

1

Lifestyles

Focus » daily life around the world

Grammar » simple present; adverbs of frequency

Vocabulary » everyday activities

Preparation

Copy one photocopiable activity from the Digibook for each student.

For **Conversation**, exercise 1 you might want to bring in a world map.

Get talking!

(Books closed.) Say *sunny* and invite a student to make a sketch to demonstrate it on the board. Continue with other weather words (e.g., *rainy, snowy, cloudy*). You could also have students sketch thermometers of temperatures (e.g., *warm, cold, hot*).

1 Talk about the pictures with a partner.

(Books open.) Tell students to open their books to page 4. Read aloud the questions. Ask students to get into pairs and talk about the pictures.

Feeder questions

- What are the people in each photo doing?
- What type of job has the woman got?
- Where would you prefer to be?

2 How would you describe your daily life?

Read aloud the question. If necessary, explain *daily life* (your regular life; the things you do every day). Read aloud the answer choices. Ask students to check their answer and compare it with their partner.

Conversation

1 01 Listen and read.

Explain to students that they are going to watch or listen to a conversation between two people. If you decide to use audio only, tell them to read along as they listen. Play the audio or the video. If necessary, explain *freezing* (very cold). If you brought a world map, have students find the state of Iowa and London, UK.

Language note

Questions such as *It's the afternoon there, isn't it?* are called tag questions. Tag questions are constructed by adding a short question to a statement. They are used to (1) ask for confirmation by implying *Am I right?* (2) ask for information or help (particularly when the statement is negative) (3) make a friendly request. If the sentence is affirmative, the tag is usually negative (e.g., *He's happy, isn't he?*). If the sentence is negative, the tag is usually affirmative (e.g., *He isn't happy, is he?*).

Cultural note

In many countries, university students usually have a part-time job during the academic year and then work longer hours during the summer. Many students try to get jobs that provide practical experience (e.g., an internship) that will help them when they graduate.

2 Practice the conversation with a partner.

Tell students to get into pairs and practice the conversation. When they finish, they should switch roles and practice again. If necessary, play the audio a second time before students begin.

Optional

Before students practice the conversation, tell them to listen to it again and notice the stress, rhythm and intonation each speaker uses. Play the audio. If you wish, pause the audio to point out important stress, rhythm and intonation features.

02 Language box

Ask students to look at the Language box. Tell them that the adverbs of frequency are arranged from top to bottom in order of frequency. Play the adverbs and sentences. Point out that the verb is the simple present tense and that the present continuous is not used with adverbs of frequency. Point out that the adverb comes before the verb, except for with the verb *be*, when it comes after the verb (e.g., *I'm always late to class*). If students need additional explanation, use the **Grammar reference** on page 102.

Grammar reference » p.102

Ask students to turn to page 102. Read aloud the explanation of when to use the simple present and the two example sentences. Then read aloud the affirmative and negative examples. Remind students to be careful about when to use verbs ending with an *s* (*he/she/it*) and verbs without an *s* (*I/you/we/they*). Point out that negative sentences are formed by *don't/doesn't* + infinitive.

Using various subjects (e.g., *you, he, I*), say sentences that have one mistake (e.g., *I doesn't live in Japan.*). Ask students to correct them.

Read aloud the example questions and answers. Then read aloud the **Adverbs of frequency** section. Explain that we say *once* (*a week*) and *twice* (*a month*), but for other numbers we use *times* e.g., *five times a day*. Explain that *Wh-* questions most often use *usually* (e.g., *What do you usually do on weekends?*), but *yes/no* questions can use all of the adverbs except *hardly ever* and *never* (e.g., *Do you often go to the theater?*). Explain that we usually don't use *never* in questions (e.g., *Why does he never get up at 6:00 a.m.?*). Instead, we use a negative + *ever* (e.g., *Why doesn't he ever get up at 6:00 a.m.?*) or auxiliary verb + *ever* (e.g., *Do you ever go to bed before 1:00 a.m.?*).

Point out that adverbs of frequency come before the main verb (except the verb *be*, where they come after), but that *sometimes* can also begin a sentence.

Vocabulary

1 Match each phrase with a picture.

Ask students to turn to page 5. Read aloud the list of phrases. Tell students to write the correct picture letter next to each activity. Check answers as a class.

Answers

1 H 2 F 3 A 4 C 5 B 6 D 7 E 8 G

2 Number the activities in the order that you do them (1-8).

Read aloud the list of activities. Ask them to number the activities in the order they do them. Explain that if they don't do the activity, they should skip it. Emphasize that there is no correct answer since the order reflects their own day. Have students do the task.

3 When do you do these things? Ask and answer questions with a partner.

Explain to students that they are going to ask and answer questions with a partner using the phrases in exercise 2. Read aloud the example and ask one student to respond. Tell students to get into pairs and do the task.

Optional

Ask students to include adverbs of frequency in their statements (e.g., *I often wake up at 8:00 a.m. How about you?*).

Real life exchange

1 03 Listen and complete the conversation. Then practice with a partner.

Explain to students that they are going to listen to a conversation between two people. Tell them to listen and write the words to complete the conversation. Give students time to read the conversation, then play the audio. If necessary, play it a second time. Check answers as a class. Then practice stress and rhythm. Say each sentence in the conversation and have students repeat it. Afterward, tell students to get into pairs and practice the conversation, then have them switch roles and practice again. This is a good point for students to watch an interactive video for this task.

Answers

- 1 wake up
- 2 listen to music
- 3 sometimes
- 4 watch a movie
- 5 Yes
- 6 at 2:00 a.m.

Extra support

Write the following phrases on the board: *wake up early, go out with my friends, see my family, cook dinner, watch a movie, go to bed late, go to bed early*. Ask students to get into pairs and say whether they do each activity on weekdays, the weekend, or both weekdays and the weekend. Have a few students give their answers to the class.

2 Use these words to make more conversations.

Ask students to stay in their pairs. Explain that they have to substitute the words in exercise 2 into the conversation in exercise 1. Tell students to make three conversations, using the different words in each conversation. They should switch roles each time. If necessary, drill the pronunciation of any difficult words before students begin.

Fast finishers

Tell students to take turns saying things they *always* and *never* do on the weekend (e.g., *I always cook lunch on Saturdays. I never go to college on the weekend.*).

Grammar activities » p.102

Tell students to turn to page 102. If necessary, review the examples on the left side of the page. Ask students to do the exercises. Check answers as a class.

Answers

- 1 1 Do you ever have coffee for breakfast?
(Yes, I do. I usually only have coffee.)
- 2 Do you sometimes work in the evenings?
(Yes, I do. I almost always work until late at night.)
- 3 What do you usually do on Sunday mornings?
(I usually watch a TV news program.)
- 4 Do you often work in the mornings?
(Yes, I do. My office opens at 8:30.)
- 5 Do you always wake up at the same time every morning? (No, I don't. I sleep late on the weekends.)
- 6 What time do you usually go to bed?
(I usually go to bed after midnight.)
- 2 1 Do you ever get up late on weekends?
- 2 What do you do on Saturday evenings?
- 3 Do you often go out with friends?
- 4 What time do you usually eat dinner?
- 5 Do you sometimes check your e-mail in the morning?
- 6 When do you usually clean up your room?
- 3 1 do you do
- 2 does Jim cook
- 3 Do they wake up
- 4 does Sue start
- 5 do you get up
- a4 b1 c2 d5 e3

Pronunciation » p.122

a  **04 Listen and notice the pronunciation of *do you* /dju:/.**

Tell students to turn to page 122. Ask them to listen to the audio, noting the pronunciation of *do you*. Play the audio.

b  **04 Listen again and practice.**

Tell students to listen a second time. Play the audio, pausing after each sentence for students to repeat it. Play the audio another time if necessary.

Audioscript

What time do you have breakfast?
Do you often cook dinner?
What do you do in the evening?
Do you often listen to music?
When do you have lunch?
What do you do on weekends?

Communication activity » pp.84 and 93

1 Interview your classmates. Write each person's name in the chart.

Ask students to get into pairs and decide who is Student A and who is Student B. Tell Student A to turn to page 84 and Student B to turn to page 93. Tell students they have different questions. Explain that they are going to interview their classmates to find out about their daily lives. To do this they should ask each question to a different classmate, who should reply using an adverb of frequency. Students should write the person's name under the correct adverb of frequency. Ask students to read the questions and example conversations on their relevant pages silently. If necessary, write *always*, *usually*, *often*, *sometimes*, *hardly ever* and *never* on the board. Then read aloud one of the example conversations with one student, filling in the information on the board. Finally, have students stand up and do the task.

2 Share your results with Student A/B.

Ask students to get back into their original pairs. Explain that they are going to take turns telling each other what they found out. Ask students to read the examples on their relevant pages silently. Have them do the task.

In your words

1 With a partner, ask and answer questions about the lifestyles of these people.

Ask students to turn to page 6. Explain that they are going to ask and answer questions about the lifestyles of the people in the pictures. Read aloud the example conversation with one student as the other students read along. Ask students to get into pairs and do the task. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

Example answers

Vicky usually gets home at six. She often makes (a cup of) coffee. She goes out with her friends twice a week. Karina always arrives at nine. She usually cleans her room. She hardly ever studies. Ken usually goes to bed at two thirty. He always takes a bath at one, before he goes to bed.

Extra support

Ask students to get into pairs and make generic questions and question beginnings to use with this task (e.g., *What time ... ? When ... ? How often ... ? What does she do twice a week? Where does she work?*). After a few minutes, have pairs share their ideas with the class, writing their questions / question beginnings on the board as they are given.

Optional

Have students include emotions in their answers. If necessary, give a few examples (e.g., *Vicky always gets up at seven thirty, but she doesn't look happy. / She goes out with her friends twice a week and she looks happy.*).

Fast finishers

Tell students to make statements that compare the lifestyles of the people (e.g., *Vicky works five days a week, but Ken works six days a week.*).

This activity can also be done after **Challenge!**

★ Challenge!

Close your book. What can you and your partner remember about each person?

Ask students to stay in their pairs. Explain that they are going to close their books and take turns making statements about the people in the pictures. Read aloud the example conversation with one student as the other students read along. Tell students to close their books and do the task.

Listening

1 05 Listen to Andy from Utah, U.S., talk about living and working in Shanghai, China. Answer the questions.

Explain to students that they are going to listen to an interviewer ask Andy about his life in Shanghai. Read aloud the questions. Tell students to listen and answer the questions. Play the audio. Check answers as a class.

Answers

- 1 He's an assistant manager.
- 2 He lives in the hotel where he works.
- 3 No, he hardly ever works on weekends.

2 05 Listen again and complete the sentences.

Read aloud the sentences. Tell them to listen again and complete the sentences. Play the audio. If necessary, play the audio again. Check answers as a class.

Answers

- 1 fifty
- 2 six
- 3 seven
- 4 noon
- 5 in the evenings
- 6 bikes

Audioscript

Interviewer = I Andy = A

I: Andy, you work in a hotel here in Shanghai, right?

A: Yes. I'm an assistant manager. This is my second year here.

I: Oh, so I guess you like your job?

A: Sure! But I work hard. I often work over fifty hours a week.

I: Everyone works long hours in Shanghai! What's a typical work day like for you?

A: Well, I get up at six, eat breakfast, and then start work at seven. I always have lunch at noon, and in the afternoon I usually have meetings, or sometimes I help hotel guests with any problems.

I: And how do you like Shanghai?

A: It's great! The people, the food ... everything!

I: Where do you live? Do you live in the center?

A: I'm lucky because I live in the hotel.

I: That's great!

A: Yeah. I always eat here, too, so I can save money. I never work in the evenings, so I like to go out with friends a lot!

- I: I see. Where do you usually go when you go out?
 A: Downtown to a place called Club Paradise. Shanghai has a great nightlife.
 I: Do you work on weekends?
 A: Hardly ever. I usually bike around the city on Sundays.
 I: Sounds fun! Well, thanks for telling me about your lifestyle here in Shanghai, Andy.
 A: You're welcome!

Answers

Classes: between 8:00 a.m. and 1:30 p.m.
 Lunch at 2:00 (can last over 2 (two) hours)
 Siesta – stores close until 5:00
 Dinner: hardly ever before 10:00 p.m.
 People usually go out around **midnight** (meet friends in bars)
 People often go to nightclubs around 2:00 a.m. and dance until 6:00 or 7:00 in the morning.

Speaking

1 Complete the questionnaire. Then interview a partner.

Explain to students that they are going to complete a questionnaire and then interview a partner about his or her lifestyle. Read aloud the title and the questions. If necessary, explain *late for class* (e.g., *Class starts at 9:00 but I get to class at 9:15.*). Tell students to write or check their answers individually. When they have finished, ask them to get into pairs and interview each other, making notes of their partner's answers in the space provided.

Fast finishers

Tell pairs to ask and answer follow-up questions (e.g., *What do you eat for breakfast? Why are you sometimes late for class?*).

If you haven't already used it, this would be a good place to use the Photocopiable Activity for Unit 1 from the online Teacher's Resources.

Skills expansion

Listening

Skill: Listening for times

1 06 Listen to Carmela talk about student life in Spain. Complete the missing times.

Explain to students that they are going to listen to a student talk about life in Spain. Tell students they are going to listen for times. Direct students' attention to the **Skill tip** box. Tell them that they should listen carefully to listen closely for words like *around*, *before*, *between... and...*, *until*, etc. Read aloud the summary. Give students time to read the summary to themselves before playing the audio. Play the audio. Check answers as a class.

2 06 Listen again. Who do you think she is speaking to?

Ask students to get into pairs. Tell them to listen again and decide who Carmela is speaking to. Read aloud three answer choices: 1. her friends and family 2. students 3. teachers. Play the audio. Check answers as a class.

Optional

Ask students to get into pairs. Tell them to discuss how daily life in Spain is different from daily life in their country, using the notes in exercise 1 to help them. When pairs are ready, ask students to give some of their ideas to the class.

Audioscript

Carmela: Welcome to the university. My name is Carmela Martinez, and I want to tell you about daily life here in Spain, because it's probably a little different from life in your country. Classes are always before lunch, between 8:00 a.m. and 1:30 p.m. And then, of course, we have lunch. Lunch is at 2:00. It's the big meal of the day, and can last two hours or more. This is also our *siesta* time. The stores close and they don't open again until around 5 o'clock. This is when people often go shopping and look around the markets. People usually go to the main square, Plaza Mayor, for coffee or to talk with friends. We eat late. We hardly ever have dinner before 10 o'clock. So when people go out after dinner, it's often around midnight. We usually meet friends in bars and then around 2:00 a.m. we go to nightclubs and dance, sometimes until 6:00 or 7:00 in the morning! Now you understand why students never go out during the week! Are there any questions?
Student: Yes. When can we ...

Viewing

1 Before you watch, read this summary of Annie's typical day as a student at NYU.

Explain to students that they are going to watch a video about Annie. Read the summary of Annie's typical day aloud. If necessary, refer students to **Video vocabulary** before they begin. Read the words aloud.

Cultural note

New York University was founded in 1831. It is a private institution whose main campus is located in Greenwich Village in Manhattan. NYU is divided into a number of schools and colleges, the largest of which is the College of Arts and Sciences.

2 Watch the video. Find three mistakes in the summary.

Answers

Annie wakes up at 7 8:00 a.m. She has class from around 9:00 a.m. or 9:30 a.m. until about noon 1:00 p.m.. In the afternoons she works in the library for a couple of hours. After dinner, she does her homework. She goes to bed at around 10:00 p.m. or 10:30 p.m. 11:00 p.m. at night.

Videoscript

Interviewer: I'm here with Annie, who is going to tell us about a typical day in the life of a New Yorker.

Annie: Um ... OK, my typical day includes waking up at 8:00, I brush my teeth, take a shower, eat breakfast. Class usually starts around 9:00 or 9:30 and goes until maybe about 1:00. And I go to school at NYU. I study philosophy. And I also work at the library so I work in the afternoons for a couple of hours. And then I'll usually get dinner with friends or talk on the phone with some friends back home in California. And then I eat dinner, do my homework, and go to sleep. That's about it.

Interviewer: So when do you have time to study with that busy schedule?

Annie: I usually study at night. I think it helps me remember it in the morning. And sometimes I study on the weekends.

Interviewer: So when does your day end?

Annie: Probably around 10:00 or 11:00 at night.

Interviewer: And how long have you been in New York City?

Annie: I've been in New York for three years now. I'm a junior ... so ...

Interviewer: Thank you so much for talking with us today.

Annie: Yeah, no problem.

3 Watch again. Circle the correct answers.

Read the sentences aloud. Tell students to watch the video and circle the correct words to complete the sentences about Annie. Play the video again. Check answers as a class. Play the video another time if necessary. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

Answers

- 1 morning
- 2 philosophy
- 3 friends
- 4 is not
- 5 sometimes

Extra support

Write on the board: *taking a shower, home, friends, family, studying, calling*. Ask students to get into pairs and then tell each other what they remember about the above activities. Check answers as a class.

4 Is your typical day similar to Annie's? Tell a partner.

Tell students to get into pairs and then tell their partners about their typical day and how it is similar to, or different from, Annie's. When they finish, they should switch roles. After students have finished, you may want to ask a few students to give a brief report to the class about their partner.

Vocabulary expansion

Everyday activities

1 Write each verb in the correct space.

Ask students to write each verb in the correct space. If necessary, read aloud the list of verbs and items. If necessary, explain *snack* (a small amount of food that you eat between meals). Check answers as a class.

Answers

- 1 have
- 2 stay
- 3 make
- 4 wash
- 5 go

2 Ask and answer questions with a partner.

Tell students they are going to ask and answer questions with a partner using the phrases in exercise 1. Read aloud the example questions and ask a different student to answer each one. Ask students to get into pairs and do the task.

Reading**Skill: Scanning****1**  **07 Read the web page and find out what Jane does ...**

Tell students that they are going to practice scanning. Direct students' attention to the **Skill tip** box. Explain that scanning means quickly reading the text to find specific information. They should not read every word! Tell students to read the web page to find out what Jane does at different times. Read aloud each of the times. Have students do the task. Check answers as a class.

Answers

- 1 She gets up (at five o'clock in the morning).
- 2 She has breakfast (at around 6 a.m.)
- 3 She visits the market to buy fruit and vegetables (three times a week).
- 4 She always watches TV (after dinner).
- 5 She goes to bed (at 9 p.m.).
- 6 She often takes a minibus to the center of town and sometimes goes to the ocean (on weekends).

Optional

All the main reading texts in the course are recorded and available in MP3 format for optional use.

2 Answer the questions.

Tell students to scan the web page and find the answers to the questions. Read aloud the questions. If necessary, explain *nationality* (e.g., *I'm from Japan. My nationality is Japanese.*). Emphasize that students should scan the web page rather than read it in detail to find the answers to the questions. Have students do the task. Check answers as a class.

Answers

- 1 (She lives with) six people (Lizzie and her five children).
- 2 (She goes to school to teach) four days a week.
- 3 (She's) English.
- 4 She walks to school.
- 5 (She sometimes helps the children with their homework) before dinner / in the afternoon.
- 6 (They have breakfast and dinner) outside.

Writing**1 Write about your daily life. Look at the Study guide to help you.**

Explain to students that they are going to write about their daily life. Read aloud the points in the **Study guide**. If necessary, demonstrate *make a list* by writing a list of your daily activities as you discuss your typical weekday. You might want to encourage students to use adverbs of frequency. Remind students that at a minimum they should write about each of the points in the **Study guide**. Then read aloud the example under **Writing**. Have students do the task. After they have finished, you may want to collect the assignments to grade.

Example answer

On weekdays I always get up around 7:00 a.m., and then I take a shower. I hardly ever eat breakfast. I usually have classes in the morning, and then I sometimes eat lunch with my friends in the cafeteria. In the afternoon I often study in the library. Twice a week I go out with friends, and on Tuesday afternoons I play tennis at college. On Saturdays I never get up early. I love to sleep late! On Saturdays I sometimes clean up my room, and on Sundays I often go to the movies or watch TV.

Optional

Tell students to imagine it is ten years in the future. Explain that they should write a letter or postcard to send back in time to themselves. In the letter, they should use the simple present to talk about their habits and routines, as well as adverbs of frequency.

Example answer

Dear Me,
Hi! It's 10 years in the future. I have a great life! I get up at seven a.m. every day and then I usually go swimming. My house is on the beach, so I often swim in the ocean. If the weather is bad, I go swimming in my personal swimming pool. After that, I often read two business newspapers and eat breakfast. I never leave for work before eight a.m.

I often have meetings in the morning. In the afternoon I think of new ideas for my company. I eat lunch out every day. I hardly ever go home before ten p.m. I often go out with friends. Once a month I go to a foreign country for the weekend.

I have a lot to look forward to, so work hard for the next ten years!

Lots of love,

Me

Optional

- This is a good point in the unit for students to complete Unit 1 Worksheets from the Teacher's Resource Center.
- This is a good point in the unit for students to do Unit 1 Tests.