UNIT 7

Free Time and Chores

Warm-Up

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

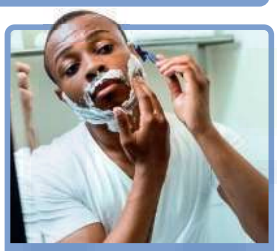

1 get up


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."

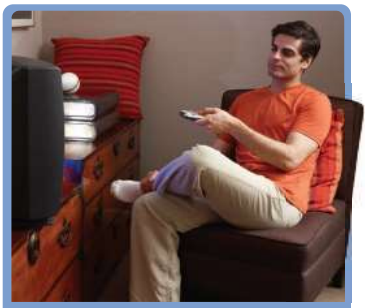
C VOCABULARY | More activities at home | Read and listen. Then listen again and repeat.


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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Unit 7 Free Time and Chores

WARM-UP	Students learn how to talk about daily activities at home.	
LESSON 1 **Discuss who does household chores**	***Vocabulary***	Household chores
	Grammar	The simple present tense: spelling of third-person singular forms / Questions with *Who*
LESSON 2 **Talk about free time**	***Vocabulary***	Free-time activities
	Grammar	The simple present tense: questions with *How often* / Other time expressions
	Pronunciation	Third-person singular verb endings
LESSON 3 **Make plans to get together**	***Grammar***	The simple present tense: frequency adverbs
LESSON 4 **Describe activities of a typical day**	***Reading***	Read about robots who do household chores
	Listening	Listen for information about activities of a typical day
	Writing	Write about your typical week
INTERACTIVE COOL DOWN	*"Find Someone Who" Game*; *Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the photos and captions in pairs. Tell them to point to the activities that they do.
- Have Ss read and listen, then listen again and repeat.
- Direct Ss' attention to the **Remember** note. Remind Ss these are two other daily activities.

LANGUAGE AND CULTURE *Wake up* is another way to say *get up*. Both are common in spoken English.

TEACHING TIP Bring objects to class to demonstrate the meaning of *comb*, *brush*, *shave*, and *makeup*.

B PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Review telling time. Write on the board: *8:00* A.M. Ask, *What time is it?* (eight o'clock in the morning)
- Ask, *What are the four parts of the day?* (morning, afternoon, evening, night) Read the examples aloud.
- Remind Ss to use *at* with exact times and with *night*, and to use *in* with *the morning*, *the afternoon*, and *the evening*. Refer them to the grammar on pages 56 and 58 as appropriate.
- Form similar-level pairs. Have Ss take turns talking about when they do each activity. Suggest lower-level Ss write their sentences before talking.
- Monitor. Listen for the correct pronunciation of activities at home.

C VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the photos and captions in pairs. Tell them to point to the activities that they do.
- Have Ss read and listen, then listen again and repeat.
- Direct Ss' attention to the **Meals** note. Play the audio and have Ss repeat. Tell Ss we can use *make* with *breakfast*, *lunch*, and *dinner*.

LANGUAGE AND CULTURE We use *go home* if we are not at home and *come home* if we are in the process of entering the home.

EXTENSION (+5 minutes) Tell Ss to close their books. Act out the activities in random order. For each, ask Ss to say the activity. Encourage them to say the complete phrase (for example, *brush your hair*).

EXTENSION (+10 minutes) In pairs, have Ss play the game *Charades* to review the meaning and usage of the activities at home. Partner A chooses an activity in Exercise A or C and acts it out with movements and sounds, but no words. Partner B guesses the activity. Then have Ss switch roles. Continue until Ss have reviewed all of the activities.

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D LISTEN TO IDENTIFY ACTIVITIES

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the photos. Have them identify the activity in each photo before listening. Make sure Ss understand the first picture is *go to bed*, not *get up*. Say, *Listen for these activities in the conversations.*
- Do item 1 as a class. Play the audio and pause after the first conversation. Hold up your book. Point to each picture and ask, *Does the man eat breakfast here?* Elicit the answer.
- Walk around to make sure Ss wrote *1* next to the correct photo.
- Play the rest of the audio. Have Ss complete the exercise individually. Replay the audio if appropriate.
- Go over the answers as a class. Point to each photo and elicit the number of the conversation.

OPTION (+5 minutes) Before Ss begin the activity, have them describe the appearance and clothes of the man in each photo. For example: *He has short brown hair and a red shirt*. Form similar-level pairs. Lower-level Ss can make a list of adjectives for each photo. Higher-level Ss can take turns saying descriptions.

E PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss preview the pictures. Tell them to identify the activity in each.
- Read the example conversation aloud with a higher-level S. Read the question. Make sure to say *do you* as a "chunk" of language (/dju/) rather than saying each word separately.
- Tell Ss that we use *When do you* to ask about the time or part of day that someone does an activity. Remind them that we can answer questions with *When* with a complete sentence, with *At* and the time, or with just the time.
- Form pairs. Have Ss take turns asking *When do you* questions about the activities in the pictures. Tell them to answer with the time or part of day that they usually do each activity. Monitor.

SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Write on the board: *What do you do ___?* Read the directions aloud, holding up one finger as you say *first*.
- Tell Ss to look at the photo. Read the example conversation aloud with a higher-level S.
- Form pairs. Have Ss take turns asking and answering questions about the daily activities in Exercises A and C on page 78.
- Monitor. Listen for the correct pronunciation of activities, times, and parts of day.
- Encourage Ss to extend the conversation by asking more *What do you do* questions. For example: *What do you do at night?*

OPTION (+5–10 minutes) Complete the speaking activity as a ball toss activity. Ask Ss to stand or sit in a circle. With larger classes, divide the class into two groups and make two circles. Write on the board: *What do you do ___ / What about you?* Join the circle. Look at a higher-level S (Student A) and ask a question about his or her daily activities. Then pass a ball or other object to Student A. Make sure it is not heavy and can be easily thrown. When Student A catches the ball, he or she answers the question. Then Student A looks at another S in the circle, asks a different question about daily activities, and passes the ball to him or her. Ss continue to take turns asking or answering questions and passing the ball for a few more minutes.

Remind Ss of additional vocabulary practice in their digital resources.

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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 When do you . . . ? and the activities in the pictures. Take turns.

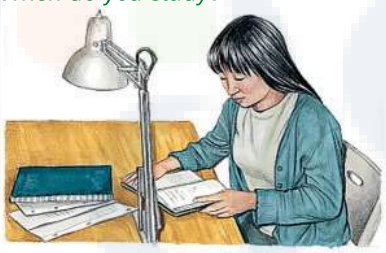
When do you study?

At 6:00 in the evening.

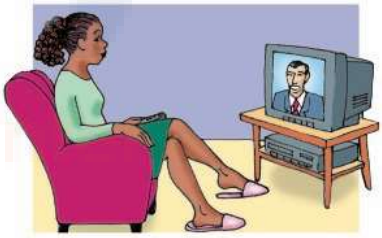
When do you go to bed?



When do you study?



When do you watch TV?



When do you make dinner?



When do you get undressed?



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

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

But notice:

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

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.)

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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LESSON 1 Discuss who does household chores

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Write on the board: *household chores*. Say, Household chores *are work you do in or for your home.*
- Have Ss preview the photos and captions before listening. Tell them to point to the chores that they do.
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, ask Ss about their own household chores. For example, ask, *Do you take out the garbage, [Monica]? Do you do the laundry, [Haruki]?*

VOCABULARY EXPANDER (optional, page 131)

LANGUAGE NOTE We use the definite article *the* with *clean the house, do the laundry, wash the dishes,* and *take out the garbage* because the speaker knows what household chores are being referred to.

LANGUAGE AND CULTURE

- Many English learners make the mistake of saying *do shopping* instead of *go shopping*. *Do shopping* is incorrect, but in informal English, *do the shopping* is fairly common.
- *Do the dishes* is another common way to say *wash the dishes.*
- Other words for *garbage* are *rubbish* (British English) and *trash* (American English).

B LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the chart before listening. Ask them to write the name of a chore from Exercise A above each picture in the chart. (From left to right: wash the dishes, clean the house, do the laundry, make dinner)
- Point to the image of the word *chores* crossed out. Say, *This means the person does not do any household chores.*
- Say, *In each conversation, listen for household chores. Put a checkmark next to the person who does each chore.*
- Do item 1 as a class. Play the audio and pause after the first conversation. Write on the board: *We all do.* Ask, *What does it mean when someone says,* We all do the chores? (Every person in the family does the chores.) Then ask, *What chores does the woman talk about? Who [washes the dishes]?* Go over the answers. Make sure Ss put a checkmark next to the correct person for each chore.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- Replay the audio if appropriate.

C GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the grammar chart. Read aloud the rules and examples for how to form third-person singular in the simple present tense. Ask Ss to repeat the examples.
- Elicit examples of statements using *cleans, takes, washes,* and *brushes.* (For example: He cleans the house.)
- Direct Ss' attention to the **But notice** note. Go over the irregular forms. Elicit examples of statements using *does, goes, has,* and *studies*. (For example: She does the laundry.)
- Have Ss look at the information about *Who* questions in the grammar chart. Remind them that we use *Who* questions to ask about people. Read the rule and examples aloud. Have Ss repeat.
- Point out that *Who* questions use the singular form, but the answers can be singular or plural depending on the subject.
- Direct Ss' attention to the **Be careful!** note. Read the rule and examples aloud.

LANGUAGE NOTE There are two rules for forming the third-person singular of verbs ending in *-y* in the simple present tense. If there is a vowel before the *-y*, add *-s* (for example, *says*). If there is a consonant before the *-y*, change the *-y* to *-i* and add *-es*. To practice this in class, write *study* on the board. Then erase the letter *-y* and write *-ies.*

EXTENSION (+10 minutes) To check understanding, have Ss practice third-person singular verb forms in pairs. Tell Ss to write five statements about the people in the photos in Exercises A and C on page 78. Encourage them to include information about when or what time each person does the activity. (For example: *He gets up early in the morning.*) Call on Ss to read their statements aloud. Write the answers on the board. Underline the *-s* or *-es* in each verb.

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D GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Point to the note with clocks. Say, *Before. After*. Play the audio. Have Ss listen and repeat.
- Do item 1 as a class. Read the sentence aloud and elicit the answer. Ask, *Why is* goes *the correct answer?* (The subject *Diane* is singular.)
- Have Ss complete the exercise individually and compare answers in pairs.
- To go over answers, write the answers on the board so Ss can check their spelling.

LANGUAGE NOTE We use both *on [Monday]* and *on [Mondays]* to talk about things we do on many or all [Mondays]. The same is true for *on the weekend / on the weekends*.

E PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Write the example conversation on the board. Underline *does* and *go* in the *When* question. Remind Ss that we use *does* with *he*, *she*, and *it*, and *do* with other subjects. Point out that *go* is in the base form.
- Have Ss write their questions individually. Monitor. Check the verb forms in Ss' questions.
- Form similar-level pairs. Have Ss take turns asking and answering questions in complete sentences.
- Have Ss read their questions aloud. Elicit answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce a conversation topic with *So, . . .*
- Begin a surprising statement with *Actually, . . .*
- Shift to a new topic with *And . . .*

- Have Ss preview the conversation before listening. Elicit examples of household chores, third-person singular forms, and questions with *Who* in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read it aloud. Point out Speaker A's first line.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use falling intonation in information questions and stress *I* in *Actually, I do*.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Form similar-level pairs. Have Ss identify the household chores in the pictures.
- Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for correct verb form in *Who* questions. Correct as needed.
- Direct Ss' attention to the **Keep Talking!** box. Remind Ss they can extend their conversations with the chores in the **Vocabulary Expander** on page 131.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Tell Ss to take notes on their partner's answers to help prepare them for Exercise E.
- Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

E GROUP WORK

Suggested time: 5–7 minutes | Your time:

- Have the pairs in Exercise D form groups of four. Tell Ss to take turns describing their partner's household chores. Encourage Ss to refer to their notes.
- Have volunteers tell the class about their partner's household chores.

LOOK FOR While Ss are doing Exercises C, D, and E, monitor their conversations to determine if they are

- ✓ using vocabulary for household chores
- ✓ spelling the third-person singular forms in the simple present tense
- ✓ forming questions with *Who*
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Say, *Who does the chores in your house? Write five sentences.* Suggest Ss list chores first and then write sentences about who does them. Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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

Listen and repeat.



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

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

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

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

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.**

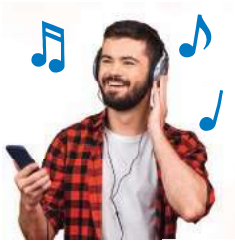
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2 COMMUNICATION GOAL Talk about free time

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

COACH

B 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		✓		✓	✓		

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



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LESSON 2 Talk about free time

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Write on the board: *free time.* Say, *On the weekend, I have free time. On the weekend, I do what I want.*
- Have Ss preview the photos and captions in pairs. Tell them to point to the activities that they do on weekends.
- Play the audio. Have Ss read and listen, and then listen again and repeat.
- Point to item 5. Tell Ss we can also use *go out for* with *breakfast* and *lunch.*
- To check comprehension, ask Ss about their own free-time activities. For example: *Do you read, [Daniel]? Do you take a nap, [Jessica]?*

EXTENSION (+5 minutes) Write on the board: *Which activities do you like to do? What activities do you love to do?* Elicit answers.

B GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the photo. Read the example conversation aloud. Say, *We use* How often *to ask how many times someone does something.*
- Have Ss look at the grammar chart. Read aloud the first example question and answer.
- Review the abbreviations for the days of the week. (M = Monday, T = Tuesday, W = Wednesday, T = Thursday, F = Friday, S = Saturday, S = Sunday) Say, Every day *means all the days in a week.*
- Read aloud the second example question and answer. Point out that *on Saturdays* means *every Saturday*.
- Read the time expressions aloud. Say, *You can use these to answer a question with* How often. Explain that *once* means *one time* and *twice* means *two times*. Demonstrate this using the checkmarks on the week grid.
- Tell Ss to look at the **Also** note. Say, *We also use time expressions with a day, week, month, and year.* Read the phrases aloud. Provide examples, such as *I visit my family twice a month.*
- To check understanding, ask the class a few questions with *How often* and time expressions. For example: *How often do you exercise? Do you take a walk twice a week?*

C PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.

D VOCABULARY / GRAMMAR PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the sample question aloud. Elicit other examples of questions with *How often, What time,* and *What day*. (For example: *How often do you listen to music? What time do you exercise? What day do you visit friends?)* Write Ss' ideas on the board for them to use as models.
- Have Ss write questions individually. Monitor. Provide help with grammar as needed. Refer Ss to pages 56 and 58 for information about questions with *When*, *What time*, and *What day*. Remind them to use the preposition *at* with times, and *on* with days and *the weekend.*
- Say, *Now ask and answer your questions.* To model the activity, read the conversation on the right with a higher-level S. Elicit different ways of answering the question. (For example: *I go to the movies on Saturdays. I go every Saturday.*)
- Form pairs. Have Ss take turns asking and answering questions about their free-time activities. Tell Ss they can answer in compete sentences or short answers. Encourage them to take notes on their partner's answers in preparation for Exercise F on page 83.
- Call on Ss to share with the class a question and answer from their list.

EXTENSION (+10 minutes) After pairs complete their conversation, ask them to write four sentences about each other. Make sure Ss use the third-person singular verb form. For example: *[Nathalia] exercises in the morning three times a week.*

EXTENSION (+15 minutes) For homework, have Ss interview a friend or family member about his or her free-time activities. Tell them to ask their questions in Exercise D and write the answers on a blank sheet of paper in complete sentences. Tell them to include what that person does and how often. In class, form groups of three. Have Ss take turns sharing what their friend or family member likes to do in his or her free time. Encourage Ss to use their notes as they speak.

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E PRONUNCIATION

Suggested time: 4–5 minutes | Your time:

- To review the sounds /s/, /z/, and /ɪz/, ask Ss to place a hand on their throat and make the sounds. Remind Ss that the sounds /z/ and /ɪz/ are louder.
- Play the audio. Have Ss listen and repeat.
- Point out to Ss how the ending /ɪz/ adds another syllable to the word.
- Make sure Ss pronounce three different sounds for the third-person singular verb endings.

TEACHING TIP Suggest that Ss close their books when listening to items in a pronunciation exercise. Listening without reading helps Ss focus on the sound.

F GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the example aloud, stressing the *-s* in *visits*. Ask, *What free-time activities does your partner do?*
- Form groups of three. Tell Ss to refer to their questions and answers in Exercise D on page 82.
- In groups, have Ss share what they learned about their partner's free-time activities.
- Monitor. Listen for the correct pronunciation of the third-person singular verb endings.
- Call on a few Ss and ask, *Who is your partner? What does [he / she] do in [his / her] free time?*

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Clarify a question with *I mean, . . .*
- Ask *What about you?* to show interest in another person
- Say *Me?* to give yourself time to think of a personal response
- Show interest with *Really?*

- Have Ss preview the conversation before listening. Elicit examples of free-time activities, questions with *How often*, and time expressions in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read it aloud. Have Ss find *I mean, . . .* in the conversation.
- To check comprehension, ask, *What does Ken do in his free time?* (He listens to music.) *What does the woman do once or twice a week?* (She goes out for dinner.)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Make sure Ss use rising intonation for *Me?* and *Really?*
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Remind Ss to refer to the vocabulary and grammar chart on page 82 if appropriate.
- Have pairs role-play the conversation and then switch roles. Monitor. Listen for the correct pronunciation of third-person singular verb endings.
- Direct Ss' attention to the **Keep Talking!** and **Recycle This Language** boxes. Encourage Ss to use this language to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. This time, encourage Ss to talk about different free-time activities. Monitor as Ss practice their conversations.
- Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for free-time activities
- ✓ forming questions with *How often* in the simple present tense
- ✓ using time expressions
- ✓ using the sounds /s/, /z/, and /ɪz/ for third-person singular verb endings
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Ask Ss to walk around the room and ask and answer questions about their free time with different classmates. Lower-level Ss can look at their books. Remind Ss to ask follow-up questions using *Where* and *When*. For example: *Where do you do [exercise]? When do you do that?* Take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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COACH

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

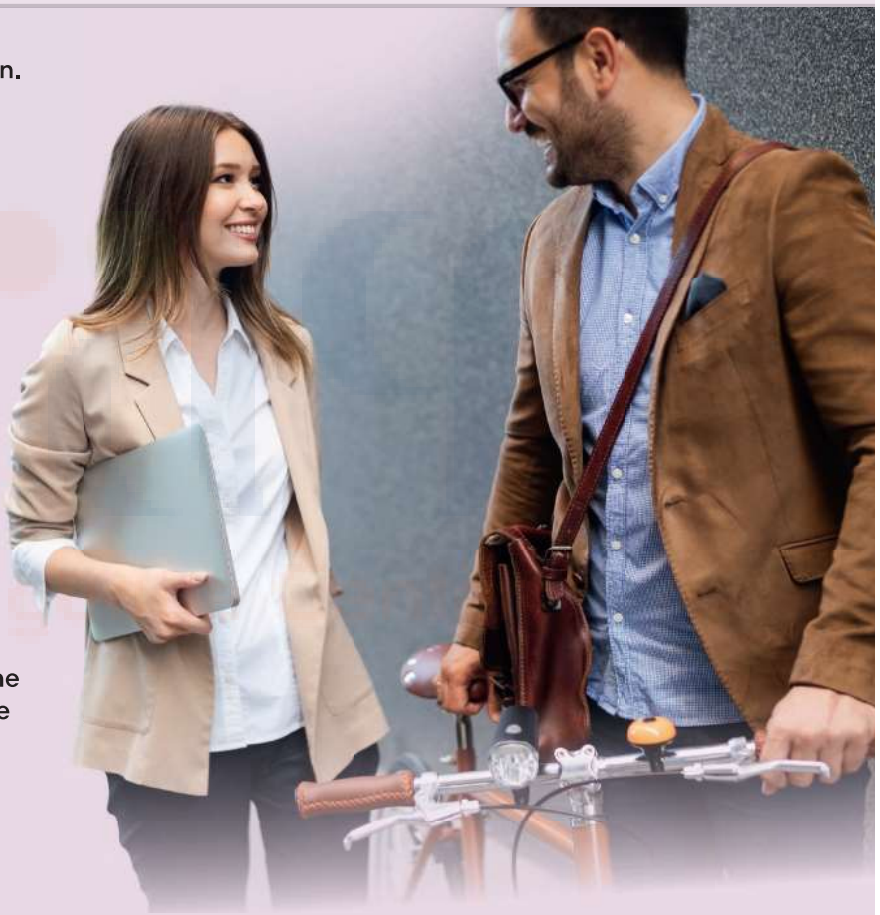
1 /s/	2 /z/	3 /ɪz/
takes = take/s/	cleans = clean/z/	washes = wash/ɪz/
checks = check/s/	does = doe/z/	practices = practice/ɪz/
eats = eat/s/	reads = read/z/	exercises = exercise/ɪz/

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

COACH

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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LESSON 3 Make plans to get together

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the grammar chart. Say, Frequency *means how many times we do something.*
- Ask Ss to follow along as you read aloud the examples with frequency adverbs. Point to the percentages and the arrow as you speak.
- Tell Ss that *usually* and *sometimes* have different meanings: *Usually* means more often than *sometimes*. Explain that *usually* and *sometimes* are less specific than *always* and *never.*
- Direct Ss' attention to the photo. Read the woman's statement aloud. Ask, *How many times does she do chores on Sunday?* (zero) Write on the board: *never = 0 times.*
- Read the second rule and examples aloud. Point out how the adverb goes after the subject and before the main verb.

LANGUAGE NOTES

- Frequency adverbs come after the simple present verb *be*. For example: *Tom is always late for dinner.*
- The placement of *sometimes* can vary. For example, we can say, *Sometimes I go to the movies; I sometimes go to the movies;* OR *I go to the movies sometimes.*
- We don't use *never* in a question unless it's for emphasis. For example: *Do you never take a bath at night?*

B PRONOUNCE THE GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for the correct pronunciation of the frequency adverbs.

C ACTIVATE GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Say, *Listen to the conversations. Circle how often the person does each activity.*
- Tell Ss to underline the activity or chore in each item before listening.
- Do item 1 as a class. Play the first conversation and pause. Ask, *How many times a week does the woman take a walk?* (once or twice) *How often is that?* Tell Ss to circle *sometimes* in item 1.
- Play the rest of the audio. Have Ss complete the exercise individually and compare answers in pairs.
- To go over the answers, ask for volunteers to read the completed sentences aloud. Replay the audio if appropriate.
- Write on the board: *Are you kidding?* Say, *Use this expression when you are surprised about what someone says.* Write Conversation 3 on the board:

  A: When do you take out the garbage?

  B: Me? Are you kidding? My husband does that!

  Read the conversation aloud, saying *Me? Are you kidding?* with exaggerated rising intonation.

CHALLENGE (+5 minutes) Replay the audio. Then ask Ss to write one more statement using frequency adverbs about each conversation. (Possible answers: 1. They usually take a walk once or twice a week. 2. They never go out for dinner on Mondays. 3. Her husband always takes out the trash. 4. The mother never does the laundry.)

D GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Read the sample answer aloud.
- Read the **Other Ideas** box aloud. Encourage Ss to use this information in their statements. Ask them to also write about the day they do each activity.
- Have Ss complete the activity individually. Refer them to the vocabulary on pages 78, 80, and 82 to guide their spelling of activities and chores.
- Monitor. Check Ss' adverb placement. Provide help as necessary.
- Challenge higher-level Ss to write more statements.

E GROUP WORK

Suggested time: 10 minutes | Your time:

- Form similar-level pairs. Have Ss take turns reading their statements aloud.
- Have Ss check their partner's statements to make sure the frequency adverb comes before the verb.
- Bring the class back together. Tell Ss to look at the picture. Read the example aloud.
- Have the pairs form groups of four. Tell Ss to take turns describing their partner's activities to the group. Remind Ss to use frequency adverbs as they speak.
- Call on Ss to share one surprising or interesting thing they learned about their classmates. For example: *[Nadia] always gets up at 5:30 in the morning!*

OPTION Have Ss do the compare task in Exercise E as an interview. Model the task. Ask a higher-level S, *What do you always do? Usually do? Never do?* Write the S's answers on the board. Encourage Ss to take notes on their partner's answers as they do the interview.

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Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model
- Express enthusiasm with *Great idea!*
- Soften a negative response with *I'm sorry.*
- Say *Perfect.* to agree to a suggestion

- Write *get together* on the board. Say, *To* get together *means to meet.* Tell Ss to look at the photo. Say, *In the conversation, these two men plan to get together.*
- Have Ss explore the context of the photo. Ask them to describe the men's appearance and clothes. Ask, *Are they friends? Where are they?* Elicit ideas.
- Have Ss preview the conversation before listening. Elicit examples of the simple present tense and frequency adverbs in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Read the expressions aloud in different ways to demonstrate degrees of enthusiasm. Tell Ss the expressions have a similar meaning.
- Write on the board: *busy / free*. Say the words and have Ss repeat. Tell Ss these words are opposite adjectives. Say, *If you are* busy, *you have many things to do. If you are* free, *you do not.*
- To check comprehension, ask, *When do they plan to get together?* (Saturday afternoon.) *Why not on Saturday morning?* (Speaker B cleans the house with his wife then.)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they say *Great idea!* with enthusiasm.
- Monitor as Ss role-play. Listen for falling intonation in *I'm sorry.*

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the pictures and identify each activity. Ask, *Which of these activities is your favorite?*
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of frequency adverbs and activities.
- Go over the information in the **Keep Talking!** box and, to provide more support, play the **Keep Talking!** video. Ask Ss to come up with additional suggestions for activities to do together. Encourage Ss to include different time and place information to extend their conversations.
- Point to the **Recycle This Language** box. Read the phrases aloud. Say, *You can use these phrases in your conversation.*

D CHANGE PARTNERS

Suggested time: 6–8 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have them switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using frequency adverbs with the simple present tense
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to write 4–5 complete sentences to describe the people in the pictures in Exercise C. For example: *They exercise three times a week. He listens to music every night before he goes to bed.* Ask Ss to use all four frequency adverbs and the vocabulary from this unit. Monitor. Collect the papers. Read them to identify areas for review.

Remind Ss of additional grammar and speaking practice in their digital resources.

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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.

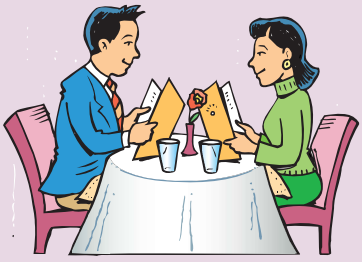
A: Hey, let's ..... together sometime.
B: ..... !
A: Are you busy ..... ?
B: I'm sorry. ..... then. But I'm free ..... .
A: Perfect.

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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LESSON 4 Describe activities of a typical day

A READING

Suggested time: 15 minutes | Your time:

- Point to the two listings. Say, *These are online product listings. They describe two products. What are the products?* (robots; Chorie and Chefbot)
- Read the title aloud. Point to the photo. Ask, *Who are they?* (the Olcotts)
- Take a class survey. Say, *Raise your hand if you like household chores.* Wait for Ss to answer. Then say, *Now raise your hand if you do not like chores.*
- Say, *Listen and read about the Olcotts' activities and chores and the robots.*
- Play the audio. Have Ss listen and read along silently.
- Clarify any new terms in the reading. For example, point to Chorie. Say, *Chorie vacuums floors.* Act out vacuuming. Point to the floor.
- Write on the board: *super busy.* Say, Super busy *means very busy*. Ask different Ss, *Are you super busy on weekdays? On the weekends?*
- Ask, *Do you want a robot for your household chores? Why?* Have Ss discuss the question in pairs. Tell them to ask follow-up *Why* questions to learn more about each other.
- Ask for volunteers to explain their answer to the target question in the directions.
- Hold up your book. Point to the yellow icons and captions. Say, *You click on* Add to cart *to buy the product.* Customer reviews *and* ratings *are from people who have this product.* Reviews *say good and bad things about it.* Ratings *are the stars.*
- Ask, *Is the rating of Chorie the robot good or bad?* (good) *Why doesn't Chefbot have any reviews?* (maybe because it is a new product)

OPTION (+10–15 minutes) Pause the audio after the description of each robot. Ask a few volunteers, *Do you want this robot? Why? Why not?*

B READING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Do item 1 as a class. Write the statement on the board. Read it aloud and elicit the answer. Tell Ss to circle the correct answer in their books.
- Have Ss complete the exercise individually. Encourage them to underline the sentences that gave them the answers in the reading. Then have them compare answers in pairs.
- To go over answers, read the statements aloud and elicit the answers. Write them on the board. Replay the audio in Exercise A if appropriate.

EXTENSION (+15 minutes) Form mixed-level groups of three. Give Ss 10 minutes to create an online product listing about a different robot. The listing should include the robot's name and describe what activities and household chores it does. Tell Ss to use the vocabulary from the unit and Exercise A as a model. Encourage them to be creative and draw their robot. When Ss are finished, call on groups to share their listings with the class.

TEACHING TIP In group work, assign roles to make sure all group members participate. For example, *the group leader* keeps the conversation on topic. *The timekeeper* keeps track of the time. *The recorder* takes notes on the discussion. *The illustrator* draws a picture of the robot.

C LISTENING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Write on the board: *Today's Lifestyles.* Say, *This listening is an interview on a* Today's Lifestyles *show.*
- Have Ss preview the questions and answer choices. Encourage them to underline any key words or phrases to listen for, such as occupations, places, and time expressions.
- Play the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the questions aloud and elicit the answers. Write the answers on the board in full sentences. Replay the audio if appropriate.
- Clarify any new terms in the listening, such as *morning* and *evening person.* Say, *Someone who likes to get up early is a* morning person. *Someone who likes to go to bed late is an* evening person. Ask, *Are you a morning person or an evening person?*

TEACHING TIP To improve listening comprehension, teach Ss how to listen for specific information. For example, if a question includes *How often*, tell Ss to listen for time expressions such as *once / twice a day / week / month*. If a question includes *Who*, tell them to listen for the name of a person.

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Communication Activator

ROLE PLAY

Suggested time: 15 minutes | Your time:

- Write *typical day* on the board. Point to the pictures. Say, *A* typical day *is a usual day. These two people usually do these activities.*
- Have Ss label each picture with the activity it shows. Form similar-level pairs. Have Ss compare the activities they wrote. Then tell them to give each person a name and occupation.
- Role-play a conversation with a higher-level S. Begin by saying a greeting and asking about the S's occupation.
- Have Ss role-play a conversation, introducing themselves and describing their typical day. Remind them to say the times shown in the pictures. Then have them switch roles.
- Direct Ss' attention to the **Recycle This Language** box. Encourage Ss to use these questions and time expressions to ask about other activities.
- Monitor. Listen for the correct pronunciation and use of information questions, time expressions, and frequency adverbs.

LOOK FOR While Ss are doing the Role Play, monitor their conversations to determine if they are
✓ incorporating vocabulary for household chores
✓ using frequency adverbs

WRITING

Suggested time: 10 minutes | Your time:

- Say, *Write five sentences about your typical week.* Read the writing sample aloud. To model the activity, say a few more statements about your own typical activities.
- To prepare for the task, suggest that Ss list the activities they do every day or every week. Have them include time and place details for each activity.
- Using the information in their lists, have Ss write their sentences in paragraph form on a blank sheet of paper. Monitor. If appropriate, include peer feedback. (See the Teaching Tip and Option on this page.)
- Collect Ss' writing and provide feedback. Check to make sure Ss have included time expressions, frequency adverbs, home and free-time activities, and household chores.
- Review the most common areas for improvement as a class.

TEACHING TIP Explain the sandwich method of giving feedback to help Ss do peer reviews. First, Ss say something positive about their partner's work. Next, they suggest an improvement. Then they "sandwich," or soften, the suggested improvement with another positive comment about their partner's work.

OPTION (+5 minutes) Before you collect Ss' work, form pairs and have Ss exchange papers to give peer feedback. Write this checklist on the board:
✓ *Circle time expressions*
✓ *Underline frequency adverbs*
✓ *Check spelling*
Tell Ss to read their partner's work and do the above. Write an example on the board: *I usually eat breakfast at 8 A.M.* Have Ss give back their partner's work and ask them to suggest improvements. For example: *Use more frequency adverbs. Use* at night, *not* in. Give Ss time to correct their work.

GUIDED WRITING (optional, page 137)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CHALLENGE (+10 minutes) If Ss finish the writing task early, have them write descriptions about the typical days from the ROLE PLAY activity.

TEACHING TIP To encourage learning through collaboration and cooperation, have Ss do chain story activities. In chain stories, Ss take turns adding lines or parts to a story until it is finished or until the activity time is up. Remind Ss they need to listen carefully as their classmates speak, so that they know where the story is going and what details to add during their turn.

CLOSURE ACTIVITY (+15 minutes) Divide the class into similar-level groups of five or more. Have groups organize their desks in a row. Tell each Ss to start a story on a blank sheet of paper. They write one statement to describe the first activity of a typical day. For example: *She gets up at 5:30 A.M.* When each S finishes writing, he or she passes the paper to the S to his or her right. (The last S in the row brings the paper to the first S.) Then each S reads the statement on this paper and writes another to continue the story. For example: *Then she takes a walk.* Keep time. Have Ss add to the stories for 10 minutes. Then say *Stop!* Each S should have one story in front of him or her. Invite volunteers to read their story aloud for the class. Take notes and identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

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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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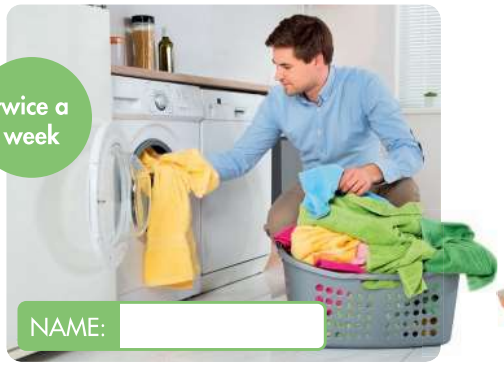
Interactive Cool Down

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.

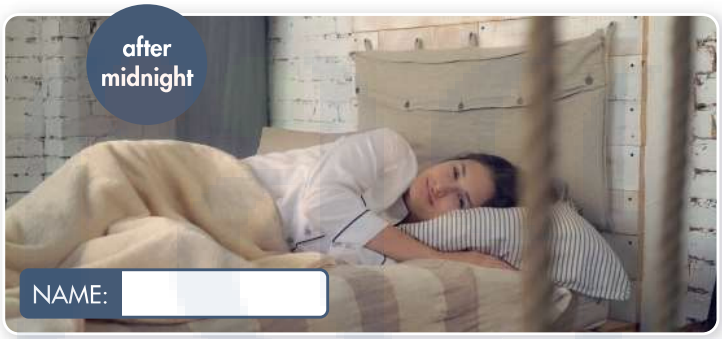
Find someone who . . .

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

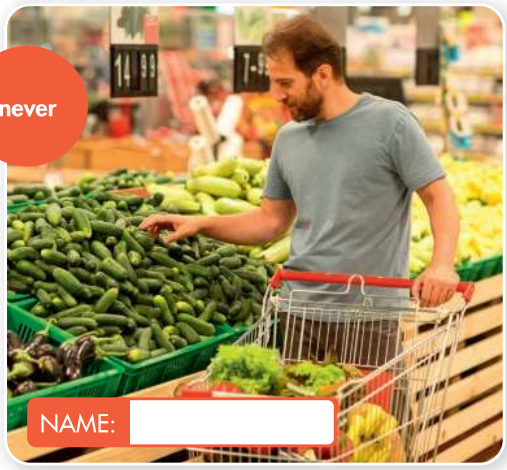


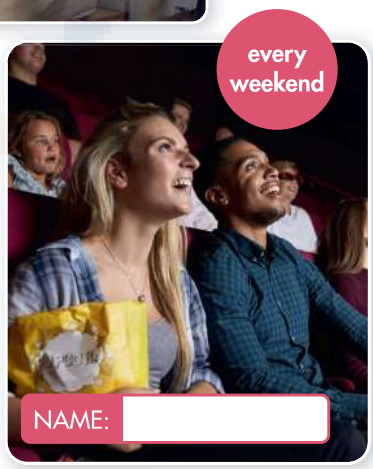


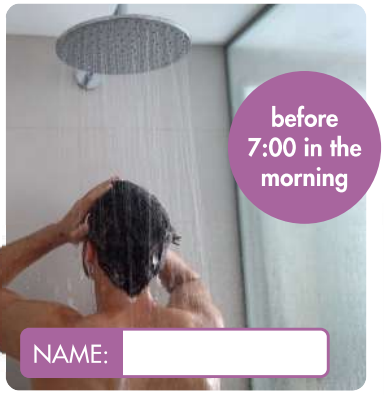
















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Interactive Cool Down

1 "FIND SOMEONE WHO" GAME

Suggested time: 30 minutes | Your time:

- Read the directions for the game aloud as Ss follow along. Say, *Raise your hand if you fill all the spaces and win the game.*
- Direct Ss' attention to the examples and read them aloud. Say, *Ask questions like these.* Write on the board:
  How often do you ___?
  When do you ___?
  What time do you ___?
  What day do you ___?
  Say, *We can use these question options to ask about the chores in the photos.* To model this, point to the first photo. Ask, *What is this chore?* (do laundry) *The cue in a circle is the answer you want. What is the cue?* (twice a week) Point to the question options on the board. Ask, *What question can we ask to get the answer* twice a week*?* (How often do you do laundry?) Write this question on the board.
- Say, *In this game, please give true answers when someone asks you a question.* Then ask individual Ss, *How often do you do laundry?* until someone responds *Twice a week.* Then say, *Great! What's your name? How do you spell that?* Write that S's name on the board.
- Say, *Find someone who does these activities.* Have Ss stand up and play the game.
- Monitor. Remind Ss to ask and answer the questions in complete sentences. Encourage Ss to use frequency adverbs in their answers.
- Make sure Ss are writing down their classmates' names in their books.
- When one person succeeds in filling all the spaces and raises his or her hand, end the game. Tell Ss to sit down.
- To review, call on Ss to say make statements about their classmate's activities. For example, ask, *Who does laundry twice a week?* ([Andrew] usually does laundry twice a week.)

TEACHING TIP To make sure Ss talk to different classmates in mingle activities, tell them to change partners after every question.

OPTION (+5–7 minutes) To help Ss prepare for this game, before they start playing, have them work individually to write ten questions, one for each photo, on a blank sheet of paper. Remind them to write questions that work with the cues in the photos. Also give Ss a few minutes to take notes on how they would answer each of their questions. You can use these notes to check that Ss have given true answers later in the game. Suggest lower-level Ss bring their list of questions and answers with them and refer to it as they walk around the classroom.

OPTION Before they play the game, have Ss work in pairs to explore the context of the photos. Have them take turns describing the appearance and clothes of the people. Tell them to identify the activity or chore they see.

EXTENSION (+10 minutes) Form similar-level pairs. Have Ss take turns asking each other questions with *What* and the language cues from the game. For example: *What activity do you do twice a week? What do you like to do on Sundays?* Tell Ss to answer with information about their daily activities, free-time activities, or household chores. For example: *I exercise twice a week.* Encourage them to ask follow-up questions to learn more about each other.

EXTENSION (+10 minutes) Have Ss write ten statements about their classmates' activities using the information from the game. For example: *[Andrew] usually does laundry twice a week.* Collect Ss' statements. Read them to identify areas for review.

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2 CHAT

Suggested time: 30 minutes | Your time:

- Say, *Look at the people in the pictures. Where are they?* (a party) *What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Play the role of Rosie. Stress *your* in *Who does the chores in your house?* Ask the rest of the class to follow along in their books as they listen.
- Form mixed-level pairs. Tell Ss that Partner A's role is similar to Anne's and Partner B's role is similar to Rosie's. Tell higher-level Ss to play Speaker B.
- Model the activity. Copy the first line of Partner A's and Partner B's Chat Guides on the board. Complete them with new information. For example:

  A: So, [Dan], you're really busy, right?

  B: Yes, I am. I [go to school every day], and I [help my grandparents on the weekends].
- Give Ss time to work together to fill out their Chat Guides. Encourage them to personalize the conversation with their own names and with activities and chores they do in real life.
- Suggest Ss replace *Sure!* near the end with another expression to show enthusiasm. Refer them to the ideas in the **Social language** box on page 85.
- Walk around and provide help with spelling and vocabulary. Check to make sure Ss are using the correct prepositions with time expressions.
- When pairs are ready, have them practice their new conversations. Monitor. Listen for the correct pronunciation of third-person singular verb endings.
- Invite pairs to role-play their conversation for the class.

OPTION If possible, make a copy of page 89 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

TEACHING TIP If Ss are uncomfortable sharing personal information about weekly activities and household chores, suggest they make up that information.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 150–151 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 161 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

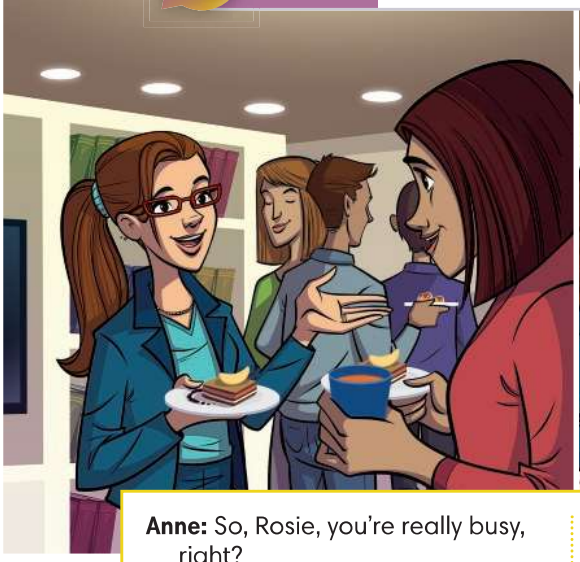
TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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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

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.

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

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