

Lesson A *In the morning***Vocabulary** Verbs

(See Student's Book pp. 33–35.)

This lesson teaches approximately fifteen verbs that express actions. All are one-word verbs, except for the two-word or “phrasal” verb *get up* (at this point, Ss only need know that the two words go together).

Grammar Simple present statements

(See Student's Book p. 35.)

Form

Simple present statements are formed with a subject and the base form of the verb (the verb without any ending). However, with third person singular subjects, the verb takes an -s ending.

- Affirmative statements
 - subject + base form of the verb
I exercise every day.
- Statements with third person singular subjects
 - third person singular subject + base form of the verb + -s / -es / -ies
She exercises every day.
- Negative statements
 - subject + *don't* + base form of the verb
I don't exercise every day.
- Negative statements with third person singular subjects
 - third person singular subject + *doesn't* + base form of the verb
She doesn't exercise every day.

Use

Simple present statements are used to describe regular activities (e.g., *I eat breakfast in the car.*) or things that are true “all the time” (e.g., *I don't like mornings.*). In this lesson, the use of the simple present focuses on daily routines.

Spelling rules

The spelling rules for the -s endings on verbs in the third person singular are the same as for noun plurals. Here are some rules:

- For most verbs: add -s (*listen – listens*).
- For verbs ending in s, ss, sh, ch, x, or z: add -es (*watch – watches*).
- For verbs ending in a consonant and y: change y to i and add -es (*study – studies*).
- For verbs ending in a vowel and y: add -s (*play – plays*).

Special third person singular forms: The third person singular form of *have* is *has*, and the third person singular form of *do* is *does*, which is pronounced as /dʌz/.

Speaking naturally -s endings of verbs

(See Student's Book p. 35.)

The pronunciation rules for the -s endings on verbs are the same as for noun plural endings. Here are rules for the pronunciation of the -s ending:

- When a verb ends in an unvoiced final consonant (/f/, /k/, /p/, /t/, or /θ/), the s is pronounced as /s/ (e.g., *checks*).
- When a verb ends in a voiced final consonant (/b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /ð/, or /v/) or a vowel sound, the s is pronounced as /z/ (e.g., *listens*).
- When a verb ends in /s/, /z/, /ʃ/, /tʃ/, /ʒ/, /dʒ/, the syllable /ɪz/ is added (e.g., *watches*). /ɪz/ is also pronounced /əz/.

Corpus information

Simple present and the present continuous

The simple present is about six times more frequent than the present continuous (introduced in Unit 7), and so it is taught first.

Lesson B *Routines***Grammar** Yes-No questions and short answers with simple present

(See Student's Book p. 37.)

Form

- Yes-No questions
 - Do* + subject + base form of the verb?
Do you exercise every day?
- Yes-No questions with third person singular subjects
 - Does* + third person singular subject + base form of the verb?
Does she exercise every day?

- Short answers
 - Yes*, subject + *do*. / *No*, subject + *don't*.
Yes, I do. / *No, I don't*.
- Short answers with third person singular subjects
 - Yes*, subject + *does*. / *No*, subject + *doesn't*.
Yes, she does. / *No, she doesn't*.

Use

- In this lesson, *yes-no* questions and short answers in the simple present are used to ask and answer questions about people's routines.

- Many of the questions in this lesson have nouns as subjects. Ss often have difficulty using the correct verb form when the subject is not a pronoun. They may need practice, for example, in equating *she* with *my mother*, or *we* for *my mother and I*. Also, they need to recognize that compounds with *and* (e.g., *Alex and his wife*) are considered plural and take plural verbs.

Pronunciation

Do and *does* are not normally stressed in questions, but they are stressed in short answers.

Vocabulary Days of the week

(See Student's Book pp. 36–37.)

The lesson teaches days of the week, including their use in expressions such as *on Mondays*. It also presents common time expressions (e.g., *in the morning*, *after class*).

Corpus information

Omission of *do* in simple present questions

People often drop the *do* in simple present questions, especially in informal conversations (e.g., *You eat a lot of snacks?* instead of *Do you eat a lot of snacks?*).

Use of singular and plural in time expressions

- People use both singular and plural forms with *on* + days of the week to describe routines (e.g., *on Monday* and *on Mondays*), but the plural is more frequent.
- With parts of the day (e.g., *in the afternoon*), the singular is more frequent.
- *Every* is always followed by a singular noun (e.g., *every week*).

Lesson C *Do you come here every day?*

Beginning in Unit 4, conversation strategies are taught in the C lessons.

Conversation strategy Saying more than *yes* or *no*

(See Student's Book p. 38.)

- Simple *yes* or *no* answers can sound abrupt in casual, friendly conversations – people often expect more than just *yes* or *no* for an answer. Answering with more than *yes* or *no* shows that the listener is interested in keeping the conversation going. This lesson encourages Ss to give fuller answers to common everyday questions.
- The lesson also gives Ss practice with the simple present to talk about permanent situations (e.g., *I live here*).

Strategy plus *Well*

(See Student's Book p. 39.)

- *Well* is a useful expression for beginning learners. Starting an answer with *Well* can give speakers time to think of what they want to say. It also helps them to keep their turn in the conversation. Ss from

some cultures may remain silent too long and miss their turn in the conversation, and, as a result, the conversation moves on without them.

- *Well* is also a good way to start a reply when the answer isn't a straightforward *yes* or *no* – it allows speakers to move the topic to a question they can answer. For example:
A Do you live here?
B Well, near here.
 or
A Do you have a job?
B Well, I work part-time in a café.
- *Well* has other uses, too, such as in ending conversations or correcting information, which are taught later in the course.

Corpus information *Well*

Well is one of the top fifty words and is one of the top ten conversational expressions.

Lesson D *On average ...*

Beginning in Unit 4, the D lessons focus on reading and writing skills and often include listening skills.

Vocabulary *a week, a month, etc.*

(See Student's Book pp. 40–41.)

The expression *a* + time word (e.g., *a day, a week, a month*) is used throughout the lesson to show frequency (e.g., *I exercise three times a week. I spend five hours a month online*).

Help note Capitals and periods

(See Student's Book p. 41.)

The Help Note focuses on basic punctuation: the use of capital letters for names, the beginning of sentences, and *I*, as well as the use of periods for the end of sentences.

Everyday life

Teach this unit opening page together with Lesson A in one class period.

Introduce the theme of the unit Write on the board: *every day*. Say, “Every day I get up early and I exercise. Then I eat breakfast. And then I use my computer.” Act out each activity as you say it. Say, “In this unit, you learn how to talk about things you do every day.”

In Unit 4, you learn how to . . .

- **Unit aims** Read the unit aims aloud. Tell Ss to listen and read along.
- Direct Ss to Lesson D (p. 40). Say, “Beginning here in Unit 4, in each Lesson D, there are reading and writing exercises.”

Extra activity – class

Say, “Look through Unit 4.” Ask, “Where do you read about people’s daily routines, in the morning?” [Lesson A] “Where do you talk about routines like playing sports, going shopping, or cleaning the house?” [Lesson B] “Where do you answer more than *yes* or *no* to be friendly?” [Lesson C] “Where do you use *well*?” [Lesson C]

Before you begin . . .

 **Recycle vocabulary and grammar** This task recycles locations, questions with *Where*, and the verb *be*. Say, “Look at picture 1. Where are they?” Call on a S to answer. [They’re at the gym.] Repeat with picture 2. [He’s at work.] Then have two Ss ask and answer a *where* question for pictures 3 and 4 (e.g., *picture 3 – S1: Where’s she? S2: She’s at school. / She’s in the library.; picture 4 – S1: Where are they? S2: They’re at home.*). Have Ss repeat the activity in pairs.

■ **Introduce the activities in the pictures** Direct Ss’ attention to Before You Begin. Read the names of the four activities aloud. Have Ss repeat. Say, “These are things people do every day.”

■ Tell Ss to look at the pictures. Write on the board:

do homework work exercise watch TV

Give Ss one minute to work in pairs and match the pictures and expressions. Check answers with the class: call out each expression, and have Ss call out the number of the matching picture. [do homework, 3; work, 2; exercise, 1; watch TV, 4]

■ Ask, “Which activities do *you* do every day?” Model the task by saying, “Who does homework every day? Raise your hands.” Tell Ss with raised hands to check (✓) the box next to *do homework*. Then say, “Now check any of the other activities you do every day.”

■ Call on a few Ss to tell the class something they do every day (e.g., *I exercise every day.*).

Extra activity – pairs

Pairs look at the pictures and take turns telling each other the activities they do every day (e.g., *I exercise every day. I watch TV every day.*).

Lesson A In the morning

1 Getting started

- **Set the scene** Tell Ss to look at the pictures. Ask, "What time of day is it?" Have Ss guess. [morning] Continue by asking, "Where are the people?" [at home, in a car] "Who are the people?" [family members]

A (CD 1, Track 42)

- **Preview the task** Ask, "What's Greg's morning like?" Tell Ss to read the information under Greg's picture quickly and find the answer to the question. [busy] Repeat with the other three pictures. [Jennifer – noisy; Amanda – crazy; Alex – quiet]
- Read the instructions aloud. Ask, "Are you like any of these people?"
- **Play the recording** Ss listen and read along. Then point to each picture, and ask, "Are you like this person?" Ask Ss to raise their hands.
- **Play the recording again** Ss underline any words they do not know. Ask Ss to call out the words. Write them on the board, and see if any Ss can act out any verbs to show their meanings. Help Ss with any remaining vocabulary.
- **Follow-up** A few Ss say who they are like and how (e.g., *I'm like Greg. I get up early.*).

Extra activity – pairs

S1 covers the information below the pictures. S2 chooses one of the people and reads one or two sentences about the person aloud. S1 guesses which person S2 is reading about. If necessary, S2 reads more sentences. Then Ss change roles.

Extra activity – individuals

Ss write five sentences about their morning routines (e.g., *I get up. I have breakfast.*). Ss then read their sentences to a partner and see if any are the same.

B

-  **Preview the task** Write on the board:
I . . .

Tell Ss to look at the information under the pictures in Part A and find all the words that follow *I*. Ask Ss to call them out. Write them on the board. [I'm, get up, check, listen, study, don't like, eat, have] Say, "These words are all verbs. Many verbs tell us things people *do*. They tell about actions."

- Write on the board: *My sister / brother / husband*. Have Ss call out the verbs that follow. Write them on the board: *watches / plays / doesn't have / drives*. Point to *watches*, *plays*, and *drives*, and ask, "What's different about the endings of these verbs?" [They end in -s.] Point out that *sister*, *brother*, and *husband* refer to one person. They are called singular nouns.

- Tell Ss to look at the information under the pictures again and call out negative statements. [I don't like mornings. My husband *doesn't* have breakfast. We don't talk a lot.] Point out that *doesn't* goes with singular nouns.
- Read the instructions aloud. Write sentence 1 on the board. Ask, "What verb goes with *e-mail*?" [check] Say, "Greg is one person. Is the missing word *check* or *checks*?" [checks] Write *checks* in the blank, and read the sentence aloud.
- **Do the task** Have Ss complete the remaining sentences. When Ss finish, have them compare their answers with a partner. Check answers with the class.

Answers

1. Greg checks his e-mail.
2. Jennifer's sister watches TV.
3. Amanda's husband doesn't have breakfast.
4. Alex and his wife don't talk a lot.

- **Focus on the form and the use** Ask Ss to look at sentences 1 and 2 again. Tell Ss that verbs after singular nouns end in -s. Have Ss look at sentences 3 and 4. Ask, "What do you notice about the form of the verb after *doesn't* and *don't*?" [It doesn't have an -s ending.]
- Say, "This lesson is about our morning routines. The verbs are in the simple present. We use the simple present to talk about things we do every day or all the time."

Extra activity – individuals

Ss rewrite each sentence in Part B, giving true information about people they know who do the morning activities (e.g., *My brother checks his e-mail in the morning.*). Ss read their sentences to a partner.

C

-  **Preview and do the task** Tell Ss to read the six sentences. Have Ss check (✓) the box next to the activities they do every morning. When Ss finish, call on a few to tell the class the things they do.

2 Grammar



(CD 1, Track 43)

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Point to the first column in the chart. Ask, "What's the pattern for simple present statements with *I*, *you*, *we*, and *they*? What's the pattern for *he* and *she*?" Write the patterns on the board:

I / You / We / They + verb He / She + (verb + -s / -es)

Point to the pronouns. Say, "These pronouns are subjects of the verbs. When *he* or *she* is the subject, a simple present verb has an -s ending."

- Write on the board:

She _____ to the radio every morning.

Marta _____ to the radio every morning.

Ask a S to complete the sentences with *listen* in the simple present. [listens] Explain that *Marta = she*. Say, "When a singular noun like a person's name is the subject, a simple present verb also has an -s."

- Point to the second column. Ask, "What are the patterns for negative statements?" Write them on the board:

I / You / We / They + don't + verb

He / She + doesn't + verb

- **Present Verb Endings** Books closed. Write on the board: *watch*, *play*, *study*. Explain that the spelling rules for adding an -s ending to verbs are the same as for the plural ending of nouns. Ask Ss to write the verbs with the -s ending and look at the chart to check their answers. (For more information, see Language Notes at the beginning of this unit.)
- Say, "Some verbs like *have* do not follow the regular rules and have special forms."

- **Present In Conversation** Ask, "What two words make up *don't*?" [do + not] "What two words make up *doesn't*?" [does + not] Read the information aloud.
- **Follow-up** Write sentences from the chart on the board, but omit the verbs (e.g., *I _____ breakfast. You _____ coffee.*). Ss take turns saying the sentences adding the verbs (e.g., *I eat breakfast.*). Repeat the task for negative sentences (e.g., *I don't eat breakfast.*).

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the remaining sentences. Check answers with the class.

Answers

1. I don't like mornings.
2. In my family, we have breakfast together.
3. My mother doesn't watch TV.
4. My father has coffee.
5. My parents talk a lot.
6. I don't read the newspaper.
7. I check my e-mail after breakfast.
8. My best friend doesn't get up early in the morning.

- **Follow-up** Ss take turns reading the sentences from Part A aloud. Other Ss raise their hands if a sentence is true for them.

B

- About you** → **Preview and do the task** Say, "Write four sentences about your mornings." Have two Ss read the example conversation aloud. When Ss finish, choose a few Ss to read their sentences aloud and ask another S *How about you?* Then have Ss compare their sentences in pairs and find any they have in common.

3 Speaking naturally



(CD 1, Track 44)

- **Preview the task** Point to the examples. Say, "There are three ways to pronounce the -s endings of verbs. Look at page 15, Speaking Naturally. [pause] Notice that the three pronunciations for verbs are like those for the -s endings of plural nouns." (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat.



(CD 1, Track 45)

- **Preview the task** Read the instructions aloud. Tell Ss to read the questions, find the verbs, and underline them. [uses, gets, exercises, sings, eats, drives]
- **Play the recording** Pause after the first question. Point out that the /ɪz/ box has a check (✓) because the verb *uses* ends with that sound. Play the rest of the recording, and tell Ss to check (✓) the correct boxes.
- **Play the recording again** Write these column headings on the board:

1. /s/ 2. /z/ 3. /ɪz/

Pause the recording after each item, and ask Ss to call out the column number of the answer.

Answers

1. /ɪz/ 2. /s/ 3. /ɪz/ 4. /z/ 5. /s/ 6. /z/

C

- About you** → **Preview and do the task** Read the instructions and example conversation aloud. Tell S1 in each group to ask, *Who uses an alarm clock?* The other Ss take turns answering (e.g., *S2: I use an alarm clock. S3: I don't use an alarm clock.*).
- **Follow-up** In groups, Ss answer the questions in a chain (e.g., *S1: I drive to class. S2: She drives to class, and I drive to class. S3: He drives to class, and I drive to class.*).



Assign Workbook pp. 26 and 27. (The answer key begins on p. T-242.)

Lesson B Routines

1 Building vocabulary

- **Set the scene** Tell Ss to look at the title and then to look at the pictures. Say, “Every week I clean the house, I go shopping, and I do the laundry. This is my routine.” as you point to the pictures you name.

A  (CD 1, Track 46)

- **Preview the task** Read the instructions aloud. Tell Ss to look at the pictures and expressions. Have Ss call out any expressions they already know.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Pause the recording to give Ss time to check (✓) the things they do every week. Ask a few Ss to report on the things they do and do not do.
- Say, “Think of more routine activities that people do every week.” As Ss call out their ideas, write them on the board.

Extra vocabulary: routine activities

Present or have Ss suggest extra vocabulary for routines, such as *go to the bank, do the gardening, do the grocery shopping, visit family, pay bills, take out the garbage, make meals*.

- Ask *Who* questions about routine activities (e.g., *Who cleans the house every week?*). Have Ss raise their hands for things they do. Call on Ss whose hands are not raised to say which family member does the activity (e.g., *My sister cleans the house.*).

Extra activity – individuals

Ss make a list of activities under two column headings: *Routine Activities I Like* and *Routine Activities I Don't Like*. Ss then compare their lists with a partner.

B

Word sort → **Preview and do the task** Tell Ss to look at the column headings. Say the names of the days of the week, and have Ss repeat. Ask Ss questions about the days of the week (e.g., *What day is it today? What day is your favorite day?*).

- Read the instructions aloud. Point out the example (*Monday – play soccer*). Tell Ss to complete the chart with an activity they do for each day of the week.
- When Ss finish, say, “Look at the example: On Mondays, I play soccer.” Call on several Ss to tell the class things they do on different days. Ask other Ss to raise their hands if they do the same thing.

2 Building language

A  (CD 1, Track 47)

- **Preview the task** Say, “Read questions 1 to 4 in the questionnaire.”
- **Figure it out** → Say, “Tell me the word every question starts with.” [Do] Ask, “What word comes next?” [you] “A verb follows. What do you notice about the verb?” [It has no -s ending.]
- **Do the task** Have Ss complete questions 5 and 6 in the questionnaire. Check answers with the class.

Answers

5. Do you go shopping on Sundays?
6. Do you do the laundry every week?

- **Play the recording** Play the recording, and pause after the first question. Say, “Do you play sports every week?” Tell Ss to check (✓) the box in the correct column. Have Ss then listen and check (✓) the answer that is true for them for the remaining questions.
- **Focus on the form** Say, “The questions in Part A are in the simple present. Some simple present *yes-no* questions begin with *do*. The verb *do* always goes with the pronoun *you*.”

B

About you → **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation. Encourage pairs to give more information as they do the task and not just give *yes* or *no* answers.

- **Follow-up** Several Ss report their partners’ answer to one of the questions from Part A.

Extra activity – class

Ss go around the room and ask other students the questions in Part A and check (✓) their responses. Ss go back to their seats after they have found three *yes* and three *no* answers for each question.

3 Grammar



(CD 1, Track 48)

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Write on the board: *do / does, verb, subject*. Say, “Study the chart. What is the order of the words in the *yes-no* questions in the simple present?” [Do / Does + subject + verb ____?] “What does every *yes-no* question start with?” [Do, does]
- Write column headings on the board:

Do Does

Tell Ss to study the chart and say the subjects that go with *do* and *does*. Write them on the board in the correct column. [Do – you, you and your friends, your friends; Does – your mother] Explain that *does* is used with singular nouns like *mother*.

- Write on the board:

your mother = she

you and your friends = we

Ask, “Is *do* or *does* used with *she*?” [does] “Which is used with *we*?” [do] Call out, “*He, your father, they*.” Have Ss say which verb they go with, and write them in the correct columns.

- Books closed. Ask Ss the questions in the chart, and have them respond with the short answers.
- **Present Time Expressions** Books open. Read the expressions aloud, and ask Ss to repeat. Ask Ss to call out the expressions that can be singular or plural. (For more information, see Language Notes at the beginning of this unit.)

Extra activity – pairs

Call out a time expression. Ss tell their partners about a routine using that expression. Repeat with Ss asking a question using the time expression.

Extra activity – groups

Call out a time expression (e.g., *on Mondays*). Groups have 30 seconds to find a routine they *all* have and then report to the class (e.g., *We go to the library on Mondays*). Groups get one point if no other group has the same sentence. Repeat with other expressions.

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the questions. When Ss finish, have them compare their answers with a partner. Check answers with the class: call on Ss to read the questions aloud.

Answers

1. Do you eat a lot of snacks every day?
2. Do you make a lot of phone calls before breakfast?
3. Do you clean the house on the weekends?
4. Do you do your homework late at night?
5. Do you watch TV after dinner?
6. Do your friends check their e-mail every day?
7. Does your teacher work in the evening?
8. Does your best friend take a class on Saturdays?

B



Preview and do the task Read the instructions aloud. Have two Ss read the example conversation. Encourage pairs to add information to their answers.

- When Ss finish, ask, “How many of your answers are the same as your partner’s?” Ss report to the class.
- **Follow-up** Ss repeat the activity above, but use a different time expression in each question (e.g., *Do you eat a lot of snacks before lunch / at night?*).

4 Survey

A

- **Preview the task** Tell Ss to look at the picture. Say, “They belong to a chess club. They meet every week to play chess.”
- Explain that a survey is information collected from people by asking a set of questions. Read the instructions aloud. Say, “Find classmates who do the activities in the chart. Ask *yes-no* questions. When someone answers *yes*, write that classmate’s name in the chart.”

- Have two Ss read the example conversation. Model the task by asking a S, “Do you belong to a club?” If the answer is *Yes, I do*, write the S’s name in the chart.
- **Do the task** Have Ss go around the class and after a *yes* answer, ask another S the next question.

B

- **Preview and do the task** Read the instructions and example aloud. Call on Ss to report something interesting they found out doing the survey.

5 Vocabulary notebook

- Tell Ss to turn to Vocabulary Notebook on p. 42 of their Student’s Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-42.)



Assign Workbook pp. 28 and 29. (The answer key begins on p. T-242.)

Lesson C Do you come here every day?

Lesson C recycles *yes-no* questions with *be* and the simple present, as well as time expressions.

1 Conversation strategy

Why say more than yes or no?

Answering a question with just *yes* or *no* can sound abrupt because it can suggest that the listener is not interested in continuing the conversation. Giving additional information in answer to a *yes-no* question helps keep the conversation going and suggests that the listener is interested in the conversation.

- **Set the scene** Tell Ss to look at the picture. Ask, “Where are Tina and Ray?” [in a café] Say, “Tina doesn’t know Ray. What questions can she ask to start a conversation?” Write Ss’ ideas on the board (e.g., *Hello. I’m _____. Are you a student? Do you eat here often?*).



(CD 1, Track 49)

- **Preview the task** Tell Ss to read A’s question in the A/B conversation. Say, “Can you answer the question with more than *yes* or *no*?” Write *Yes* on the board, and ask a few Ss to add more information to the answer. Repeat with *No*.

Possible answers

Yes, I do. I live near here. / I live near the school.
No, I don’t. I live in [name of a place].

- Have Ss practice asking and answering A’s question with two other classmates. Encourage Ss to answer with true information.
- Say, “Now listen to the conversation. What do you find out about Ray?” To help Ss find the information, write the following cues on the board:

Breakfast? What kind of student?

- **Play the recording** Books closed. Ss listen for the information about Ray.
- **Play the recording again** Ss listen and write the answers.
- **Play the recording again** Books open. Tell Ss to listen, read along, and review their answers. Check answers with the class. [He has breakfast in the café before class. He is a law student.]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.
- Tell Ss to look at the board. Point to the questions they suggested at the start of class. Ask, “Are any of your questions similar or the same as the ones in the conversation?” Have Ss respond, and circle any.

Extra activity – individuals

Ss listen again and write down the information they find out about Tina. A few Ss share the information they wrote. [Tina is in business school. She lives about 20 miles away, in Laguna Beach. She’s from Chicago originally.]

- **Present Notice** Read the information aloud. Ask two Ss to read the example conversation aloud. Ask Ss to find another example where Ray says more than *yes* or *no*. [“No. . . . Well, I have breakfast here before class.”]

Extra activity – pairs

Ss create and practice a new conversation. Ss imagine they are at a café and that they are meeting for the first time. Ss have a conversation like Tina and Ray’s, but use true information about themselves.

B

- **Preview the task** Have Ss read over the questions and the answers. Help with new vocabulary as needed. Say, “Now match the questions and answers.” To model the task, read question 1 aloud. Say, “Why is f the correct answer?” [The question and answer are about the same topic – where someone lives.]

- **Do the task** Have Ss match the remaining questions and answers.
- Check answers with the class: read each question aloud, and call on a student to read the answer.

Answers

1. f 2. d 3. b 4. a 5. e 6. c

- **Follow-up** Ss take turns asking and answering the questions with a partner. They give true answers and say more than *yes* or *no* in their answers.

Extra activity – pairs

Pairs imagine they are meeting each other for the first time. They choose two of the six questions from Part B and use the two questions to make their own longer conversation. Ask Ss to present their conversation to another pair.

Extra activity – class

Ss ask three more classmates the questions in Part B. Ss see with which classmates they have something in common. Have a few Ss report to the class.



Tell Ss to turn to Self-Study Listening, Unit 4, at the back of their Student’s Books. Assign the tasks for homework, or have Ss do them in class. (See the tasks on p. T-129 and the audio script on p. T-132.)

2 Strategy plus

Why use *Well*?

People use *Well* when they need a little time to think before speaking or when an answer to a *yes-no* question is not a simple *yes* or *no*. *Well* is a very common word in spoken English. (For more information, see Language Notes at the beginning of this unit.)

- **Present Strategy Plus** Ask Ss to look at Tina and Ray's conversation again. Say, "Find *Well* in the conversation." ["Well, I have breakfast here before class." "Well, I live about 20 miles away, in Laguna Beach." "Well, I'm from Chicago originally, but my family lives here now."]
- Read the information in Strategy Plus and the example conversation aloud. Ask, "Why does Tina say *Well* in the answer?" [The answer is not a simple *yes* or *no*, or maybe she needs time to think.]

- **Present In Conversation** Books closed. Ask, "Is *Well* in the top 25, 50, 75, or 100 words?" Have Ss write their guess on a piece of paper. Say, "Now read In Conversation and find the answer." Then say, "Raise your hand if your guess was correct."

 **Preview the task** Tell Ss to look at the picture. Ask, "What are the man's neighbors like?" [They're noisy.] "Is the man happy?" [No, he's not.] Read the instructions aloud.

- **Do the task** Have Ss practice the conversations with a partner, taking turns playing each role.
- Say, "Now practice again, but answer with true information." Tell Ss to change roles so that both Ss have a chance to respond to the questions.
- **Follow-up** Ask a few Ss the questions. Ss respond with true answers.

3 Listening and speaking

A (CD 1, Track 50)

- **Preview the task** Read the instructions aloud. Ask Ss to look at the five questions before they listen.
- Say, "You will hear five people answering the questions. Listen for the main idea or topic in each answer."
- **Play the recording** *Audio script p. T-234* Pause after the first answer. Ask, "What's the correct question?" [Do you read a lot?] Ask, "Which words in the answer helped you?" [possible answers: books, magazines, newspaper, e-mails] Point out the *I* in the box next to the question. Play the remaining four items without pausing.
- **Play the recording again** Play the recording again, pausing after each answer for Ss to review their choices. Check answers with the class.

Say, "Change the verb *go out* to make a new question." Ask Ss to call out answers (e.g., *study, play soccer, do the laundry*) and write them in a column under *go out*. Then direct Ss' attention to the examples in the Student's Book.

- **Do the task** Tell Ss to think of new verbs for the questions in Part A. Have Ss list three different verbs for each question. Give Ss a one-minute time limit.

Possible answers

Do you study / clean the house / go shopping on the weekends?
Do you go out / exercise / study a lot?
Do you meet / talk to / work with people from other countries?
Do you talk a lot with / call / see your parents?
Do you read / have coffee / check e-mail every day?

- Have Ss ask a partner their questions. Remind Ss to answer with more than *yes* or *no* and to use *Well* when appropriate.

Extra activity – groups

Each S writes three *Do you* ____? questions, each on a separate slip of paper. Ss fold the slips of paper, mix them up, and place them in the middle of the group. S1 picks a slip of paper, reads it silently, and answers the question aloud. The rest of the group tries to guess what the question is. Whoever guesses the question keeps the slip. S2 then picks a slip. The game continues until all the slips are chosen. Whoever has the most slips at the end is the winner.

 Assign Workbook pp. 30 and 31. (The answer key begins on p. T-242.)

Answers

- 2 Do you go out on the weekends?
- 1 Do you read a lot?
- 4 Do you know people from other countries?
- 3 Do you live with your parents?
- 5 Do you exercise every day?

B

 **Preview and do the task** Say, "Work in pairs. Take turns asking and answering the questions in Part A." Remind Ss to say more than *yes* or *no* and to use *Well* in their answers when appropriate.

C

- **Preview the task** Read the instructions aloud. Write on the board:

Do you go out on the weekends?

Lesson D On average . . .

1 Reading

- **Set the scene** Write the days of the week on the board. Say, “I watch TV two hours every weekday. I don’t watch TV on Saturdays. I watch TV four hours every Sunday.” (Show Ss the meaning of *hour* by pointing to a clock.) Write 2 under weekdays, 0 for Saturday, and 4 for Sunday. Say, “So, *on average*, I watch TV for two hours every day.” Direct Ss’ attention to the lesson title. Tell Ss to work in pairs and figure out how many hours a day on average they watch TV. Have a few Ss share their answers.

- Say, “I watch TV on average for two hours every day.” Write on the board:

1 day = 2 hours of TV

Say, “There are 365 days in a year.” Write on the board:

2 hours x 365 = 730 hours of TV every year

Say, “I spend 730 hours in front of the TV every year. How about you?” Pause to give Ss time to calculate their answers, and then call on several Ss to present them.

A

Prereading

- **About you!** **Preview and do the task** Write activities and amounts of time on the board. For example:

<i>on the phone</i>	<i>½ an hour</i>
<i>in bed</i>	<i>7 hours</i>
<i>at work or school</i>	<i>6½ hours</i>
<i>in the car / bus / train</i>	<i>2 hours</i>

Ask Ss to guess the amount of time you spend for each activity. When a S guesses correctly, draw a line from the activity to the time.

- Read the instructions and the example aloud. Point out that the expression *a day* means “every day.” Tell Ss to write their answers. Then have Ss tell the class their “habits.”

Extra activity – class

Ss go around the class sharing their answers from Part A (e.g., *I spend one hour a day on the phone.*). Ss try to find one classmate with the same “habit.” Ss report to the class (e.g., *Polly and I spend one hour a day on the phone. Carla and I spend seven hours a day at school.*).

B

During reading

- **Preview the reading** Books closed. Write the title of the article on the board: “*In the Lifetime of an Average American.*” Say, “This article is about everyday routines. What daily activities do you think the article is about? Guess.” Ask a few Ss for ideas, and write them on the board.

- **Do the reading** Write on the board: *Scan*. Explain: “When you scan, you read quickly, looking for certain information.” Give Ss examples of scanning (e.g., *looking for a word in the dictionary, looking up a telephone number*).
- Say, “Now scan the article to find daily activities. Read quickly. When you see the name of a daily activity, circle it.”
- Have Ss do the task. Ask, “How many daily activities does the article talk about?” [six] Ask, “What are they?” Ask different Ss to each read one of the activities they circled. [work, walk, eat, talk on the phone, sleep, watch TV]
- Say, “Look at the guesses on the board. What activities are the same as those in the article?” Have Ss call out answers, and circle those activities on the board.
- Tell Ss to scan the article again to find and underline any words they do not understand. Help with new vocabulary as needed.

C

Postreading

- **Preview the task** Tell Ss to look at the task. Ask, “What kind of information do you look for now?” [numbers] Say, “Scan the article again, and complete the sentences.”
- **Do the task** Have Ss complete the sentences and then compare their answers with a partner. Check answers with the class. Help Ss with saying numbers in the thousands (e.g., *90,000 = ninety thousand*).

Answers

1. 90,000 hours at work.
2. two and a half years on the telephone.
3. 24 years in bed.
4. 12 years in front of the TV.

- **Follow-up** Ask, “Are any of the facts surprising?” Ss give their reactions.

Extra activity – pairs

S1’s book is closed. S2 reads a number from the article, and S1 tries to guess what it describes about the average American (e.g., S2: *Twelve years.* S1: *An average American watches TV for 12 years.*). S1 gets three guesses before S2 gives the answer.

2 Listening

- **Set the scene** Write on the board: *My habits*. Say, for example, “I drink four cups of coffee a day. I have breakfast in a café about three times a month.” Write on the board: *Teen habits*. Ask, “What are some habits that teenagers have?” Ask Ss for ideas.

A (CD 1, Track 51)

- **Preview the task** Books closed. Write the facts about the average teenager on the board, leaving out the numbers (e.g., *An average teenager drinks ____ cans of soda a week.*). Have Ss call out their guesses for the missing numbers, and write them on the board. Tell Ss to read the average teenager information at the left and see if their guesses are correct.
- Tell Ss to listen to Christine talk about her habits and to complete the chart. Ask, “What kind of information do you need to write in the chart?” [numbers]
- **Play the recording** *Audio script p. T-234* Ss listen and read along.
- **Play the recording again** Ss complete the sentences and then compare their answers with a partner. Check answers with the class: have individual Ss read their answers aloud.

3 Writing and speaking

A

- **Preview and do the task** Books closed. Write the title on the board: “*An Average Week.*” Say, “The next task is about an average week. What kinds of activities do you think it talks about?” Have Ss call out guesses.
- Books open. Give Ss one minute to write their answers in the chart.
- Model the next part of the activity with a S. Ask the S to read aloud his or her sentences. Write notes about the S on the board (e.g., *Mikhail works 10 hours a week.*).
- Have Ss read their sentences to a partner, who writes notes in the chart. Ss then change roles. Remind Ss to use the singular and plural forms for *hour* (e.g., *I study one hour a week. I study two hours a week.*).

B

- **Preview the task** Tell Ss to look at the message. Ask, “What’s this?” [It’s an e-mail.] Ask questions about it (e.g., *Who’s it from? Who’s it to? What’s it about?*). Explain how to complete the *From*, *To*, and *Subject* lines.
- **Present the Help Note** Direct Ss’ attention to the Help Note. Say, “In each writing lesson, there is a Help Note. It teaches you something about writing.” Read the first part of the Help Note, about capital letters, aloud. Say, “Look at the e-mail again. Find the capital letters.” Have Ss call out each word with a capital letter and say whether the capital letter signals a name or the start of

4 Free talk

- Tell Ss to turn to Free Talk 4 at the back of their Student’s Books. Have Ss do the task. (See the teaching notes on p. T-42A.)

Answers

Christine drinks about 16 cans of soda a week.
Christine eats dinner at home 5 or 6 times a week.
Christine spends about 20 hours a month online.
Christine watches TV 25 hours a week.

B

 **Preview the task** Read the instructions aloud. Ask two Ss to read the example conversation.

- **Do the task** Have Ss work in pairs, taking turns asking and answering questions about the information in Part A.
- **Follow-up** In groups, Ss report about their partner and find out who is most like an American teenager.

Extra activity – pairs

Ss write a list of four statements about their habits like those in Part A, one of which is false. S1 reads the statements aloud, and S2 guesses which one is not true. Ss then change roles and repeat the task.

a new sentence. Point out that *names* includes names of individual people, places, movies, and so on, and that *I* always uses a capital letter.

- Now read the second part of the Help Note, about periods. Repeat the activity above, but have Ss find the periods in the e-mail.
- Write the following on the board:

*i have a new friend in my french class
her name is amanda*

Ask a S to come to the board and add the capital letters and periods. [I have a new friend in my French class. Her name is Amanda.]

- **Do the task** Say, “Write an e-mail message of your own. Write about your partner’s weekly activities. Use the information from your notes in Part A.”

C

- **Preview and do the task** Tell groups to take turns reading their messages aloud. When Ss finish, groups report any surprising routines.

 **Recycle a conversation strategy** Have Ss do the task again and react to any surprising information they hear by using the strategy of saying *Really?*

Extra activity – individuals

Ss write an e-mail like the one in Part B about a friend who is not a classmate. Ss share their e-mails in groups, and the groups decide on the most interesting friend.

 Assign Workbook pp. 32 and 33. (The answer key begins on p. T-242.)

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "A good way to remember a new word is to draw a picture of it and label the picture."

1

↻ This task recycles verbs for routine activities.

- **Preview and do the task** Ask Ss to label each picture. Check answers with the class.

Answers

read the newspaper, do the laundry, watch TV, have / drink coffee

2

↻ This task also recycles verbs for routine activities.

- **Preview and do the task** Using simple stick figures, draw an activity from the unit on the board. Ask the class what activity it shows. Then ask a few Ss to each draw an activity on the board. Have the class guess the activities. Then read the instructions aloud.
- Tell Ss to do the task. When Ss finish, have them work in pairs: S1 shows S2 the drawings, and S2 tries to guess the activities.

3

↻ This task recycles time expressions.

- **Preview and do the task** Read the instructions and example aloud. Say, "Try to link activities with the times you do them. This helps you to remember new vocabulary."
- Have Ss complete the chart.

- Tell Ss to compare their sentences in pairs by asking questions (e.g., *I read the newspaper every day. How about you?* or *Do you read a newspaper every day?*).

On your own

- **Present On Your Own** Read the information aloud. Tell Ss to look at the picture.
- To demonstrate the activity, ask Ss to call out some activities they do in class (e.g., *listen to the CD player, write on the board, watch a video, use a dictionary*). As Ss call out ideas, write them on labels or pieces of paper. Hand out the labels, and have Ss put them on appropriate objects around the classroom.
- **Follow-up** At the start of the next class, Ss report some of the labels they put up around the house.

Vocabulary notebook

Verbs, verbs, verbs



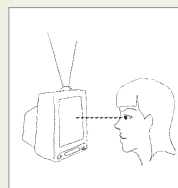
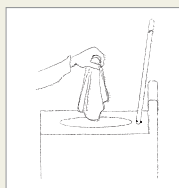
Learning tip Drawing pictures

Draw and label simple pictures in your notebook. The pictures below show different verbs.

- 1 Label the pictures. Use a verb to describe each activity.



read the newspaper



- 2 Draw and label your own pictures of activities.



- 3 Complete the chart with your everyday activities.

Write two things you do . . .

every day	I read the newspaper.	
in the afternoon		
on Sundays		
after breakfast		
before bed		

On your own

Write labels for the things you do every day. Put your labels around the house.



Free talk 4

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 4. Ask Ss to read over the facts about the average New Yorker. Provide help with new vocabulary as needed.

Culture note

Horoscopes are predictions about what is going to happen in a person's life based on his or her birth date. They are based on an ancient practice of using the positions of the planets and stars to predict the future. Although horoscopes have no scientific basis, many people in North America, as well as in other places, like to read their horoscopes, which are printed in newspapers and magazines.

- **Do the task** Tell Ss to write the questions for their survey, beginning each question with *Do you?* When Ss finish, check the questions with the class.

Answers

Do you drink orange juice every day?
 Do you read your horoscope every day?
 Do you use an alarm clock?
 Do you take your own food into the movie theater?
 Do you sing in the car?
 Do you eat lunch every day?
 Do you eat cereal every week?
 Do you listen to other people's conversations?

- Model the activity by reading the example conversation with a S.
- Tell Ss to walk around the class and ask three different classmates the questions. Encourage Ss to answer using the strategies of answering more than *yes* or *no* and using *well* to get more time to answer.
- **Follow-up** Ss in groups discuss their surveys. Ask about which activities many of the students do and which activities few of the Ss do. If necessary, teach *nobody* (e.g., *Nobody sings in the car.*).

Free talk 3

Talk about your favorite people.

- 1 Think of your favorite people. Write their names in the chart.

a TV star	an actor	a band	a family member
a friend	a singer	a writer	a sports star

- 2 **Pair work** Can you say three things about each person? Score one point for each piece of information. Take turns.

A *Who's your favorite TV star?*
 B *It's Jennifer Aniston. Her show is very funny. She's very smart.*
 A *OK, that's two points for you. Now it's my turn.*



Scorecard

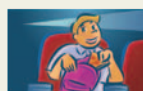
	Me	My partner
a TV star		
an actor		
a band		
a family member		
a friend		
a singer		
a writer		
a sports star		
TOTAL		

Free talk 4

Interesting facts

Class survey Read the facts about the average New Yorker. Then ask three classmates if they have the same habits. Write Y (yes) or N (no) in each box. Who is like a New Yorker?

What is the average New Yorker like?



Who is like a New Yorker?

70% of New Yorkers drink orange juice every day. Do you drink orange juice every day?
 53% read their horoscope every day. _____
 90% use an alarm clock. _____
 50% take their own food into the movie theater. _____
 80% sing in the car. _____
 78% eat lunch every day. _____
 66% eat cereal every week. _____
 71% listen to other people's conversations. _____

A *Do you drink orange juice every day?*
 B *No, I don't. I don't like orange juice.*
 A *OK. Do you read your horoscope every day?*

B Free talk 3 and Free talk 4