find a person who does each activity, according to the cue in the circle. Write his or her name in the space. The first person who fills all the spaces wins.

Find someone who . . .

"When do you ...?" "How often do you ...?"

















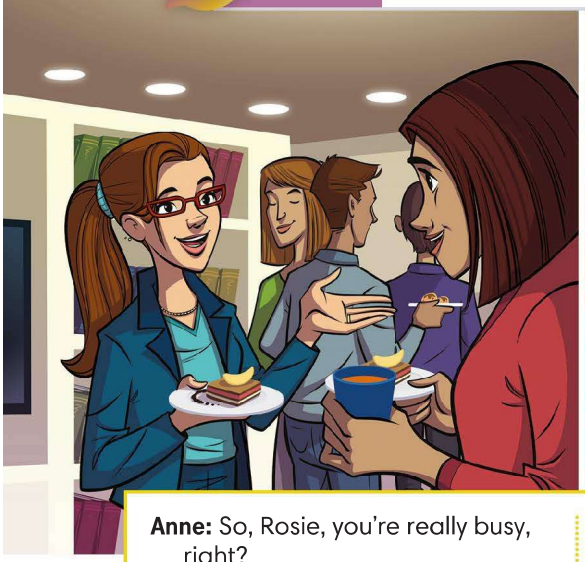
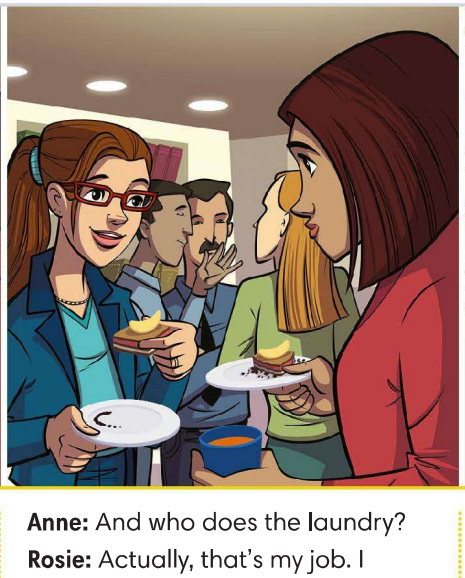




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2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.


Anne: So, Rosie, you're really busy, right?

Rosie: Yes, I am. I go to work every day, and I go to school at night.

Anne: Wow, you're super busy! Who does the chores in your house?

Rosie: On weekdays, my husband cooks, and my kids do the dishes. On the weekend, my husband and I take turns.

Anne: And who does the laundry?

Rosie: Actually, that's my job. I do the laundry on Saturday mornings. And I clean the house on Sundays. Who does the chores in *your* house?

Anne: I do! We have a small house.

Rosie: So what do you do in your free time?

Anne: I go to the movies every weekend. Hey! Let's get together sometime.

Rosie: Sure! What about on Saturday afternoon?

Anne: OK! I'm free on Saturday. Let's go to a movie.

Rosie: Great!

Partner A's Chat Guide

A So, ___ , you're really busy, right?

B

A Wow, you're super busy! Who does the chores in your house?

B

A And who ___ ?

B

A ___ !

B

A I ___ . Hey! Let's get together sometime.

B

A ___ ! I'm free ___ . Let's ___ .

B

Partner B's Chat Guide

A

B Yes, I am. I ___ , and I ___ .

A

B ___ .

A

B Actually, that's ___ job. I ___ . Who does the chores in *your* house?

A

B So what do you do in your free time?

A

B ___ ! What about ___ ?

A

B ___ !

Language Center

For more practice . . . Unit Review, p. 150 / Practi-Chant, p. 161
Connect TV / Test-Taking Skills Booster

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Discuss who does household chores.
- ☐ Talk about free time.
- ☐ Make plans to get together.
- ☐ Describe activities of a typical day.

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