

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?

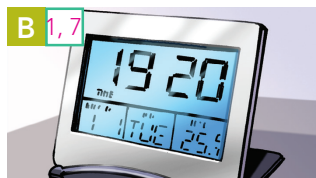
LIFE SKILLS

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?

1 Vocabulary: telling time

Lead-in

Point at a clock (or draw a clock with a specific time on the board) and ask the students *What time is it?* Don't worry at this stage if they can't give you an accurate answer because this is the focus of this section. Then write 9:30 on the board. Tell the students there is a very easy way of saying this. Elicit it from the class (*nine thirty*). Write three more examples on the board (e.g. 11:15, 2:45, 9:20). Ask the students to tell you the time in the same way as *nine thirty*. Emphasize once again how easy this is in English (*eleven fifteen, two forty-five, nine twenty*). Return to the example of 9:30. Tell the students there is another way to say this in English using the word *half*. If you can't elicit the phrase *half past nine*, write it on the board. Do the same for a *quarter after* and a *quarter to*. Give the students further practice by dictating some more times, and asking them to write them as numbers. Continue until they can do this easily.

A

- Focus on the expressions in the information box. Remind students of the meaning and usage of *a.m.* (ante meridiem) and *p.m.* (post meridiem). Elicit that *a.m.* is used before noon (12 o'clock) and *p.m.* is used after noon, but before midnight.
- Read the instructions for the exercise aloud. Make sure the students understand that some of the pictures match more than one sentence.
- Ask the students to do the exercise individually.

Culture note

In the U.S., noon is generally used to mean 12:00 p.m., and midday is used more generally to mean around noon, in the middle of the day.

B

- Remind the students that we use the preposition *at* when we give the time something happens (e.g. *The lesson starts at 10:30 a.m. and ends at 11:15 a.m.*).
- Put the students in pairs. Circulate and make sure the students are using *at* and expressing the times correctly.
- Ask a few students to report back about their partners (e.g. *Melissa gets up at 7 o'clock.*).

Culture note

The 24-hour clock is typically used to talk about travel times in many countries (e.g. *The train leaves at 18:23* (pronounced *eighteen twenty-three*). However, in the United States, the 24-hour-clock is only used in the military and a few other professions. When using the 12-hour clock, we can use *a.m.* and *p.m.*

► Workbook p. 22, Section 1

2 Reading: a magazine article

A

- Write the words *owl* and *lark* on the board. Tell the students they are both birds.
- Write the following vocabulary from the text on the board: *stay up late, do laundry, surf the internet, midnight, emergency room, noon*. Try to elicit the meanings from the class, and explain any expressions the students don't know.
- Draw the students' attention to the question in the instructions. Encourage them to think of what the difference is when reading the text.
- Give the students time to read the text and the descriptive summaries of the two birds.

Answer

Larks wake up early and owls stay up late.

Extra: reading practice

Ask the students to answer these questions.

- 1 How many people are larks?
- 2 How many people are owls?
- 3 Which of these are larks: doctors, writers, artists?
- 4 When does Scott Adams draw?

Answers

- 1 one in ten
- 2 about two in ten
- 3 writers and artists
- 4 from 6 a.m. to 7 a.m.

Culture note

Larks are primarily found in Europe and Asia. The lark symbolizes daybreak and early morning in literature and mythology.

B


- Read the questions to the class.
- Put the students in pairs to discuss the questions. Encourage them to give reasons for being larks or owls (e.g. *I'm a lark because I always wake up early.*) Give the students an example by telling them reasons why you are an owl or a lark.
- When the pairs finish their discussions, elicit some responses from several students. Find out who is an owl and who is a lark. Encourage the students to give examples with specific times in their answers (e.g. *I like to study late at night. I usually start at 9 p.m.*).

3 Grammar: frequency adverbs and adverbial phrases

Lead-in

Write the following sentences on the board: *Bill never stays up late. Rachel always goes to bed early.* Ask the students how many days a week Bill stays up late (none). Ask how many days a week Rachel goes to bed early (seven).

A

-  **19** See the Student's Book for the **audio script**.
- Ask the students to read the questions at the end of the text. Check that they understand what *a lot* means (many things). Tell them the conversation is between Rick and Alicia, so they should write either *Rick* or *Alicia* in the blanks.

Alternative

Ask the students to listen to the audio once without looking in their books. This will give them practice in gaining understanding from listening.

- Play the audio once. Check the students' progress, and play it again, if necessary. Check the answers with the class.

NOTICE!

- Ask the students to read the underlined phrases in the conversation again and answer the question.
- Check the answer with the class.

Answer

The word order is different.

B

Form

- Complete items 1–3 as a class. Encourage the students to look for the answers in Ex. A.
- When you have elicited the answers, ask the students to look at the **Watch out!** box. **Highlight** that the frequency adverbs always come after the verb *be*, not before.

Function

- Draw the students' attention to the diagram, and explain that 0% indicates *never*. Emphasize that this diagram is a good way to express how often something happens.
- Give the students time to complete the diagram individually. Remind them that they can use the conversation in Ex. A to help them.
- Ask the students to compare their answers in pairs. Then check the answers with the class.

C

- Read the instructions aloud, and have the class repeat the activities in the grammar table. Elicit their meaning.
- Direct the students to the example and explain that they will write sentences like this one for Rick's other activities. Ask the students to complete the exercise individually. Circulate and monitor, assisting where needed.
- Tell the students to compare their answers in pairs. Then check the answers by calling on students to write their sentences on the board.
- Ask the class to check that the frequency adverbs are in the correct place in each sentence. Remind them of the position of the adverb with respect to the verb.
- Review the pronunciation of the present tense third person singular. Then ask the students to repeat the correct sentences, using correct pronunciation of the verbs.

Extra: grammar practice

Write these sentences on the board. Ask the students to put the words in parentheses in the correct place in the sentence.

- 1 She gets up early. (*always*)
- 2 He is late. (*often*)
- 3 We go to the movies. (*sometimes*)
- 4 She is wrong. (*never*)

Answers

- 1 She always gets up early.
- 2 He is often late.
- 3 We sometimes go to the movies.
- 4 She is never wrong.

D

- Ask the students to look at the questions in the **How to say it** box. Tell them that *How often are you ...?* is only used to ask about one of the activities in Ex. C. Elicit which one it is (*be late for class—How often are you late for class?*). For all the other activities, they will need to use *How often do you ...?*
- Put the students in groups, and have them discuss how often they do the activities. To ensure that all the students get practice with the questions as well as the answers, for each activity, have one group member start by asking *How often ...?* to the person on their right. That person answers, and then asks the person on their right. The group continues until all the students have had a chance to say how often they do each activity.
- Ask the students to report back on their group discussions. Make sure that they put the frequency adverbs in the correct place. Also make sure that they use the third person -s ending correctly.

Extra: hangman

Play a quick game of "hangman" on the board with the class, using adverbs of frequency to review both the words and their spellings.



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.

- 1 Who does a lot every day? Rick
2 Who doesn't do a lot every day? Alicia

B ANALYZE Read the conversation in Exercise A again.

Form Choose the correct option to complete the sentences.

- 1 The frequency adverbs in **bold** come _____ the verb *be*.
a) before **b) after**
2 The frequency adverbs in **bold** come _____ other verbs.
a) before b) after
3 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.



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.

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) <u>He is never late for class.</u>
cook at home	6 times a week	(2) <u>He usually cooks at home.</u>
chat online	3 times a month	(3) <u>He sometimes chats online.</u>
drive to work	every workday	(4) <u>He always drives to work.</u>
play video games	once a year	(5) <u>He rarely plays video games.</u>
watch the news	4 times a week	(6) <u>He often watches the news.</u>

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.

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

- | | |
|--------------------|-------------------|
| E Monday | C Thursday |
| F Tuesday | D Friday |
| A Wednesday | B Saturday |

4 Pronunciation: days of the week

Lead-in

Write *Today is ...* on the board. Invite individual students to tell you what day it is. Ask them to spell it for you. Elicit all seven days, if possible.

A

- **20** See the Student's Book for the **audio script**.
- Play the audio once, and ask the students to notice the stressed syllable in each word.
- Play the audio again and ask the students to repeat each word. Draw the students' attention to the fact that all the days of the week are stressed on the first syllable.
- **Highlight** that *Wednesday* has only two syllables /'wenz,dei/ and that the first *d* is silent.
- Drill the pronunciation by having individual students repeat the words after you.

B

- **21** See the Student's Book for the **audio script**.
- Put the students in pairs, and have them take turns practicing the sentences.
- Play the audio so that the students can check their answers.

5 Listening: for specific information

Lead-in

- Use the pictures to introduce the section. Ask the students what activity or place they can see in each picture (e.g. A: *go to the gym*, B: *watch TV*, C: *meet friends*, etc.).
- Remind the students that they practiced listening for specific information on p. 22.

A

- **22** Explain that the students should listen and match the picture to the correct day. Emphasize that they will need to listen for both the day and the activity.
- Play the audio once and check the students' progress. Play it again if necessary.
- Ask the students to compare their answers in pairs. Then check the answers with the class.

Audio script

R = Reporter, W = Woman

What's your daily routine? Here's what one person says about her week.

R: Um, what's your daily routine?

W: Um, well, on Mondays, I work in the office. On Tuesdays, I have class after work. On Wednesdays, I go to the gym before work. That gives me energy for the rest of the week! On Thursdays, I usually meet friends for coffee.

R: And Friday?

W: Friday evening is the start of the weekend. I always go dancing. On Saturdays, I relax at home and watch TV.

Extra: daily routines Q&A

Tell the students that you are going to tell them your daily routine. Explain that they should try to stop you from getting to the end of your day by asking you a lot of questions. For example, you say *I get up and have breakfast*, and they say *Excuse me, what do you eat for breakfast?* You answer *toast*, and they can then say *Do you have it with butter?* At the end, invite individual students to come to the front to recount their day.

B

- **23** Before you play the audio, ask the students to look at the list of activities. Tell them that the woman does six of these activities on Sundays. Ask them to work in pairs and decide which activities she does.
- Elicit some suggestions from the class, but do not correct them at this stage.
- Play the audio, and ask the students to check their predictions. Check the answers with the class.

Audio script

R = Reporter, W = Woman

R: Tell me about Sundays. What do you do on Sundays?

W: I usually get up late and have breakfast. I often read the newspaper at the same time. After that, I usually go for a walk. I like walking around my neighborhood. I get home, and I have lunch at one.

R: What about after lunch?

W: In the early afternoon, I do the housework. The rest of the day, I cook and relax.

C

- Read the instructions aloud, and draw the students' attention to the model sentence.
- **Highlight** the fact that we use the plural form (*on Saturdays, on Sundays*) to mean *every Saturday, every Sunday*, etc.
- Give the students time to think about their weekend routine. Encourage them to use some of the ideas in Ex. A and Ex. B, as well as the frequency adverbs that they learned earlier in this unit.
- Put the students in pairs to complete the exercise.
- When the pairs finish, choose a few pairs to tell you the things they do which are similar, and the things they do which are different.
- Encourage them to use *We both ...* for the things which are similar.

► Workbook p. 23, Section 3

6 Vocabulary: prepositions of time

Lead-in

Review *morning*, *afternoon*, and *evening*. Do this by writing 6:00 a.m. to 12:00 noon, 12:00 noon to 6:00 p.m., and 6:00 p.m. to 11:00 p.m. on the board. Ask the class which words we use for these different times of day.

A

- Choose a student to read the text aloud.
- Use the text to help the students figure out the meanings and use of *before*, *after*, and *until*. If they have problems understanding these words, ask them if they go out with their friends *before* work (or school) or *after* work. Tell them the school is open *until* 10 o'clock (for example) and then it is closed.
- Ask them to read the three statements carefully. Make sure they understand *later* and *earlier* (8 o'clock is *earlier* than 9 o'clock, but *later* than 7 o'clock).
- When the students finish the exercise, check the answers with the class.

B

- Ask the students to find examples of *on*, *at*, *in*, *before*, *after*, and *until* in the text in Ex. A and underline them.
- Ask the students to work individually to complete the grammar table.
- When the students finish, check their answers with the class.
- Point out that we say *in the morning* and *in the evening* but **highlight** that we do not say *in the night*. We say *at night*.

Possible answers

on: Monday (mornings), Tuesday(s), weekdays/weekends, etc.

at: two (o'clock), 4 a.m., 9 p.m., etc.

in: the morning(s), the afternoon(s), etc.

before: two (o'clock), 4 a.m., 9 p.m., lunch, bedtime, etc.

after: two (o'clock), 4 a.m., 9 p.m., breakfast, school, etc.

until: the morning, two (o'clock), 4 a.m., 9 p.m., etc.

C


- Ask the students to work individually to complete the sentences with the correct option.
- Have the students compare their answers in pairs. Tell them to refer to the examples in Ex. A and Ex. B to help them complete the exercise. Check the answers with the class.

Extra: prepositions with time

Give each student three slips of paper and a thick marker. Ask the students to write *on* on one slip, *at* on another slip, and *in* on the third slip in very big letters. Tell them you will say a time reference (e.g. *the afternoon*, *twenty after five*) and they should hold up the card with the correct preposition. Once they have practiced the phrases with you, they can test each other in groups or pairs.

7 Speaking: talking about interesting activities

A

-  **24** See the Student's Book for the **audio script**.
- Tell the students to look at the picture. Explain that they will hear Owen talking to Ava about his routine.
- Ask the students to read the questions at the end of the conversation, and check that they understand them.
- Play the audio once, and check progress. If necessary, play the audio again. Check the answers with the class.

Extra: shadow reading

Use the conversation as a *shadow reading* exercise. Play the audio and ask the students to read along.

B

- Read the instructions to the class, and give the students a little time to think about the interesting or unusual things that they do. Ask them to read the model conversation.
- **Highlight** that we *do* karate (and judo), but we *play* ball games (like soccer), and *go* swimming (and other sports activities ending in *-ing*, e.g. *skiing*).
- Explain that students should ask both *yes/no* questions and *wh-* questions. Elicit *wh-* questions as examples.
- Encourage the students to circulate, asking and answering questions about their activities. Ask them to speak to at least five other students.

Extra: follow-up questions

Encourage the students to extend their conversations by asking one or two follow-up questions about their partner's activities. For example:

A: *I play soccer on Sundays.*

B: *Oh, where do you play?*

C

- When the students finish Ex. B, invite several students to share some interesting things they learned about their classmates.
- As the students give their answers, encourage the rest of the class to ask questions to find out more information about their classmates' interests.
- Write any interesting and unusual activities on the board to help boost the students' vocabulary.

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
Fridays	five	the evening	3 a.m.	work	bedtime

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? in-line skating
- What activity is Ava interested in trying? art class

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!"

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

T / F
T / F

NOTICE!

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

- between clauses or at the start of a clause.
- 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 *after* with the (1) first / second event.

before I always touch the grass before I start to play.

We use *before* with the (2) first / second event.

To talk about the duration of events ...

until I stay in the locker room until I'm the last one.

We use *until* to talk about an event that stops at a particular moment in time.

C PRACTICE Complete these sentences with *before*, *after*, or *until*.

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

Dan has his piano lesson before he has dinner.

Dan has dinner after he has his piano lesson.

- I get home. Then I call my friends.

I call my friends after I get home.

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

Christina studies every day until she finishes all her schoolwork.

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

I have coffee after I arrive at the office.

I arrive at the office before I have coffee.

WATCH OUT!

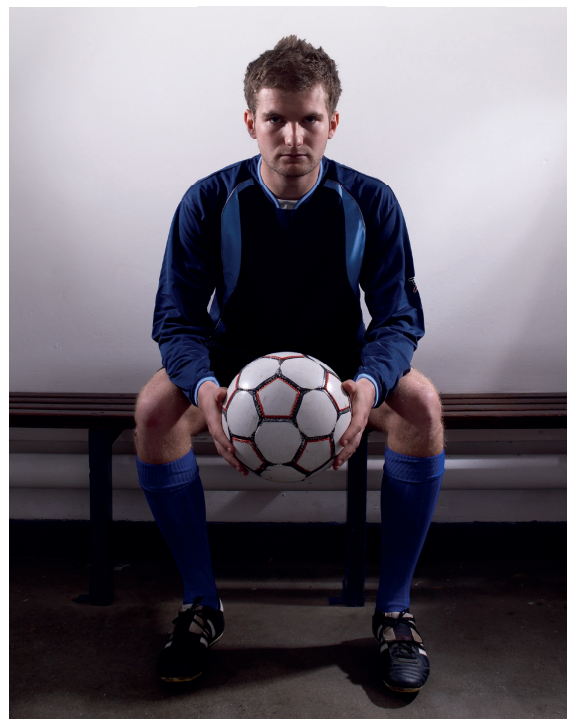
- ☒ I get dressed before I have breakfast.
- ☒ I get dressed before have breakfast.

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 ...



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

Lead-in

Refer the students to Section 6, Ex. C. Tell them to read item 3. Ask who in the class brushes their teeth before they take a shower, and who brushes their teeth after they take a shower. Find out what the majority does. Ask other questions about their morning routine: *Do you get dressed before or after you have breakfast? Do you drink coffee before or after your shower?*

A

- Before you begin the exercise, pre-teach and drill the pronunciation of some of the words (e.g. *superstitious*: believing that certain things or behaviors can bring good or bad luck; *locker room*: the place where athletes get dressed; *touch*: put your hands on something; *luck*: good fortune).
- Tell the students to read the text and decide whether the statements are true or false. Check the answers with the class.
- Note that *pretty* here is an adverb and is not related to the adjective *pretty*. Here it means *fairly* or even *very*.

Extra: popular superstitions

Lead a brief class discussion about popular superstitions in the students' home countries. Ask the students whether they believe in them.

NOTICE!

Ask the students to read the text again and underline the examples of *after*, *before*, and *until*. Note that there is one example of each. Then ask them to look back at the sentences they underlined, and circle the correct option to complete the statement.

B

Function

- Have the students read the text again. Then ask them to repeat the model sentences in the grammar table after you.
- Ask the students to circle the correct options in the grammar table individually and then to compare their answers in pairs. Check the answers with the class.

Alternative

Write this sentence from the text in Ex. A on the board: *I always touch the grass before I start to play*. Ask the students which happens first—*touch the grass* or *start to play* (touch the grass).

- **Highlight** the difference between the use of *before/after* to talk about the order of events, and *until* to talk about the duration of events. Make sure the students understand these concepts. An added challenge for the students may be the way these words are used grammatically in sentences in their language (e.g. they might be used with infinitives or future tenses).
- Draw the students' attention to the example sentences. Note the use of the comma when you begin with the subordinate clause (in this case, the clause beginning with *after*).

Extra: changing order

To reinforce this rule, ask the students to work in pairs and write the *before* and *after* sentences from the grammar table in a different order (e.g. *Before I start to play, I always touch the grass*). Make sure they have remembered to put the comma in the right place.

C

- Point out the **Watch out!** box. Ask the students why the second sentence is incorrect (there is a subject pronoun missing before *have*). Give the students time to think about what they do before and after the activities.
- Ask the students to work individually to complete the sentences. Then encourage them to check their answers in pairs, discussing any differences.
- Invite the students to read aloud the completed sentences to check answers.

Extra: grammar practice

Insert *before*, *after*, or *until* to complete the sentences.

- 1 We usually have coffee _____ we finish our lunch.
- 2 I take a shower _____ I go to school.
- 3 I watch TV _____ it is time to go to bed.
- 4 We clean the classroom _____ we go home.

Answers

- | | |
|----------|----------|
| 1 after | 3 until |
| 2 before | 4 before |

D

- Invite two students to read the model conversation. Then put the students in pairs to do the exercise.
- When the pairs finish, elicit some examples from the class. Ask the students to report back on their partners (e.g. *Daniel watches TV before he does his homework.*). Review the pronunciation of third person -s endings, and make sure that the students are using *before*, *after*, and *until* correctly.

► Workbook p. 25, Section 5

9 Writing: understanding the mechanics

Lead-in

- Write two incorrect sentences on the board (e.g. **Have coffee every morning* and **He never late for class*). Tell the students there is a mistake in each sentence, and ask them to work in pairs to correct the mistakes. Emphasize that the first sentence is incorrect because it has no subject, and the second sentence is incorrect because it has no verb.
- Remind the students that they practiced understanding the mechanics on p. 23.
- Ask the students to read the information in the skills panel carefully. Emphasize that sentences in English always have a subject and a verb.
- If in your students' language the subject can be omitted, encourage the students to remember to include the subject in English.

A

- Before the students do this exercise, remind them to look for the subject and the verb in each sentence to decide whether the sentence is correct or not.
- Ask the students to work individually or in pairs to complete the exercise. Circulate and monitor, assisting where needed.
- Check the answers with the class. Invite individual students to come to the board and write the correct versions of the incorrect sentences. Ask other students if they agree with the versions on the board.

B

- Ask the students to look at the picture. Ask them where the man (Jake) works and what his job is. Try to get the students to predict his daily routine (e.g. *He gets up at 9:00 a.m.; He starts work right away; He gets to bed around four in the morning*, etc.).
- Tell the students that they will read a text about the man in the picture, and that the text has three sentences with mistakes. Ask them to find the mistakes and underline them.
- When the students finish, ask them why the sentences are incorrect. Elicit the corrected sentences from the students and write them on the board.
- **Highlight** that if there are two verbs in one sentence, and the subject is the same for both verbs, it is not necessary to repeat the subject. An example from the text is: *He puts all the equipment away and finally gets to sleep at around four in the morning.*
- Ask the students why Jake's routine is unusual. (He gets up very late. He works until 4 a.m.)

Answers

He get up ...—He gets up (The simple present form of get ends in -s for he/she/it.)
Is hard work.—**It's** hard work. (The sentence needs a subject pronoun before the verb.)
... goes back to work.—... **he** goes back to work. (The sentence needs a subject pronoun before the verb.)

C

- If the students have problems identifying a family member or a celebrity with an unusual routine, direct them to the pictures of people on p. 20.
- While the students are writing, circulate and monitor, assisting where needed.

D

- Put the students in pairs. Ask them to read each other's sentences and discuss the similarities and differences.
- Ask for several volunteers to read their sentences to the class. Have the class try to guess the person's job, based on the description of the routine.

E

- Tell the students they are going to help each other correct any errors in their sentences.
- Put the students in pairs, and have them exchange books. Remind them that sentences in English always have a subject and a verb.
- While the students are correcting each other's work, circulate and monitor, assisting where needed. Make sure that the final versions are correct.

Extra: language auction

On the board, write a list of about 10 correct and 10 incorrect sentences covering aspects of the language the students have recently covered, such as the third person singular form, adverbs of frequency, positioning of adverbs in sentences, and prepositions of time. Put the students in groups, and explain that each group has \$10,000 to spend. They should try to "buy" as many correct sentences as possible. When the auction starts, they bid for their sentences, with the sentences being sold to the highest bidder. Keep a tally at the side of the board of how much each group has spent—teams have to stop bidding when they run out of money. At the end, reveal which sentences are correct and who got the most for their money.

▶ Workbook p. 25, Section 6

▶ Workbook
p. 26, Read and write
p. 27, Down time

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

lifeSkills: managing your time

Step 1 Understand any problems you have with managing your time. (Ex. A, Ex. E)

Step 2 Write a to-do list and categorize each task. (Ex. B, Ex. C)

Step 3 Decide on the best order for the tasks. (Ex. D)

Lead-in

- Ask the students if they have a lot of time to do things, or if they sometimes feel they don't have enough time to do all the things they need to do. Check that they understand the word *busy* (a busy person has many things to do and not enough time).
- Emphasize the importance of effective time management. Explain that careful planning helps us manage our time better.
- Explain the concept of a *to-do list* (writing down all the things you have to do in a day or a week) and the benefits of putting things in order of priority (from most important to least important).
- Ask the students if they write to-do lists and, if they do, how the lists help them plan their time.

A

- Ask the students to look at the pictures on the quiz. Ask them which picture shows a busy person, and which picture shows a calm, organized person.
- Go over the meaning and pronunciation of *worried*.
- Read the instructions for the quiz. Make sure the students understand that they need to choose one answer for each question. Tell them to circle the answer that is true for them in each case.
- Ask the students to do the exercise individually. Circulate and monitor, assisting where needed.
- When the students finish, have them calculate their scores according to the chart on the right of the quiz.
- Take a class poll to find out which category the students belong to. Note that you may need to explain *achieve* (do something successfully) and *attitude* (your opinion about something).

Alternative

The quiz can be done as an interview. Ask the students to work in pairs and ask each other the questions. They should then write down their partner's answers to each question, and figure out their partner's score and which category they belong to.

B

- Refer the students to the to-do list. Note that the stress is on *do*. Ask the class how many of them make to-do lists regularly. Ask them what three categories are included in the to-do list (the day or date, the tasks, the estimated time for each task). Check that they understand the word *task* (something that you need to do, often something that is difficult).
- Ask the students to make a similar to-do list for all the days of the next week. Write the three categories on the board to remind the students to include them all. Give them plenty of time to think about this before you move on to Ex. C.

Alternative

Ask the students to make a to-do list for just two or three days of the next week.

C

- Ask the students to look at the diagram. Explain that this is one possible way of prioritizing tasks when writing a to-do list — important/not important, urgent/not urgent. Explain how to decide whether something is important but not urgent (e.g. paying a credit card bill. It might not be due for a month, so it is not urgent, but it is still important.). Explain to the students that one way to determine whether something is important or urgent is to think about what will happen if you don't do it. Explain that to decide how urgent something is, think about the amount of time you have to complete it.
- Point out the **How to say it** box, and ask the students to repeat the sentences chorally, and then individually.
- Put the students in pairs, and tell them to exchange their to-do lists with their partners. Encourage them to use the questions in the **How to say it** box to find out whether the tasks in their partner's to-do list are important or not, and have them work together to rank the tasks from A to D. When they finish, tell them to give the to-do lists back to their partners.

D

- This is a reflective task, so give the students plenty of time to do this. Explain that they will need to reorganize their original to-do lists based on how important or urgent each task is. **Highlight** the importance of prioritizing.
- Emphasize that the students may find it helpful to balance out their to-do lists if they move tasks from one day to another.
- While the students are doing this task, circulate and monitor, assisting where needed.

E

- Read the instructions to the class.
- Put the students in pairs, and have them compare their lists. Write a few helpful phrases on the board (e.g. *What do you have to do on Monday? I need to clean my room.*). Encourage them to evaluate each other's lists and decide if they have enough time to do everything they have listed.
- When the pairs finish, briefly get some feedback from the class. Take a class poll to find out which students think they have enough time to do everything. If there are any students who don't have enough time, ask if others can help them to prioritize their tasks.



REFLECT


- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work and Career** and **Study and Learning** where the skill of *Managing your time* would be useful.
- Elicit the following ideas: prioritizing jobs at work, having a deadline, when you need to make time for meetings or for discussions with colleagues; studying for an exam when you have a bit of homework, when you have a deadline for an assignment, etc.

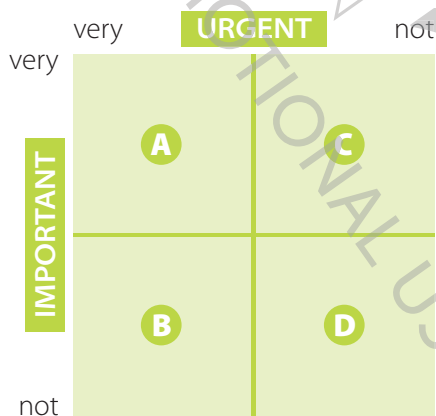
Self and Society

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.



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 ...

To-do list

Day: Monday

Tasks:

- ☒ do the laundry 2 hours
- ☒ go to the bank 1 hour
- ☒ go to the movies 3 hours

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 go to school
at a quarter after eight.



2 I have dinner
at seven (o'clock).



3 I go to bed
at half past ten / ten-thirty.

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.

Leo has dinner before he plays games on his computer. (before)

2 Marina talks to friends online. She stops when it's time for bed.

Marina talks to friends online until it's time for bed. (until)

3 David does his homework. Then he plays video games.

David plays video games after he does his homework. (after)

4 Lola watches TV. She stops when she goes to bed.

Lola watches TV until she goes to bed. (until)

5 Samuel plays a video game, and then he listens to music.

After Samuel plays a video game, 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

Language wrap-up

Students can do the Language wrap-up exercises in class or for homework. If you give them for homework, remember to check the exercises at the beginning of the next class, or collect a few to grade and identify any typical errors.

If you decide to do the exercises in class, you can approach the wrap-up as a two-step reviewing procedure. First, ask the students to do the Vocabulary section individually. When ready, encourage the students to check their answers carefully, and then put them in pairs to compare answers and discuss any differences. Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment. After completing the Vocabulary section, you can apply the same procedure to the Grammar section.

At the end of each section, make sure that the students write their score out of ten. If they have a score lower than eight, direct them to the appropriate sections of the unit, and encourage them to read those sections again for homework. After that, ask the students to complete the exercise(s) again at home.

1 Vocabulary

A

Make sure the students understand that they should write a verb in the first blank and the time that the watch shows in the second blank.

B

Encourage students to read the sentences carefully before they choose their answers.

2 Grammar

A

Focus the students' attention on the scale under the text. Then ask them to read the text carefully, and then underline the names and frequency adverbs before they write the names in the correct order on the scale.

B

Remind the students that they have to use the word in parentheses when they rewrite the sentence and to check that they have used the correct punctuation. Elicit which sentences can have the clauses the other way round (1 Before Leo plays games on his computer, he ...; 3 After David does his homework, he ...; 5 Samuel listens to music after he ...).

Refer to the Communicative wrap-ups on pp. 132–133 of the Student's Book for more activities.

Common European Framework: unit map



Unit 4	Competence developed	CEF Reference (A1)
1 Vocabulary	can tell time in a variety of ways	Table 1; Table 2; Section 3.5; Section 4.4.3.1
2 Reading	can read and respond to a short magazine article	Section 4.4.2.2
3 Grammar	can understand and use frequency adverbs	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8
4 Pronunciation	can correctly stress days of the week	Section 5.2.1.4
5 Listening	can listen for specific information	Table 1; Table 2; Section 4.4.2.1
6 Vocabulary	can understand and use prepositions of time	Table 1; Table 2; Section 4.4.3.1
7 Speaking	can talk about interesting activities	Section 4.4.3.1
8 Grammar	can understand and use clauses with <i>until</i> , <i>before</i> , <i>after</i>	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8
9 Writing	can write sentences and use subjects correctly	Table 2; Section 4.4.1.2; Section 4.4.3.4