

UNIT 4 DAY IN, DAY OUT

IN THIS UNIT YOU

- ⚙️ learn language to talk about time and routines
- ⚙️ listen to an interview about daily routines—listening for specific information
- ⚙️ learn to use subjects correctly in sentences—writing: understanding the mechanics
- ⚙️ read about people who prefer different routines
- ⚙️ talk about interesting activities
- ▶️ watch a video about unusual routines

A 🗣️ Read these sayings about time. With a partner, discuss what you think each one means.

A: So, what do you think the first one means?

B: Maybe it means that time never stops. Or that no one can stop time.

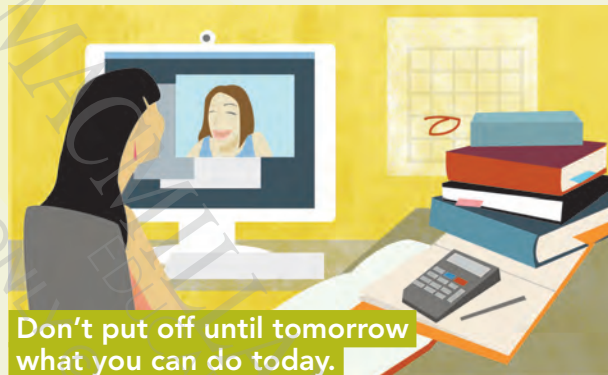
A: Yes, I think you're right.



Time waits for no man.



Time flies when you are having fun.



Don't put off until tomorrow what you can do today.



Life's too short to worry.



The early bird gets the worm.

B 🗣️ Work in pairs. Do you agree with the sayings in Exercise A?

LIFE SKILLS

SELF & SOCIETY

Learn to manage your time

1 VOCABULARY: telling time

A Match these sentences to the correct times.
Some times match more than one sentence.



noon = 12:00 in the middle of the day
midday = around noon
midnight = 12:00 at night
a.m. = before noon, e.g. 7 a.m.
p.m. = after noon, e.g. 11 p.m.

- | | | | |
|----------------------------|-----------------------------|-----------------------|--------------------------|
| 1 It's twenty after seven. | 4 It's a quarter after two. | 7 It's seven-twenty. | 10 It's five forty-five. |
| 2 It's five to two. | 5 It's six-thirty. | 8 It's half past six. | |
| 3 It's three o'clock. | 6 It's a quarter to six. | 9 It's two-fifteen. | |

B **Work in pairs. Say what time you usually do these things on weekdays.**

- | | | |
|-------------------------|----------------------|---------------|
| • get up | • get to school/work | • have dinner |
| • leave for school/work | • have lunch | • go to bed |

A: What time do you have lunch?

B: I have lunch at (around) two. And you?

2 READING: a magazine article

A Read this article. What is the difference between larks and owls?

What Type of Bird Are You?

One in ten people is a lark. About two in ten are owls and enjoy staying up very late. If you like to get up early, have coffee, and read the paper, you're probably a lark. Owls often don't eat breakfast and have to hurry to get to work in the morning. If you do laundry or surf the internet at midnight, you're probably an owl.

Larks and owls often have different jobs. Emergency-room doctors, for example, work more at night. They are usually owls. Writers and artists are often larks. For example, cartoonist Scott Adams is a lark. "I never try to do any creating past noon," he says. "And I only exercise in the late afternoon. I draw from 6 a.m. to 7 a.m. Then I write for a few hours."

Larks

- best before noon
- go to bed early
- favorite meal: breakfast
- drink coffee in the morning



Owls

- best after 6 p.m.
- stay up late
- favorite meal: dinner
- drink coffee in the evening



B **Work in pairs. Ask and answer these questions.**

- 1 Are you a lark or an owl? Why?
- 2 What time of day do you like to work or study?
- 3 What time of day do you like to relax?

3 GRAMMAR: frequency adverbs and adverbial phrases

A  **19 LANGUAGE IN CONTEXT** Listen to the conversation below. Answer the questions.

- Rick:** I'm always so busy! I **never** have any free time. I'm usually at work in the morning, and I always study in the afternoon. What about you?
- Alicia:** I don't work, so I **often** get up late. I **sometimes** study in the morning and I relax in the afternoon. Five times a week, I go out with my friends.
- Rick:** Five times a week! I **rarely** have time to go out—maybe just once a month. But I love watching movies. How often do you go to the movies?
- Alicia:** Oh, three or four times a month. Do you want to go this weekend?
- Rick:** Yeah, that sounds great.

- Who does a lot every day? _____
- Who doesn't do a lot every day? _____

B ANALYZE Read the conversation in Exercise A again.

Form Choose the correct option to complete the sentences.

- The frequency adverbs in **bold** come _____ the verb be.
a) before b) after
- The frequency adverbs in **bold** come _____ other verbs.
a) before b) after
- The adverbial phrases (once a month, etc.) come _____.
a) at the start or end of a clause b) between subject and verb


Function Complete the diagram with two words from the conversation.

We use frequency adverbs to talk about **how often** something happens.



C PRACTICE Write sentences about how often Rick does each of these activities. Use each frequency adverb from Exercise B once.

be late for class	0 times a week	(1) <i>He is never late for class.</i>
cook at home	6 times a week	(2) _____
chat online	3 times a month	(3) _____
drive to work	every workday	(4) _____
play video games	once a year	(5) _____
watch the news	4 times a week	(6) _____

D  **NOW YOU DO IT** Work in groups. Ask and answer questions to find out how often people in your group do each activity in Exercise C. Then report back to the whole class.

- A:** In our group, Victor and Lisa rarely cook at home.
B: Vera always cooks at home.

NOTICE!

Look at the underlined phrases in the conversation. Is the word order the same or different?

WATCH OUT!

- ☒ I am always happy.
☒ I always am happy.

HOW TO SAY IT

Asking about frequency
 How often do you ...?
 How often are you ...?

4 PRONUNCIATION: days of the week

A **20** Listen and repeat. Notice that the stress is always on the first syllable.

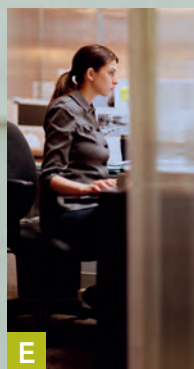
Sun•day Mon•day Tues•day Wednes•day Thurs•day Fri•day Sat•ur•day

B **21** Work in pairs. Practice saying these sentences. Make sure you stress the correct syllable. Listen and check.

- 1 I work from Monday to Friday.
- 2 I go to the gym on Tuesdays and Wednesdays.
- 3 My favorite day of the week is Saturday.
- 4 I think Sundays are boring.

5 LISTENING: for specific information page 22

A **22** Look at the pictures and listen to Part 1 of an interview. Match each picture to the day the woman does the activity.



B **23** Listen to Part 2 of the interview. What does the woman do on Sundays? Check (✓) the activities she mentions.

- | | |
|---|---|
| <input type="checkbox"/> have breakfast | <input type="checkbox"/> have lunch |
| <input type="checkbox"/> read the newspaper | <input type="checkbox"/> do the housework |
| <input type="checkbox"/> watch TV | <input type="checkbox"/> go to the gym |
| <input type="checkbox"/> go for a walk | <input type="checkbox"/> cook |
| <input type="checkbox"/> meet friends | |

C Work in pairs. Describe your usual weekend routine. Do you and your partner do similar or different things on weekends?

On Saturdays, I usually get up late. I ...

on Mondays = every Monday

- | | |
|-----------------|----------------|
| _____ Monday | _____ Thursday |
| _____ Tuesday | _____ Friday |
| _____ Wednesday | _____ Saturday |

6 VOCABULARY: prepositions of time

A Read what this woman says about her routine.

Circle the correct option to complete each explanation.

"I usually work until five o'clock. I get home at six. On weekdays, I go to bed early. I often watch TV until bedtime. On Fridays, I always go out after work and I see friends in the evening. Sometimes, I don't get home before 3 a.m.! I sleep late on Saturday mornings."

- We use *until* / *before* / *after* to say when we stop doing something.
- We use *until* / *before* / *after* to say at a later time.
- We use *until* / *before* / *after* to say at an earlier time.

B Read the text in Exercise A again. Write two more examples of your own for each category in the table below.

on	at	in	before	after	until
<i>Fridays</i>	<i>five</i>	<i>the evening</i>	<i>3 a.m.</i>	<i>work</i>	<i>bedtime</i>

C Choose the correct option to complete the sentences.

- My English class starts _____ two-thirty.
a) in b) until c) at
- Let's go out _____ Thursday.
a) in b) on c) at
- I always brush my teeth _____ I take a shower.
a) until b) before c) at
- I study _____ about 10 p.m., and then I go to bed.
a) after b) at c) until
- See you _____ the morning!
a) on b) in c) at
- My dad usually plays tennis _____ work.
a) on b) after c) in

7 SPEAKING: talking about interesting activities

A **24** Listen to the conversation below.

Answer the questions.

- Ava:** So, Owen. What do you do in your free time?
Owen: I usually have a very busy week. I do different activities almost every evening.
Ava: Really? What activities do you do?
Owen: Well, I go in-line skating twice a week. And I take an art class on Wednesday evenings.
Ava: Art class? That's interesting!
Owen: Why don't you come along next week?
Ava: Sounds fun. And what do you usually do on the weekend?
Owen: I go hang gliding on Saturdays. Do you want to come along to try that?
Ava: No way! Art class is exciting enough for me!

- What activity does Owen do twice a week? _____
- What activity is Ava interested in trying? _____

B Walk around the class and ask each person to tell you two interesting or unusual things they do each week. Find out as much as you can.

- A:** Do you do anything unusual each week?
B: On Tuesdays, I take a dance class.

C Tell the rest of the class about any interesting or unusual things your classmates do.



8 GRAMMAR: clauses with *until*, *before*, *after*

A LANGUAGE IN CONTEXT Read what this man says and **circle** T (true) or F (false).

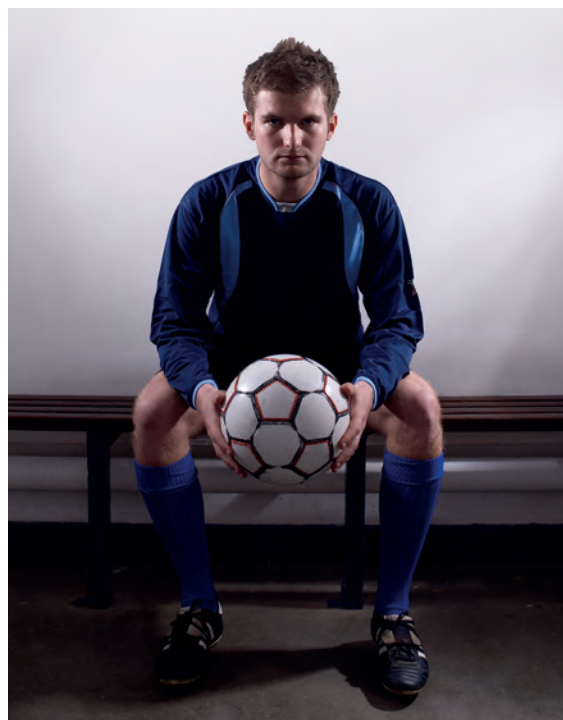
"I'm pretty superstitious. I stay in the locker room until I'm the last one. Then I follow the others. I always touch the grass before I start to play. It brings me luck. After I do all of that, I always play well!"

- 1 He is the last one in the locker room, and then he follows the others. T / F
- 2 He starts to play and then touches the grass. T / F

NOTICE!

Underline *after*, *before*, and *until* in the text. They come ...

- a) between clauses or at the start of a clause.
- b) between the subject and the verb.



B ANALYZE Read the text in Exercise A again.

Function **Circle** the correct option.

To talk about the order of events ...

after	After I do all of that, I always play well.	We use <i>after</i> with the (1) <i>first</i> / <i>second</i> event.
before	I always touch the grass before I start to play.	We use <i>before</i> with the (2) <i>first</i> / <i>second</i> event.

To talk about the duration of events ...

until	I stay in the dressing room until I'm the last one.	We use <i>until</i> to talk about an event that stops at a particular moment in time.
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C PRACTICE Complete these sentences with *before*, *after*, or *until*.

- 1 Dan has his piano lesson at five. He has dinner at seven.

Dan has his piano lesson _____ he has dinner.

Dan has dinner _____ he has his piano lesson.

- 2 I get home. Then I call my friends.

I call my friends _____ I get home.

- 3 Christina studies every day. She stops when she finishes all her schoolwork.

Christina studies every day _____ she finishes all her schoolwork.

- 4 I arrive at the office. Then I have coffee.

I have coffee _____ I arrive at the office.

I arrive at the office _____ I have coffee.

WATCH OUT!

- ☒ I get dressed before I have breakfast.
- ☒ I get dressed before have breakfast.

D NOW YOU DO IT Work in pairs. Ask and answer questions about what you do before and after you do these things.

- leave the house in the morning
- do your homework
- go out in the evening with friends
- go to bed

A: What do you do before you leave the house in the morning?

B: Before I leave the house in the morning, I ...

9 WRITING: understanding the mechanics page 23

A sentence expresses a whole idea. Sentences in English always have a subject and a verb. When there is no other subject, we use *it*.


A Check (✓) the correct sentences. Rewrite the incorrect sentences.


- 1 ☐ Friday my favorite day. _____
- 2 ☐ It is twenty to seven. _____
- 3 ☒ Is cold today. _____
- 4 ☒ I an unusual routine. _____
- 5 ☐ My dad gets up at 4 a.m. _____
- 6 ☐ Is an interesting job. _____

B Read about an unusual routine. Find three sentences that are incorrect and underline them. Explain why they are incorrect and suggest changes.

The life of a roadie isn't easy! And Jake Redman knows. This is his tenth year as a roadie with some of the biggest names in music. He has a hard routine on tour. He get up at noon when the tour bus arrives at the next stadium. He starts work right away—he helps to get the stadium ready for the show. It takes four hours and fifty people! Is hard work. Then, it's time for a meal and a little free time. Sometimes he watches the show in the evening. When the show is over, after midnight, goes back to work. He puts all the equipment away and finally gets to sleep at around four in the morning. What a life!

C Think of someone (a member of your family, a celebrity, etc.) with an unusual routine. Write a few sentences in your notebook describing what you think they do on a typical day.


D  Work in pairs. Read each other's sentences. Do the two people have similar or different routines?

E  Read your partner's sentences again. Is every sentence correct? Help your partner find any mistakes.



MANAGING YOUR TIME

- Understand any problems you have with managing your time.
- Write a to-do list and categorize each task.
- Decide on the best order for the tasks.

A  **How well do you manage your time? Complete this quiz. Compare your answers in pairs. How accurate is the quiz? What can you do to improve your time management?**

It's time to think about time! →

Some of us are born to be late and others are always on time. Take our fun quiz to find out which you are!

- How do you feel about time?
 - I never have enough time!
 - Sometimes I don't have time to do everything, but usually it's OK.
 - Time? I have a lot of it!
- Do you arrive on time for things?
 - Yes, always.
 - Sometimes, but not always.
 - No, I'm always late!
- Do you often have nothing to do?
 - No, I'm always busy.
 - Sometimes.
 - Yes, I do.
- How often do you check the time?
 - I'm too busy to look at the clock!
 - Never. I don't have a watch.
 - Often. I like to know what time it is.
- You have something important to do. How do you feel?
 - I'm not worried because there's a lot of time.
 - Help! I have a thousand things to do today!
 - Forget it. I can do it tomorrow.
- How do you work or study?
 - I just work until I finish.
 - I take a lot of breaks to watch TV and chat online.
 - It's difficult! I never have time to finish my work or study.

Now add up your score:

- | | | | |
|----------|-----|-----|-----|
| 1 | a 3 | b 2 | c 1 |
| 2 | a 1 | b 2 | c 3 |
| 3 | a 3 | b 2 | c 1 |
| 4 | a 3 | b 1 | c 2 |
| 5 | a 2 | b 3 | c 1 |
| 6 | a 2 | b 1 | c 3 |

My total _____

6–10 You have a lot of time—because you don't do important things! Manage your time better and you can achieve more.

11–15 You have a good attitude about time. With a little time management, you can do even more.


16–18 You need to manage your time and give yourself time to relax!

Self and Society

Work and Career

Study and Learning

B Make a list of things to do in the coming week. Estimate the time you need for each one. Look at the example.

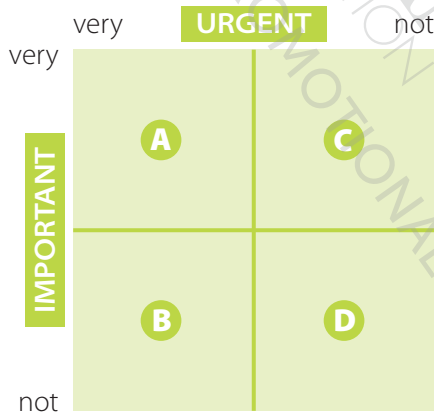
C  Work in pairs. Ask and answer questions about your lists. Use the diagram and mark each task depending on how important and how urgent it is.

To-do list

Day: Monday

Tasks:


<input checked="" type="checkbox"/>	do the laundry	2 hours
<input checked="" type="checkbox"/>	go to the bank	1 hour
<input checked="" type="checkbox"/>	go to the movies	3 hours



Key to diagram:

- A:** Very important and very urgent.
B: Very urgent, but not very important.
C: Very important, but not very urgent.
D: Not very important and not very urgent.

D Write your things to do in order. For each day of the week, write A things first, followed by B things, etc. Think about the time you have and consider moving some things from one day to another.

E  Work in pairs. Compare your daily to-do lists. Can you do everything in the time you have?

HOW TO SAY IT

Prioritizing

Is this urgent?

How important is this?

It's very important!

I don't really need to ...

I suppose this isn't really urgent, so ...

Day	
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	



REFLECT ...

How can the skill of managing your time be useful to you in **Work and Career** and **Study and Learning**?

Language wrap-up

1 VOCABULARY

A Rita is talking about her day. Look at the time on each watch. Then complete these sentences with a verb and the correct time. (6 points)



1 I _____ to school
at _____.



2 I _____ dinner
at _____.



3 I _____ to bed
at _____.

B Rita is talking about other parts of her day. Circle the correct prepositions. (4 points)

- 1** I always have breakfast at / before / after / until I go to school.
- 2** I sometimes go for coffee with friends until / at / after / on school.
- 3** On / In / Until / At Saturday nights, I use my computer or watch a movie before / after / on / until midnight, and then I go to bed.

8–10 correct: I can tell the time and use prepositions to talk about what I do in a typical day.

0–7 correct: Look again at Sections 1 and 6 on pages 40 and 43.

SCORE: /10

2 GRAMMAR

A Read this text about how frequently five people play video games. Write their names in the correct order on the scale. (5 points)

When Leo comes home from school, he always plays video games. His sister, Marina, sometimes plays with him, but she prefers going online to talk to her friends. David often plays video games after school, but not every day. His sister, Lola, never plays. She thinks video games are boring. Samuel rarely plays video games, but he likes one soccer game that he plays with his brother.



B Rewrite the sentences with *before*, *after*, or *until*. Use the correct punctuation. (5 points)

- 1** Leo has dinner, and then he plays games on his computer.
_____ (before)
- 2** Marina talks to friends online. She stops when it's time for bed.
_____ (until)
- 3** David does his homework. Then he plays video games.
_____ (after)
- 4** Lola watches TV. She stops when she goes to bed.
_____ (until)
- 5** Samuel plays a video game, and then he listens to music.
_____ (after)

8–10 correct: I can use frequency adverbs and time clauses to talk about when and how often people do things.

0–7 correct: Look again at Sections 3 and 8 on pages 41 and 44.

SCORE: /10