

6

Every day

Introduction to the unit

The title of this unit is 'Every day' and it covers the language of daily routines. It presents the third person singular form of the Present Simple and so follows on from the language covered in Unit 5. Basic frequency adverbs, telling the time and days of the week are also introduced. The vocabulary syllabus is extended with a focus on an important aspect of English – collocation – presented here as 'Words that go together'. The lexical set is of daily routine verbs, allowing students to talk about their own routine and ask about other people's.

Language aims

Grammar

Present Simple

The *I/you* forms are reviewed and the presentation of the Present Simple is completed with *he/she* in the positive, negative, and question forms (both *Wh-* and *Yes/No* questions). The third person singular form is the one that causes most problems for students, and so it is divided out into a section of its own for the initial presentation. All forms of the Present Simple are reviewed and recycled across the course so that students have plenty of practice of the *I/you/we/they* and *he/she/it* forms.

Frequency adverbs

Always, sometimes, and never are introduced and practised as part of the function of talking about routines.

Vocabulary

The unit opens with a section on telling the time in English. This is done without *quarter to/past, half past*, etc. so that students can use the numbers they already know to tell the time, e.g. *five fifteen*.

The *Vocabulary and speaking* section focuses on collocation, i.e. words that go together, and so reinforces an important aspect of English that was first introduced in Unit 5, with adjective + noun combinations. The section includes words that go with common verbs to produce a useful lexical set for talking about routines.

Everyday English

Days of the week and prepositions of time are presented and practised.

Additional material

Workbook

The time is reviewed in a range of exercises. The *he/she* forms of the Present Simple positive are also consolidated, along with the frequency adverbs from the unit. Students practise third person singular Present Simple negatives and questions, and also review the use of the auxiliary verbs *do/does/don't/doesn't* in all forms. Words that go together are practised further, and students get skills practice with a reading text. The days of the week and prepositions from Everyday English are checked and consolidated.

Photocopiable activities

There are photocopiable activities to review grammar (*A day in the life*), vocabulary (*True or false?*), and communication (*A holiday camp*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Possible problems

- 1 The addition of the third person singular *-s* should not be a problem, but be aware that students often forget to include it, either because it's the only form that differs from the others or because they don't hear it. Be prepared to give lots of practice in the *he/she* forms and remind them of the *-s* ending frequently. The third person singular of *do* (*does/doesn't*) is an added complication which students often confuse with *do/don't*. Again, regular review and practice will help students produce the forms accurately.
- 2 Pronunciation: the final *-s* can be pronounced in three ways: /s/ *works* /wɜ:kz/, /z/ *lives* /lɪvz/, /ɪz/ *watches* /'wɒtʃɪz/. This is addressed on Student's Book p54, but students will need regular help in distinguishing and producing these endings. Students often make mistakes with the position of adverbs of frequency in sentences. Correct and point out that the adverb comes just before the verb. (They will learn later that it comes after the verb 'to be'.)

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary, ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Every day'. Use your hands to hold up seven fingers and say *There are seven days in one week*. Move all your fingers to illustrate *every day*. Give an example sentence about yourself using words the students know, e.g. *I drink coffee every day* and move each finger, saying *I drink coffee*, if necessary, to make the meaning of *every day* clear. (Don't use the days of the week words now as they haven't learned them yet.)

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Focus students' attention on the photo and ask *Is it a holiday?* to elicit that it is just an ordinary every day photo. You can add some easy to understand information, e.g. *It's in a city. They are going to work*. Point out the clocks and elicit or teach the word *clock*. Then refer students to the unit goal about telling the time so they know that's an important part of the unit.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience. Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, just use the video. It's very clear about what the lesson contains. Remember to pause after the first question to elicit some answers. Then move on to do the activity together.

Notes for activity:

- 1 Ask students to read the five things. If necessary, remind them about ticking and clarify the meaning of *every day*. Students tick the things they do individually. Put them in pairs to compare. Elicit some basic sentences in the Present Simple of things that both people in the pair do every day (or negative if there is something both people don't do), e.g. *We work. We don't eat cake*.
- 2 Students work in pairs and compare lists.

What time is it? SB p52

STARTER

NOTE

It is useful to have a cardboard clock or a real wall clock with movable hands for this lesson and for subsequent revision of telling the time. If you don't already have one in your school, then it is quite easy to make one.

The Student's Book presents times using the numbers students already know (without having to deal with *quarter past, quarter to* and *half past*). Exercise 1 in the section includes times on the hour, half hour, and quarter hour. Other times, e.g. *6.50* and *12.40*, provide a manageable extension for students in exercise 2.

1 6.1 As a useful warmer, practise numbers 1 to 12 around the class and then also practise counting in tens from 10 to 60. Finally, practise counting in fives from 5 to 60.

Focus attention on the clocks. Play the recording of the first five clock times, pausing after each one and getting students to repeat chorally and individually. Highlight the use of *o'clock* for times on the hour and make sure students can pronounce it accurately. Get students to complete the remaining five times, working out the pattern from the examples given in 1–5. Play the recording of numbers 6–10 and get students to check their answers. Play the recording again, getting students to repeat chorally and individually.

Answers and audioscript

6.1 The time

- 1 It's nine o'clock.
- 2 It's nine thirty.
- 3 It's nine forty-five.
- 4 It's ten o'clock.
- 5 It's ten fifteen.
- 6 It's two o'clock.
- 7 It's two thirty.
- 8 It's two forty-five.
- 9 It's three o'clock.
- 10 It's three fifteen.

EXTRA IDEA Write more times in digital format on the board, e.g. *8.30, 6.15, 11.00, 3.45, 7.00, 5.30, 9.15, 12.45, 4.00*. Point to each time in random order and elicit from the class. You could make this a competition – put the class in two teams. The first team to raise their hand and shout the time gets a point. A stronger group could work in pairs, each student writing down five different times (with *o'clock, 15, 30, or 45*) for their partner to say. Monitor carefully.

2 6.2 Focus attention on the conversation. Play the recording once and get students to listen and read. Play the recording again, and get students to repeat chorally. Make sure they can produce the linking: *What time is it?*

Put students in pairs to practise. Make sure they swap roles. Deal with any pronunciation problems.

3 Point to one of the clocks/watches in the activity and demonstrate the pairwork with one student. Students practise in their pairs. There are some times in this

in this exercise which are not at the 12, 3, 6, and 9 points on the clock. Encourage students to say what they see in numbers – 5.40. Monitor carefully.

Answers

- 1 It's ten forty-five.
 - 2 It's five forty.
 - 3 It's six o'clock.
 - 4 It's twelve thirty.
 - 5 It's five twenty.
 - 6 It's eight fifteen.
- 4 Ask students to say what time it is now.

Additional material

For students

Online Practice – Look again

Workbook p38, exercises 1–3

Grammar SB p53

Present Simple – I, you

This section presents verbs commonly used to talk about daily routine. The students listen to a man talking about his day and this listening is accompanied by clear pictures to illustrate the verbs.

- 1 **6.3** Ask students to read the instructions. Elicit information about the man using questions they have already studied: *What's his name?* (Felipe) *What's his job?* (a shop assistant). *Shop assistant* is a new job word for the students, and *supermarket* may be new too, but these can be clarified easily using the pictures.

Focus attention on the pictures and point out that each caption has two times to choose from. Play just the first sentence on the recording so students can listen for the correct time, which has been circled as an example. If you think weaker students may struggle, elicit the two times in each caption 2–7 before you play on. Play the recording to the end and get students to continue circling the correct times. Get students to check their answers in pairs. Play the recording again before checking the answers with the whole class.

Play the recording again and if you feel happy to do it, mime each action as Felipe says it. This may help to clarify the difference between *go to work*, *leave work*, and *get home*. Also drill the pronunciation of *breakfast* /'breɪkfəst/ and translate *breakfast* and *lunch* into L1, if appropriate, or check students understand these words for different meals. You could highlight that we don't use the article *a* with these meal words. Also point out or elicit that all the times are preceded by *at*. It is important to help students notice patterns such as these in the language.

Then model the sentences 1–7 again yourself for students to repeat chorally. Check pronunciation individually too, if necessary.

Answers

- 1 6.45
- 2 7.00
- 3 7.30
- 4 12.15
- 5 4.45
- 6 5.00
- 7 10.45

6.3 Felipe's day

I always get up at six forty-five on work days. I have breakfast at seven o'clock and I go to work at seven thirty. I have lunch in the staff canteen with my friend Jane, that's at twelve fifteen – we have an early lunch break. I leave work at four forty-five in the afternoon and I walk home with Jane.

I get home at five o'clock, have tea, watch TV and check my emails. I go to bed at ten forty-five on work days, but later at the weekend.

Talking about you

- 2 You can demonstrate this speaking activity using your own day first, giving the same information as in the pictures. Then ask students to say the same sentences 1–7, but about themselves. With a less confident group, give them some thinking time to prepare the times. Put them in pairs to talk about their day. Monitor and make a note of any difficulties the students have with pronunciation or time and deal with these when they have finished.
- 3 **6.4** Play the recording, pausing after each question to get students to repeat chorally. You may need to do this more than once and drill individually too, pointing out the sentence stress and rhythm.
- 4 Ask students to ask you the example *What time ... ?* questions about your day. Elicit one or two more questions with other verbs. With a weaker group, you may need to elicit all the questions for the activities in the pictures in exercise 1. Put students in new pairs to ask each other the questions and answer with true information about the time they do each activity.

EXTRA IDEA For further practice, you could write the phrases *get up*, *have breakfast*, *leave work* ... on pieces of paper for the students to sort into the order in which they commonly happen – as given on p53, though this isn't the only possible order, of course. NB These pieces of paper could be recycled in later lessons – either as a sorting exercise or for question/answer practice.

Present Simple – he/she; always/sometimes/never SB p54

Anna's day

- 1 This section presents the *he/she* positive forms of the Present Simple, along with frequency adverbs *always*, *sometimes*, and *never*. Focus attention on the photos of Anna. Say *This is Anna McMann*. /'ænə mək'mæn/. Ask students to read the description of Anna. Ask questions to check they understand the information about her: *How old is Anna?* (29); *What's Anna's job?* (She's a junior doctor.); *Where's Anna's hospital?* (It's in the centre of London.). Check comprehension and pronunciation of *junior doctor*, *busy* /'bɪzi/ and *typical day*. Ask *Are her days busy?* and elicit *Yes, they are*. Encourage students to elaborate on this and give more details if they would like.

- 2 Focus attention on the photos of Anna's day and put students in pairs to remember the verb phrase for each of the first five photos (1 *get up* 2 *have breakfast* 3 *go to work* 4 *have lunch* 5 *leave work*). The final three photos extend the vocabulary for daily routine and students will find the verb phrases for them in sentences 6, 7, and 8.

Focus attention on the first sentence and example answer. Point out that the gap in each sentence is a time. Get students to continue writing the times, working individually.

🔊 6.5 Ask students to check their answers in pairs before playing the recording for a final check. Then check students' understanding of the new vocabulary: *have a shower*, *cycle to work*, *work late*, *buy a Chinese takeaway*, *have dinner*, *go out*, *work for exams*. The photos will help with some of these words, but you'll need to mime or show *have a shower*. If students query the time expression *in the week* in sentence 7, draw a week on the board and divide it into five days for the week and two days for the weekend. You can use the names of days of the week, but students won't study them in this unit until the Everyday English section. You could also ask *Who's this?* about the 8.15 p.m. photo to elicit *It's her brother./It's Toby*.

Anna's day SB p54

Answers and audioscript

🔊 6.5 A day in the life of Anna

- 1 She gets up at **six o'clock** and she **has** a shower.
- 2 She has breakfast at **six thirty**.
- 3 She leaves home at **seven o'clock** and she cycles to work.
- 4 She has lunch (a wrap and salad) at **twelve thirty**.
- 5 She always works late. She leaves the hospital at **seven forty-five**.
- 6 She sometimes buys a Chinese takeaway and eats it at home with her brother, Toby. She has her dinner at **eight fifteen**.
- 7 She never goes out in the week. She works for her exams until **ten thirty**.
- 8 She always goes to bed at **ten forty-five** and watches TV or reads a book.

GRAMMAR SPOT SB p54

- 1 🔊 6.6 Focus attention on the examples of third person singular forms *gets up* and *works*. Students underline the verbs in sentences 2–8 in exercise 2. Play the recording to check the answers with the class.

Answers

- 1 gets up, has
- 2 has
- 3 leaves, cycles
- 4 has
- 5 works, leaves
- 6 buys, eats, has
- 7 goes out, works
- 8 goes, watches, reads

Elicit the key last letter in each of the verbs (s). Point out that one of the verbs (*watches*) has *-es* at the end.

Play the recording again and get students to repeat chorally and individually. Make sure students can distinguish the /s/ endings, e.g. *gets* /gɛts/, from the /z/ endings, e.g. *leaves* /li:vz/. Also listen for correct pronunciation of the /ɪz/ ending in *watches* /'wɒtʃɪz/.

- 2 Focus attention on the adverbs of frequency and their meanings. Make sure that students understand that *sometimes* is not a fixed reference and the actual number of times that it refers to can vary. Ask students to circle the examples of *always*, *sometimes* and *never* in the sentences about Anna.

🔊 6.7 This recording has the four sentences with adverbs of frequency from the sentences about Anna. Play the recording and get students to repeat chorally and individually. Make sure students reproduce the third person singular ending: *works* /s/ and /z/ in *buys* and *goes*. (There is more focus on the pronunciation of the -s in exercise 3, following the *Grammar spot*.)

🔊 6.7

- She always works late.
She sometimes buys a Chinese takeaway.
She never goes out in the week.
She always goes to bed at ten forty-five.

Read Grammar reference 6.1–6.3 on p60 together in class. Elicit from the examples in 6.1 and the first box in 6.2 that most verbs simply take *-s* for *he/she/it*. Write more verbs they know from the text about Anna on the board: *work*, *buy*, *eat*, *cycle*. Encourage students to remember information about Anna and give you sentences with the verbs in. Write them on the board. If they can't remember, refer them back to exercise 2 on p54. As you write up the sentences, use a different colour pen for the third person *-s* or circle it clearly. To make it less teacher-focused, you could ask a student to come to the board to write the sentences.

Now move on to the exceptions. Highlight that we add *-es* after *s*, *ss*, *sh*, *ch*. You could point out and demonstrate that these spelling rules correspond strongly to pronunciation because it would be impossible to differentiate a further /s/ sound being added to /s/ and extremely difficult to pronounce /ʃs/ or /tʃs/.

And, lastly, focus students' attention on the irregular verbs: *have* becomes *has* (not *haves*), *do* becomes *does*, and *go* becomes *goes*. Of course *does* and *goes* look very similar, so it is worth modelling the difference in vowel sound (*does* /dʌz/ and *goes* /gəʊz/) so they can pronounce them correctly. Drill these words chorally and individually.

Pronunciation

- 3 🔊 6.8 This section highlights the three possible ways of pronouncing the third person *-s* ending. Focus attention on the chart. Play the recording through once and get students just to listen. Then play it again, drilling the verbs chorally and individually. If students find it hard to hear and reproduce the difference between the /s/ and /z/ endings, don't insist on them repeating the sounds several times, as this may make them self-conscious. It's probably enough that they realize the pronunciation is often /z/. Students very often forget to add the *-s* ending anyway and so will need reminding at regular intervals.

SUGGESTION At the start of the next lesson, divide the board into two columns and write *I* at the top of one and *he/she* at the top of the other. In the first column write *work* and

say *I work*. Elicit the form for the *he/she* column (*works*). Ask students to copy the columns into their books. Put students in pairs to complete the columns with as many verbs as they can remember without looking at their books, filling both columns. This will show you what they have memorized and also whether they have remembered the spelling rules. Check carefully together and make corrections with the whole class. You could then ask them to read out both forms for each verb to check their pronunciation.

Questions and negatives SB p55

- 4 This section introduces *does/doesn't* in the question and negative forms. Both *Wh-* and *Yes/No* questions are presented at the same time, as students are dealing with the third person singular form only at this stage, and they have already had a lot of practice of the individual question types.
- 🔊 6.9 Refer students back to the photos of Anna. Read question 1 aloud and elicit the answer (*gets up*). Students continue completing the answers, working individually. Get them to share/check their answers in pairs. Play the recording through once and let students check their answers. Play the recording again, pausing after each question-and-answer exchange, and get the students to repeat chorally and individually. Make sure they can reproduce the falling intonation on the *Wh-* questions and the rising intonation on the *Yes/No* questions. Students practise the questions and answers in open and then in closed pairs.

Answers and audioscript

🔊 6.9 Questions and negatives

- 1 What time does she get up?
She **gets up** at 6.00.
- 2 When does she go to bed?
She **goes** to bed at 10.45.
- 3 Does she go to work by car?
No, she doesn't.
- 4 Does she go to work by bike?
Yes, she does.
- 5 Does she have lunch at home?
No, she doesn't.
- 6 Does she work for her exams in the evening?
Yes, she does.

GRAMMAR SPOT SB p55

Focus attention on the example sentences and questions. Make sure students understand that the *-s* ending is on the verb in the positive form and on *does* in the question and negative. Highlight *doesn't* as the contracted form of *does not*. Use the gesture of two words coming together in the contraction if your students understand this visual cue. Make sure students understand that we repeat *do/does* or *don't/doesn't* in the short answers rather than using the main verb, i.e. it is unnatural to answer the question *Do you have breakfast at 7.30?* with **Yes, I have breakfast*. We naturally answer *Yes, I do*. Ask students to circle the *-s* ending and the use of *does/doesn't* in the questions and answers in exercise 1.

Write two sentences on the board *She goes out in the evening.* and *He eats in a restaurant.* Elicit the negative of these sentences. You could also try to elicit a question form for each (*Does she go out in the evening? Does he eat in a restaurant?*). Refer students to Grammar reference 6.4

on p60 to check their negative sentences and ask them to read their questions aloud. It is common for students to make the mistake of adding *-s* to the main verb in the question, e.g. *Does she goes out ... ? Does he eats ... ?* If this happens, make it clear that the third person ending is already in *does*.

Encourage students to ask you questions about 6.4, using L1 if appropriate. Take time to exploit this information more by providing the students with gapped sentences or sentences with words in the wrong order so that they manipulate the structure and remember it better.

- 5 Focus attention on the question prompts 1–6. Do the first one together as a demonstration, eliciting from the class and writing it on the board (*When does she leave home?*). Put students in pairs to work out the questions together and write them in their notebooks. When they have had time to form the questions, tell them to take turns asking each other and answering about Anna. Demonstrate with a strong pair first if necessary.
- Stronger students might not need to write down the questions but may just be able to ask and answer them orally.
- Students continue asking and answering in closed pairs.
- 🔊 6.10 Play the recording and get students to check their answers. If students had difficulties with questions and answers, practise the questions and answers in open pairs or get students to practise them again in closed pairs, working with a new partner. Check pronunciation and drill words chorally and individually, as necessary.

Answers and audioscript

🔊 6.10

- 1 When does she leave home?
She leaves home at 7.00.
- 2 Does she go to work by bus?
No, she goes to work by bike.
- 3 Where does she have lunch?
She has lunch at work.
- 4 Does she usually work late?
Yes, she does, every day.
- 5 Does she eat in a restaurant?
No, she doesn't. She eats at home.
- 6 What does she do in the evening?
She works for her exams. She never goes out.

- 6 This exercise gives students the opportunity to generate negative third person forms. Focus attention on the example and ask one student to read it aloud. Students work individually to write sentences 2–5 in the negative. Allow them to check their answers in pairs, before checking with the class. Check carefully that they are forming the negatives correctly, including the inclusion of the apostrophe in *doesn't*.

Answers

- 1 She doesn't live in New York.
- 2 She doesn't drive to work.
- 3 She doesn't work in a school.
- 4 She doesn't visit friends in the week.
- 5 She doesn't go to bed late.

7 Focus attention on the chart. Elicit the missing Present Simple forms for *I* and *you* (see below) and then get students to complete the rest of the chart. Check the answers with the whole class. Highlight again that the *he/she* form is the only one that is different.

Answers

	Positive	Negative	Question
I	work	don't work	Do I work?
You	work	don't work	Do you work?
He/She	works	doesn't work	Does he/she work?
We	work	don't work	Do we work?
They	work	don't work	Do they work?

VIDEO In this unit students can watch a video about the daily routine of a magazine photographer. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Practice SB p56

Toby's day

1 Remind students of Anna from the previous section. Ask students to read the sentences about Toby. Point to the photo of Toby. Ask *Who is this?* (*He's Anna's brother./He is Toby McMann.*)

Teach the word *dog*, using the photo. Tell students to read the first two paragraphs of the text – point to the text and count the paragraphs. Hide the rest of the text, if necessary, to instruct visually. When students have had time to read, ask *How old is Toby?* and *What's his job?* (*He's 31. He's a dog walker and a student of music.*) Use the photo and physical movement to explain *dog walker*. Use the photo of the cello to explain *student of music*. Also clarify the word *flatmate* which was used in the introductory sentence, using *he shares a small flat*. You could draw a quick sketch of a flat and two people, Anna and Toby, if necessary, to explain *share*.

2 Focus attention on the verbs in the box. They are already in the third person form and so students just need to use the context to help them choose the correct verb. Check students can pronounce them correctly by asking them to read each verb aloud, chorally and, where necessary, individually.

Get students to read the second sentence in the text and focus attention on the example. Then get students to complete the text, working individually. Remind them to read the whole sentence around the gap each time so that they get the complete context and to cross out the verbs they have used as they go along.

6.11 Get students to go over their answers in pairs before playing the recording for a final check. Use the photos and other means to help explain new vocabulary such as *big*, the breakfast foods mentioned, *cello*, *fun*, *part-time*, *hungry*, *very late*. Focus on the adverb *usually* in

the text. Teach the meaning by writing *always*, *sometimes*, and *never* on the board and elicit that *usually* goes between *sometimes* and *always*.

Answers

1 shares	7 gets
2 gets up	8 gets
3 goes	9 eats
4 walks	10 plays
5 loves	11 meets
6 starts	12 goes

6.11 Toby McMann

The London dog walker fills his day with lots of walks, fresh air and fun!

Toby McMann is 31 and he's a dog walker and a student of music. He shares a small flat in the centre of London with his sister, Anna. He usually gets up at ten thirty in the morning. He has a big breakfast – tea, sausages, eggs and lots of toast – then he goes to work. He walks lots of dogs in the parks in London. He loves his job, it is fun!

Toby is a part-time student at the London College of Music. He starts classes at two fifteen in the afternoon.

He gets home at six o'clock in the evening and has a big dinner. He sometimes shares a Chinese takeaway with Anna when she gets home. He is always hungry in the evening because he never eats lunch. He always plays his cello after dinner, but sometimes he meets his friends. He usually goes to bed very late, at one o'clock in the morning.

3 This exercise checks that students realize the importance of choosing the correct third person pronoun for male and female. Mistakes are commonly made with this as many languages don't have pronouns for male and female which work in this way. Focus attention on the example. Make sure students realize that *He* refers to Toby and *She* to Anna. Get students to complete the answers and then check in pairs. Check the answers with the whole class.

Answers

1 She	5 He
2 He	6 He
3 She	7 She
4 She	8 He

Listening

About the text

4 6.12 This listening text is a face-to-face conversation between Anna and her brother, Toby. There are gaps for students to complete, most of which are words that they are already familiar with, and so students should be able to complete the conversation without too many problems. Give students time to read through the conversation before they listen, especially with weaker classes. Deal with any vocabulary problems. New vocabulary includes *as usual*, *work too hard*, *relax*, *the pub*, *It's a date*. Encourage students to work out the phrases from the context but be prepared to clarify if necessary. With a stronger group, help students understand the two different uses of *too* in this conversation: in the sentence *You work too hard!* the speaker is talking about a problematic situation – *too* is used to express excessively. Then, in the sentence *I love my work, too*, the word *too* is used to mean *also*.

6.12 Play the first two lines and get students to look at the example. Play the rest of the recording without stopping and get students to complete the conversation. Give them time to check their answers in pairs before playing the recording again for a final check. Put students in pairs to practise the conversation. Listen carefully and note any errors. When they have practised taking both of the roles, drill any problem lines or phrases as separate items.

Answers

- 1 fine
- 2 always
- 3 love
- 4 too
- 5 have
- 6 never
- 7 sometimes
- 8 always
- 9 drink
- 10 Saturday
- 11 see

6.12 An evening at home

T = Toby A = Anna

- T Evening, Anna. You look tired.
 A I'm fine, thanks. Just busy, as usual.
 T You're always busy. You work too hard!
 A I know, but I love my work and I have exams soon.
 T I love my work too, but I sometimes relax and see my friends!
 A Relax! You play the cello every day!
 T Yes, but I have a drink with my friends at the weekend. You never stop!
 A That's not true. We sometimes share a Chinese takeaway! Oh, Toby. How's your friend Oliver?
 T He's fine, thanks. He always asks about you. I think he likes you!
 A Oliver is OK. I like him and he's a friend of yours.
 T Well, come and meet us at the pub. I can buy you a drink!
 A Really? That is a good idea. What about next Saturday?
 T Yes, great! I often see Oliver on Saturday.
 A Good! Then it's a date!

Negatives and pronunciation

5 This exercise practises the negative form and also highlights the importance of contrastive stress when correcting or disagreeing with a statement. Focus attention on the example and ask *positive or negative?* about each sentence in the answer (first sentence – negative, second sentence – positive). Elicit the answer to sentence 2 (She doesn't get up at ten thirty! She gets up at six o'clock!). Tell students to continue correcting the sentences, referring back to the information about Anna and Toby on pp54, 55, and 56. (With a weaker group, you could do this as a class activity on the board and then play the recording for reinforcement.)

6.13 Play the recording through once, getting students to check their sentences for grammatical accuracy. Then write the pairs of sentences for numbers 2 and 3 on the board. With the whole class, elicit where the main stress falls, and mark it on the sentences. Remind students that the stress helps to indicate the main difference in the information in the pairs of sentences, and so falls on the key words. Get students to work in

pairs and mark where they think the main stress falls in the rest of the pairs of sentences. Play the recording again and get students to check their answers. Also check the answers orally with the whole class in case students have problems hearing the main stress. Play the recording again, if necessary, and then get students to practise the sentences with a partner. Point the contrastive stress once again in the sentences so that they mimic this correctly.

Answers and audioscript

6.13 Negatives

- 1 A He's a doctor.
B He isn't a doctor. He's a student of music.
- 2 A She gets up at ten thirty.
B She doesn't get up at ten thirty. She gets up at six o'clock.
- 3 A He's 29.
B He isn't 29. He's 31.
- 4 A She goes to work by car.
B She doesn't go to work by car. She cycles/goes by bike.
- 5 A She meets friends in the evening.
B She doesn't meet friends in the evening. She works for her exams.

Talking about you

6 Demonstrate the activity by writing the names of two people (one male, one female) from your family on the board. Get students to ask you questions about them, using the language in the speech bubbles and the cues in the Student's Book. If students have problems switching from questions with *be* to the Present Simple questions, drill the language as a class. Get students to write the names of two family members on a piece of paper. Remind them to choose one male and one female. Students work in pairs and ask and answer about the family members. Monitor and check for correct use of *he/she, his/her* and the third person singular Present Simple forms.

SUGGESTION You could ask students to use family photos for exercise 6. They may already have photos in their wallet/purse or on their smartphones.

Check it

7 This exercise consolidates the auxiliary forms *do/does* and *don't/doesn't* in Present Simple questions and short answers. Focus attention on the question and answer in number 1, and elicit the answers (*Do, do*). Students continue completing the questions and answers, working individually. Ask students to check their answers in pairs before checking with the whole class. Conduct feedback by nominating open pairs to act out each question and answer.

Answers

- 1 Do; do
- 2 Does; does
- 3 does
- 4 Do; don't
- 5 Does; doesn't
- 6 Do; do
- 7 Does; doesn't
- 8 Do; don't

SUGGESTION Set a homework task for the students to practise what they have learned so far in this unit. Ask them to choose a friend or a person in their family and write about what he or she does every day. For weaker students set a limit for the number of sentences, e.g. six. For stronger students set no maximum limit and also encourage them to include a negative sentence, e.g. *She doesn't have breakfast.* or *He doesn't watch TV in the evening.* Collect their written work in to mark it. If students are making many similar kinds of mistakes, conduct an error correction session together in the following class, using the board and eliciting corrections from the class.

Additional material

For teachers

Photocopiable activity – Grammar: *A day in the life* pp179–80

Photocopiable activity – Video worksheet: *Sara's day*

For students

Online Practice – *Look again*

Workbook pp39–41, exercises 1–12

Vocabulary and speaking SB p58

Words that go together

1 In this section, students start to learn more about basic collocation in English, referred to here as *words that go together*.

Make sure students understand that *TV* stands for *television*. Focus attention on the example and do another together if they need a further demonstration. Students work in pairs to continue matching the verbs to the nouns/phrases.

6.14 Play the recording and get students to check their answers. If necessary, check the meaning of *stay at home*.

Answers and audioscript

6.14 Words that go together

get up early
go to bed late
have lunch
watch TV
listen to music
work in a hospital

stay at home
drink coffee
eat in restaurants
have a shower
play the cello
cook for friends

2 This is a questionnaire activity to practise *Yes/No* questions and adverbs of frequency.

6.15 Focus attention on the Lifestyle questionnaire. Ask students to read the title and then to read through the points 1–11. Elicit as far as possible what the meaning of *lifestyle questionnaire* is.

Play the recording and get students to repeat the questions chorally and individually. This prepares them for their pairwork.

6.15 Lifestyle questionnaire

- 1 Do you get up early?
- 2 Do you have breakfast?
- 3 Do you walk to work or school?
- 4 Do you eat a lot of fruit?
- 5 Do you eat a lot of chocolate?
- 6 Do you play a sport?
- 7 Do you play computer games?
- 8 Do you drink fizzy drinks?
- 9 Do you drink a lot of water?
- 10 Do you eat fast food?
- 11 Do you go to bed late?

3 Focus attention on the language in the speech bubbles. Drill the question and three possible answers. Get students to ask you a few of the questions and give true answers. Demonstrate how to record the answers by putting the three adverbs on the board and ticking under the appropriate one. Students then work in closed pairs, asking and answering, and noting down their partner's answers.

4 This follow-up phase allows students to talk about their partner and so get practice in using third person forms, as well as adverbs of frequency – check that they are using these in the correct position in the sentence.

Focus attention on the example and then elicit more information from individual students about their partner. Don't over-correct students during the feedback stage, just allow them to say what they want to say, so they can concentrate on getting meaning across and being understood, and then correct any common mistakes at a later stage.

Additional material

For teachers

Photocopiable activity – Vocabulary: *True or false?* pp181–2

For students

Online Practice – *Look again*

Workbook p42, exercise 1

Everyday English SB p59

Days of the week

1 **6.16** Focus students' attention on the title of this section. Draw a horizontal line on the board and divide it into seven columns with vertical lines. Point to the horizontal line and say *a week*. Write *a week* at the top of the board. Add the word for whichever day it is today in the correct place in the week and drill the pronunciation with the students.

Ask a student to read out the instruction. Play the recording and get students to write the days in the correct order on the calendar. Pause the recording, if necessary, to give students time to write. Play the recording again and get students to repeat chorally and individually. Make sure they can distinguish *Tuesday* /'tʃu:zdeɪ/, /'tʃu:zdeɪ/ and *Thursday* /'θɜ:zdeɪ/ and that they only produce two syllables in *Wednesday* /'wenzdeɪ/.

Practise again around the room. Point out that the written form of the days in English has a capital letter at the beginning.

- 2 Elicit the answer to question 1 as an example. Students do the exercise in pairs. Check the answers together by eliciting them from the class. Be sure to show *today* and *tomorrow* visually on the board. Also clarify on the board that *Saturday* and *Sunday* together are *the weekend*. Using the line you drew, it is easy to indicate the start of the week and the end. For questions that can have multiple answers, elicit a few from different students, i.e. 3, 5, 6. With strong learners, ask *Why?* for questions 5 and 6, but don't insist on accuracy in their answer – just the ability to convey their message.
- 3 Here students learn which prepositions are used with the days, parts of the day, and times. Elicit the answer for times and the weekend (*at*), and then get students to write the correct preposition for the other phrases. Check the answers with the whole class. Highlight the difference between *in the afternoon* but *on Friday afternoon*, *in the evening* but *on Saturday evening*, etc, because if the phrase contains the specific day, we use *on*.
- NB *On the weekend* is possible – it is American English.

Answers

at (nine o'clock, ten thirty, twelve fifteen, the weekend)
 on (Sunday, Monday, Saturday evening, Thursday morning, Friday afternoon)
 in (the morning, the afternoon, the evening)

- 4 Focus students' attention on the example and then get students to complete the other time expressions with either *in*, *on*, or *at*. Check the answers with the whole class.

Answers

1 at
 2 on
 3 in
 4 on
 5 at

Focus attention on the example question and answers in the speech bubbles. Get students to practise asking and answering questions 1–5 in closed pairs. This allows them to practise the *we* form of the Present Simple. Monitor and check their pronunciation is accurate, including upward intonation in the *Yes/No* questions.

When they have finished the oral exercise, get them to write a whole sentence about when they have English lessons. Encourage them to include the day, part of the day, and time: *We have English lessons on (Monday evening) at (seven thirty).*

EXTRA IDEA Give a quick oral test of these prepositions of time at the beginning of a subsequent lesson. Get students to draw three columns on a page of their notebooks, labelled *in*, *on*, and *at*. Read aloud some of the time expressions from the answer key of exercise 3 above. Make sure you say them in random order, and make a noise instead of the preposition. Students listen and write the time expression in the correct column. Check carefully at the end.

Talking about you

- 5 Students complete the questions with the correct prepositions. Check students have the correct preposition for each question before they begin the pairwork.
- Students ask and answer the questions in closed pairs. They can give short answers, but with stronger students

you can encourage them to give extra information, e.g. *Do you get up early ... ? No, I don't. I get up at ten thirty.*

Monitor and check for correct question formation, use of short answers and prepositions of time. Conduct a feedback session to enable students to talk about their partner and so practise the third person singular.

Answers

in the morning/evening
 on Sunday morning
 on Saturday
 at the weekend
 in the evening
 on Saturday evening

EXTRA IDEA Write on the board some collocations from this unit on p58 which haven't been used in this exercise, e.g. *go to bed late*, *have lunch*, *listen to music* and also verbs that students learned and practised in Unit 5: *drink*, *play*, *speak*. With a weaker group, add examples of collocations for them to match, e.g. *tennis*, *English*, *coffee*. Stronger students can find their own collocations, but check they are correct. Get students to ask *Do you ... ?* questions about these new activities, completing them with appropriate time expressions. They can answer as before with short answers and extra information. You could also write *always*, *sometimes*, and *never* on the board to encourage students to use these adverbs from p54, e.g. *Do you play tennis on Saturday afternoon? No, I don't. I never play tennis. I sometimes play football.*

SUGGESTION Ask students to remember and write sentences about their partner's routines as a homework task. You could ask them to include one sentence which their partner didn't say. Then in the next lesson, they could give their sentences to their partner to read and see if they can identify the false sentence.

Additional material

For teachers

Photocopiable activity – Communication: *A holiday camp* pp183–4

For students

Online Practice – *Look again*

Workbook p42, exercises 1–2

Online Practice – *Practice*

Workbook p43, *Review*, exercises 1–6

Online Practice – *Check your progress*

Wordlist

Ask the students to turn to the Wordlist on p60 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.