

Connectivity Foundations is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
<div>1</div> <div>People and Occupations</div> <div>page 6</div>	Introduce people Identify people Spell names Describe people	Subject pronouns Occupations The alphabet VOCABULARY EXPANDER More occupations	Verb <u>be</u> : <ul style="list-style-type: none">Singular and plural statements / Contractions<u>Yes</u> / <u>no</u> questions and short answers Proper nouns and common nouns	Use “too” to reciprocate a greeting Use “Excuse me” to introduce a question Say “Thanks” to acknowledge requested information Say “Excuse me?” if you don’t understand	Listening Tasks Identify the correct occupation Circle or write the correct letter Circle or write the correct name Pronunciation Syllables	Reading Texts A magazine feature introducing famous people and their occupations Simple forms and business cards Writing Task Write affirmative and negative statements about people in pictures GUIDED WRITING Write answers to questions about occupations
<div>2</div> <div>Personal Information</div> <div>page 18</div>	Describe relationships Ask for someone’s contact information Find out where people are from Get to know people	First and last names Titles Contact information Relationships Numbers 0–20 Countries and nationalities VOCABULARY EXPANDER More titles	Possessive adjectives Possessive nouns <u>Be</u> : Information questions with <u>What</u> <u>Be from</u> / Questions with <u>Where</u>	When introducing people, describe relationships Greet the person you’re being introduced to Repeat part of a question to clarify Repeat information to confirm understanding Confirm information with “That’s right”. Say “Sure” to provide requested information	Listening Tasks Circle and underline the correct information Write the person’s title Write the people’s relationships Complete the contact information Choose correct information to complete statements Pronunciation Stress in two-word pairs	Reading Texts Personal information forms A contact page from a digital address book An article with simple descriptions of famous people, their occupations, countries, and nationalities Writing Task Write about yourself GUIDED WRITING Answer a series of questions about your personal information
<div>3</div> <div>Neighborhoods</div> <div>page 30</div>	Ask about locations Suggest how to get places Talk about means of transportation Describe a neighborhood	Means of transportation Places in the neighborhood Locations Ways to get places: Imperative verbs Routine destinations VOCABULARY EXPANDER More places in the neighborhood	<u>Be</u> : Questions about location with <u>Where</u> Subject pronoun <u>it</u> The imperative <u>By</u> + a means of transportation	Ask for additional information with “And what about ____?” Say “OK” to agree to follow directions Ask “What about you?” to show interest in another person	Listening Tasks Circle the vehicle you hear Write the place you hear Complete the questions Identify the instructions Identify the means of transportation and destinations Complete statements about the people, their neighborhoods, and relationships Pronunciation Falling intonation for questions with <u>Where</u>	Reading Texts Simple street maps An email describing places in a neighborhood Writing Task Write about your neighborhood GUIDED WRITING Answer questions about locations of places in your neighborhood
<div>4</div> <div>Families</div> <div>page 42</div>	Comment on family photos Ask about relatives Describe appearance Talk about someone’s family	Family relationships Adjectives to describe people Numbers 21–101 Adjectives to describe hair The face VOCABULARY EXPANDER More adjectives to describe people	<u>Be</u> : Questions with <u>Who</u> <u>Be</u> : With adjectives <u>Be</u> : Questions with <u>How old</u> Adverbs <u>very</u> , <u>really</u> , and <u>so</u> Verb <u>have</u> / <u>has</u> : Affirmative statements Describing people with <u>be</u> and <u>have</u>	Shift to a new topic with “And . . .” Say “Tell me about ____” to invite someone to talk about a topic Use “Well, . . .” to indicate you are deciding how to respond Show interest with “Really?” Softener a negative response with “Sorry”	Listening Tasks Identify the person described Complete statements about people Choose the correct photo Match the conversation to the correct family Pronunciation Clarifying numbers	Reading Texts Descriptions of famous actors and their families Writing Task Write about your relatives GUIDED WRITING Answer questions about two of your relatives
<div>5</div> <div>Time and Events</div> <div>page 54</div>	Ask about the time of events Plan to attend an event Ask about birthdays Describe a time span	What time is it? <u>Late</u> , <u>early</u> , and <u>on time</u> Events Days of the week Ordinal numbers Months of the year VOCABULARY EXPANDER More events	<u>Be</u> : Questions with <u>When</u> , <u>What time</u> , <u>What day</u> , and <u>What month</u> Prepositions <u>in</u> , <u>on</u> , <u>at</u>	Express worry with “Uh-oh” Use “Hey” to get someone’s attention Use “Great!” to show enthusiasm for an idea	Listening Tasks Confirm if the people are late, early, or on time Identify events and circle the correct times Complete a chart with events, days, and times Complete statements about events and store hours Pronunciation Sentence rhythm	Reading Texts A party invitation and a community events website Announcements of neighborhood events Writing Task Write about events in your city or town GUIDED WRITING Write a list with time and place details about specific events.

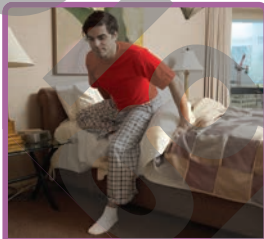
Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
<div>6</div> <div>Clothes</div> <div>page 66</div>	<ul style="list-style-type: none">Give and accept a complimentAsk for sizes and colorsDescribe clothesShop for clothes	<ul style="list-style-type: none">ColorsClothesVerbs <u>like</u>, <u>want</u>, <u>need</u>, and <u>have</u>Clothing sizesOpposite adjectives to describe clothes <div>VOCABULARY EXPANDER</div> <ul style="list-style-type: none">More clothes	<ul style="list-style-type: none">The simple present tense: <u>like</u>, <u>want</u>, <u>need</u>, and <u>have</u>:<ul style="list-style-type: none">Affirmative and negative statements<u>Yes</u> / <u>no</u> questionsInformation questionsDemonstratives <u>this</u>, <u>that</u>, <u>these</u>, and <u>those</u>Adjective placement / Intensifier <u>too</u>	<ul style="list-style-type: none">Ask for confirmation with “Really?”Acknowledge a compliment with “Thanks!”Say “I’m sorry” when presenting disappointing informationExpress disappointment with “That’s too bad.”Ask “What about you?” to ask for someone’s opinionUse “Well, . . .” to soften a strong opinion	<div>Listening Tasks</div> <ul style="list-style-type: none">Identify the clothes you hearAnswer questions about what people want, like, or need <div>Pronunciation</div> <ul style="list-style-type: none">Plural nouns	<div>Reading Texts</div> <ul style="list-style-type: none">Online clothing ads <div>Writing Task</div> <ul style="list-style-type: none">Write sentences about the clothes you like, want, need, and have or don’t have <div>GUIDED WRITING</div> <ul style="list-style-type: none">Answer questions about your clothes and the reasons you want or need new clothes.
<div>7</div> <div>Free Time and Chores</div> <div>page 78</div>	<ul style="list-style-type: none">Discuss who does household choresTalk about free timeMake plans to get togetherDescribe activities of a typical day	<ul style="list-style-type: none">Activities at homeHousehold choresFree-time activities <div>VOCABULARY EXPANDER</div> <ul style="list-style-type: none">More household chores	<ul style="list-style-type: none">The simple present tense:<ul style="list-style-type: none">Spelling of third-person singular formsQuestions with <u>Who</u>Questions with <u>How often</u>Other time expressionsFrequency adverbs	<ul style="list-style-type: none">Introduce a conversation topic with “So, . . .”Begin a surprising statement with “Actually, . . .”Clarify a question with “I mean, . . .”Say “Me?” to give yourself time to think of a personal responseExpress enthusiasm with “Great idea!”Respond with “Perfect” to agree to a suggestion	<div>Listening Tasks</div> <ul style="list-style-type: none">Identify chores each person doesAnswer questions about people’s activities <div>Pronunciation</div> <ul style="list-style-type: none">Third-person singular verb endings	<div>Reading Texts</div> <ul style="list-style-type: none">Online product listings for housekeeping robots <div>Writing Task</div> <ul style="list-style-type: none">Write about your typical week <div>GUIDED WRITING</div> <ul style="list-style-type: none">Answer questions about your daily and weekly activities
<div>8</div> <div>Houses and Homes</div> <div>page 90</div>	<ul style="list-style-type: none">Ask about someone’s homeAgree and disagree about stylesTalk about where you live, work, or studyCompare people’s tastes in housing	<ul style="list-style-type: none">Rooms, furniture, and appliancesBuildingsParts of a buildingPlaces in and around cities and towns <div>VOCABULARY EXPANDER</div> <ul style="list-style-type: none">More house and apartment vocabulary	<ul style="list-style-type: none"><u>There is</u> and <u>There are</u>Questions with <u>How many</u>The simple present tense: Questions with <u>Where</u>Prepositions of place	<ul style="list-style-type: none">Begin a question with “And” to indicate you want additional informationUse “Well, . . .” to indicate you are deciding how to answerSoften a negative response with “Actually, no”Emphasize a positive response with “Actually, yes”Soften a contrary opinion with “No offense, but . . .”Respond positively to a description with “Sounds nice!”	<div>Listening Tasks</div> <ul style="list-style-type: none">Confirm whether information about rooms, furniture, and appliances is true or falseComplete statements about people’s housing preferencesCorrect the statements about people’s homes <div>Pronunciation</div> <ul style="list-style-type: none">Linking sounds	<div>Reading Texts</div> <ul style="list-style-type: none">Descriptions of people and their homes <div>Writing Task</div> <ul style="list-style-type: none">Write about where you live <div>GUIDED WRITING</div> <ul style="list-style-type: none">Answer questions about your house or apartment
<div>9</div> <div>Activities and Plans</div> <div>page 102</div>	<ul style="list-style-type: none">Offer to call back laterAsk about future plansCatch up with an old friendTalk about activities and plans	<ul style="list-style-type: none">Weather expressionsClothes for good and bad weatherTime expressionsOutdoor activities <div>VOCABULARY EXPANDER</div> <ul style="list-style-type: none">More weather vocabularyThe four seasons	<ul style="list-style-type: none">The present continuous:<ul style="list-style-type: none">Statements<u>Yes</u> / <u>no</u> questionsFor future plansInformation questions	<ul style="list-style-type: none">Answer the phone with “Hello?”Identify yourself on the phone with “This is ____.”Use “Well, actually, . . .” to politely introduce an excuseSay “Oh, I’m sorry” to apologize for interrupting someone’s activityEnd a phone conversation with “Talk to you later!”Show interest with “No kidding!”Say “Wow!” to indicate surprise	<div>Listening Tasks</div> <ul style="list-style-type: none">Listen for weather and temperatures in a weather reportComplete statements about people’s activitiesWrite people’s future plans and when they will do themChoose the picture that matches what each person is doing right now <div>Pronunciation</div> <ul style="list-style-type: none">Intonation of questions	<div>Reading Texts</div> <ul style="list-style-type: none">A daily plannerAn interview with a marathon runner <div>Writing Task</div> <ul style="list-style-type: none">Write about your weekend plans <div>GUIDED WRITING</div> <ul style="list-style-type: none">Write a list of activities you plan for the weekend, using the present continuous and time expressions
<div>10</div> <div>Foods and Drinks</div> <div>page 114</div>	<ul style="list-style-type: none">Discuss ingredients for a recipeOffer and ask for foods and drinksInvite someone for a mealDescribe the food in a restaurant	<ul style="list-style-type: none">Foods and drinksPlaces to keep things in a kitchenContainersDescribing taste <div>VOCABULARY EXPANDER</div> <ul style="list-style-type: none">More vegetables and fruits	<ul style="list-style-type: none"><u>Any</u> in questions, negative statements, and negative short answersCount nouns and non-count nouns<u>How much</u> / <u>Is there any</u>The simple present tense and the present continuous	<ul style="list-style-type: none">Say “I’ll check” to indicate you’ll get information for someoneSay “uh-oh” to indicate that there may be a problemSuggest an alternative with “How about ____?”Say “Yes, please” to accept an offer of food	<div>Listening Tasks</div> <ul style="list-style-type: none">Check the foods and drinks you hearComplete sentences to describe restaurants and food <div>Pronunciation</div> <ul style="list-style-type: none">Vowel sounds	<div>Reading Texts</div> <ul style="list-style-type: none">Recipe ingredient listsA weekly chore listRestaurant reviews <div>Writing Task</div> <ul style="list-style-type: none">Write about what you eat on a typical day <div>GUIDED WRITING</div> <ul style="list-style-type: none">Answer a series of questions about your eating habits on weekdays and weekends

Countries and Nationalities / Numbers 100 to 1,000,000,000 / Pronunciation Table.....	page 127
Vocabulary Expander.....	page 128
Guided Writing.....	page 135
Unit Reviews.....	page 139
Practi-Chants.....	page 158

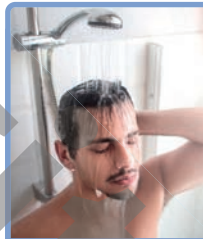
Free Time and Chores

Warm-Up

A **VOCABULARY** | Activities at home | Read and listen. Then listen again and repeat.



1 get up



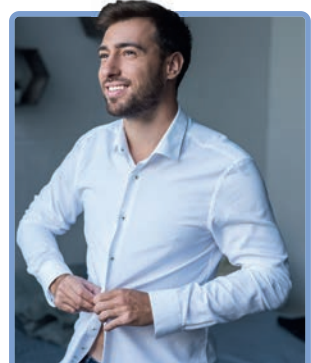
2 take a shower / a bath



6 shave



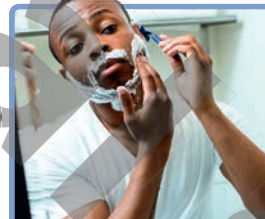
3 brush my teeth



4 get dressed



5 comb / brush my hair



6 shave



7 put on makeup



8 eat breakfast

B **PAIR WORK** | Tell your partner about your activities at home. Say when you do each activity.

I get up at 6:30 A.M.

I don't take a bath in the morning. I take a bath at night.

I brush my teeth in the morning and at night.

Remember:
go to school
go to work

C **VOCABULARY** | More activities at home | Read and listen. Then listen again and repeat.



1 come home

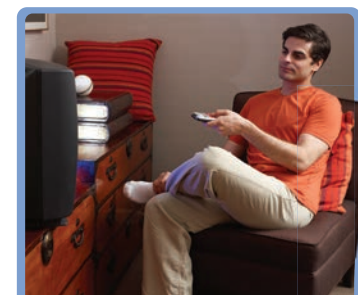


2 study

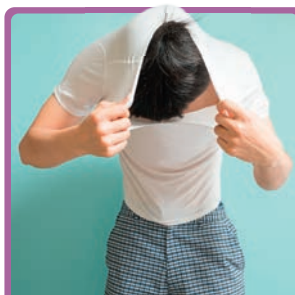


3 make dinner

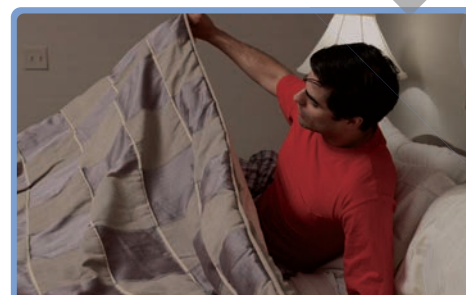
Meals
breakfast
lunch
dinner



4 watch TV



5 get undressed



6 go to bed



UNIT 7 COMMUNICATION GOALS

Lesson 1
Discuss who does
household chores

Lesson 2
Talk about
free time

Lesson 3
Make plans to
get together

Lesson 4
Describe activities
of a typical day

D **LISTEN TO IDENTIFY ACTIVITIES** | Listen to the conversations. Write the number of each conversation on the correct picture.



E **PAIR WORK** | Ask your partner questions with When do you ... ? and the activities in the pictures. Take turns.

When do you study?

At 6:00 in the evening.



SPEAKING

PAIR WORK | Ask and answer these questions about daily activities: What do you do first in the morning? What do you do next? What do you do in the afternoon and evening? Use the Vocabulary from Exercises A and C for ideas.

What do you do first in the morning?

I brush my teeth.
What about you?

I eat breakfast. What do you do next? ...



A **VOCABULARY** | Household chores | Read and listen. Then listen again and repeat.



1 go shopping

2 clean the house



3 do the laundry



4 wash the dishes



5 take out the garbage

More household chores

B **LISTENING COMPREHENSION** | Listen to the conversations. Check the chores each person does.



1	The woman ...				
	Her husband ...				
	Her son ...				
	Her daughter ...				
2	The woman ...				
	Her husband ...				
3	The man ...				
	His wife ...				
	His son ...				



C GRAMMAR | The simple present tense: Spelling of third-person singular forms / Questions with Who

base form		third-person singular form
clean	→	cleans
take	→	takes

do → does have → has
go → goes study → studies

wash → washes
brush → brushes

Who **does** the laundry in your family? (I do. / My dad does.)
Who **goes** shopping? (We all do. / My parents do.)

Don't use do or does when who is the subject.
Who washes the dishes? NOT ~~Who does wash~~ the dishes?

- D GRAMMAR PRACTICE** | Complete the statements about Diane and Peter. Use the simple present tense.

Listen and repeat.



before 8:00



after 8:00

On Mondays, after breakfast, Diane to work. Her husband, Peter, out the garbage before he to school. After work, Diane shopping at the supermarket down the street from her office. She the bus home. And then she dinner.

Peter home from school after 7:00, and he dinner with Diane. After dinner, Peter the dishes. From 9:00 to 10:00, Peter, and Diane TV. Diane a bath, and then she to bed. Peter his shower in the morning, so at night he just his teeth, undressed, and to bed, too.

On the weekend, Peter and Diane turns with the chores. If Diane the house, Peter the laundry.

- E PAIR WORK** Write five questions about Diane and Peter. Take turns asking and answering your questions.

When does Diane go shopping?

She goes shopping after work.



COMMUNICATION ACTIVATOR

Now let's discuss who does household chores.

- A CONVERSATION MODEL** | Read and listen.

- A: So, who makes dinner in your house?
 B: Actually, I do.
 A: And who does the dishes?
 B: That depends. My brother and I take turns. He does the dishes on weekdays, and I do the dishes on the weekend.
 A: And who cleans the house?
 B: Oh, that's my brother's job. But I take out the garbage.

Social language
 Introduce a conversation topic with "So, ..."



- B PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the conversation with a partner.

- C CONVERSATION PAIR WORK** | Personalize the conversation. Use the pictures. Then change roles.

- A: So, who in your house?
 B:
 A: And who?
 B:

KEEP TALKING! ●●●

Talk about other chores.



- D CHANGE PARTNERS** | Ask another classmate about chores.

- E GROUP WORK** | Tell your classmates about your partner's household chores.



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

UNIT 7

81


A VOCABULARY | Free-time activities | Read and listen. Then listen again and repeat.


1 exercise



2 listen to music



3 read



4 visit friends



8 take a walk



5 go out for dinner



6 go to the movies



7 take a nap



COACH

B GRAMMAR | The simple present tense: Questions with How often / Other time expressions

How often do you exercise?
I exercise **every day**.

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

How often does your brother go to the movies?
He goes **on Saturdays**.

M	T	W	T	F	S	S
					✓	
					✓	
					✓	

Other time expressions

once a week

twice a week

three times a week

M	T	W	T	F	S	S
		✓				
	✓		✓			
	✓		✓	✓		

Also

once [a year]

twice [a day]

three times [a month]

How often do you take a nap?

Once a week.

 every weekend
every [Friday]

C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D VOCABULARY / GRAMMAR PAIR WORK | Write eight questions for a classmate about his or her free-time activities. Use How often, When, What time, or What day and the simple present tense. Answer your partner's questions.
1 *When do you go to the movies?*

1

2

3

4

5

6

7

8

When do you go to the movies?

On Saturdays.



E **PRONUNCIATION** | Third-person singular verb endings | Read and listen.
Then listen again and repeat.

1 /s/	2 /z/	3 /ɪz/
takes s = take/s/	cleans s = clean/z/	washes es = wash/ɪz/
checks s = check/s/	does s = doe/z/	practices es = practice/ɪz/
eats s = eat/s/	reads s = read/z/	exercises es = exercise/ɪz/

F **GROUP WORK** Tell the class about your partner from Exercise D. Practice pronunciation of third-person singular verb endings.

“Isabella visits friends twice a week.”



COMMUNICATION ACTIVATOR

Now let's talk about free time.

A **CONVERSATION MODEL** | Read and listen.

- A: So, Ken, what do you do in your free time?
 B: My free time?
 A: I mean, do you go to the movies? Exercise?
 B: Actually, I listen to music. What about you?
 A: Me? I go out for dinner with my family.
 B: Really? How often do you do that?
 A: Once or twice a week.

Social language
Clarify a question
with “I mean, . . .”

B **PRONUNCIATION PRACTICE** |
Listen again and repeat. Then practice the
Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | Personalize the
conversation. Use your own favorite free-time
activities. Use time expressions.

- A: So, . . . , what do you do in your free time?
 B: My free time?
 A: I mean, do you . . . ? . . . ?
 B: Actually, I What about you?
 A: Me? I
 B: Really? How often do you do that?
 A:

KEEP TALKING! ●●●
Ask more questions.
Where do you — ?
When do you — ?

RECYCLE THIS LANGUAGE
on [Sundays]
in the morning
in the afternoon
in the evening
at night

D **CHANGE PARTNERS** | Personalize the conversation with another partner.



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

UNIT 7

83



COACH

A GRAMMAR | The simple present tense: Frequency adverbs

Use frequency adverbs to describe how often you do something.

- 100% ▲ I **always** visit friends on Saturday.
 I **usually** go to the movies on the weekend.
 I **sometimes** take a nap in the afternoon.
 0% ▼ I **never** take a walk at night.

Place the frequency adverb before the verb in the simple present tense.

We **never go** out for dinner on Fridays.
 Do you **usually take** a walk with your children?
 What do you **always do** in the morning?

I **never** do chores
on Sunday.

**B ||| PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.****C ||| ACTIVATE GRAMMAR | Listen to the conversations. Circle the correct frequency adverb to complete each statement.**

- 1 She (**never** / **sometimes**) takes a walk with her husband.
- 2 They (**never** / **always**) go out for dinner on Saturdays.
- 3 She (**never** / **sometimes**) takes out the garbage.
- 4 Her children (**always** / **sometimes**) do the laundry.

D GRAMMAR PRACTICE | On the notepad write four statements about your activities. Use the frequency adverbs. Include household chores, free-time activities, and / or other activities.

	always	I always do the laundry on Monday.
	always	
	usually	
	sometimes	
	never	

Other Ideas

- go to work
- go to school
- go home
- walk
- take [the bus / the subway / a taxi]

E GROUP WORK | Compare notepads. Then tell your classmates about your partner's activities.

“Gabe sometimes takes a taxi to work.”





A **CONVERSATION MODEL** | Read and listen.

A: Hey, let's get together sometime.

B: Great idea!

A: Are you busy on Saturday morning?

B: I'm sorry. My wife and I always clean the house then. But I'm free in the afternoon.

A: Perfect.

Social language

Express enthusiasm with:

- Great idea!
- Good idea!
- Sure!
- OK!

B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | Change the conversation. Use frequency adverbs. Tell your partner when you are free. Then change roles.

A: Hey, let's together sometime.

B:!

A: Are you busy?

B: I'm sorry. then. But I'm free

A: Perfect.

KEEP TALKING! ●●●

Suggest a time and a place to meet.

Watch the video for ideas!

RECYCLE THIS LANGUAGE

- every [weekend / Friday]
- on [Thursday night]
- in the [morning / afternoon / evening]
- at night
- before / after [work]
- go [to work / to school / home]



D **CHANGE PARTNERS** | Change the conversation again.





Describe activities of a typical day

A **READING** | Read the online product listings. Do you want a robot for your household chores? Why?

The Olcotts tell us when they clean their house and do other household chores.

"Household chores? Are you kidding? We never have time for chores on weekdays. From Monday to Friday, we get up early, go to work, go shopping, and sometimes exercise," says Carl. Jane agrees. "And on the weekend, Carl and I don't want to do household chores. We go to the movies or out to dinner with friends." Carl adds, "And we often just stay home and listen to music or watch TV. Who wants to do chores?"



Is there a solution?

Meet Chorie, the robot that cleans your house when you're at work—or even after you go to bed! So when you come home from work—or when you get up in the morning—your house is clean! Chorie vacuums your floors, cleans your house, and even does the laundry. So all week long, you don't vacuum, clean, or do the laundry. Chorie does. Chorie does every chore every day, or only once or twice a week. It's your choice.

Add to cart

Customer reviews



[168 customer ratings](#)

And for people who are super busy, there's Chefbot, the robot that makes your meals for you – once a week or every day. So, if you want breakfast right after you get up, don't make breakfast. Tell Chefbot to do that, and take a nice, long shower. After your shower, your breakfast is ready to eat. And when you come home in the evening, dinner is ready.

Add to cart

Customer reviews



[Be the first to review](#)



Chorie and Chefbot: your household partners every day of the week!

B **READING COMPREHENSION** | Circle the correct word or phrase to complete each statement.

- From Monday to Friday, Carl and Jane Olcott ([don't have time for](#) / [do](#)) household chores.
- On weekdays, they ([work and exercise](#) / [visit friends](#)).
- On Saturday and Sunday, they ([do](#) / [don't want to do](#)) the chores.
- On the weekend, they ([sometimes](#) / [never](#)) go out for dinner.
- Chorie ([goes shopping](#) / [does the laundry](#)) for you.
- Chefbot makes dinner ([before](#) / [after](#)) you come home.

C **LISTENING COMPREHENSION** | Listen to the interview. Then circle the correct answer to each question.

- | | | |
|---|--|---|
| 1 Who's a morning person?
a Sam
b Ann | 4 Which days of the week does she work?
a Saturday and Sunday
b Monday to Friday | 6 When does Ann's family do the household chores?
a on the weekend
b Monday to Friday |
| 2 What's Ann's occupation?
a She's a teacher.
b She's a pharmacy manager. | 5 When does she work?
a at night
b in the afternoon | 7 On the weekend, who takes a nap in the afternoon?
a the kids
b Ann |
| 3 Where does she work?
a at a school
b at a pharmacy | | |



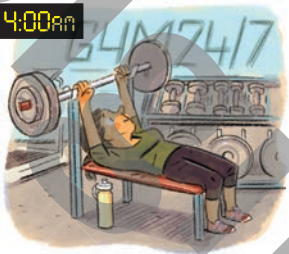
ROLE PLAY | Look at the pictures of the typical day of a morning person and an evening person. Give each person a name and an occupation. Then, with a partner, role-play a conversation between these two people about their typical days. (Option: Ask about other activities, using time expressions and frequency adverbs.)

A "morning person"

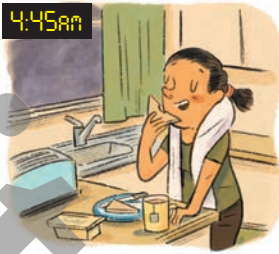
Name

Occupation

4:00am



4:45am



6:00am



3:00pm



4:30pm



6:30pm



An "evening person"

Name

Occupation

10:00am



11:00am



12:00pm



9:00pm



11:30pm



2:30am



3:00am



RECYCLE THIS LANGUAGE

Activities

brush [your] teeth
put on makeup
shave
watch TV
study
eat lunch
read
take a nap
visit friends

Questions

How often ____ ?
When ____ ?
What time ____ ?

Time expressions

[once / twice] a [day / week]
[three] times a [month / year]
every weekend

every [Friday]
in the [evening]
at night
[before / after] work
go [to work]
usually / sometimes /
always / never

WRITING

Write about your typical week. Use frequency adverbs and time expressions.

On weekday mornings, I usually get up
early, at 6:00. Then I...



Interactive Cool Down

1 "FIND SOMEONE WHO" GAME

Walk around the classroom with your book. Ask questions. Find a person who does each activity, according to the cue in the circle. Write his or her name in the space. The first person who fills all the spaces wins.

Find someone who . . .

"When do you ...?"

"How often do you ...?"

always



twice a week



every morning



after midnight



usually



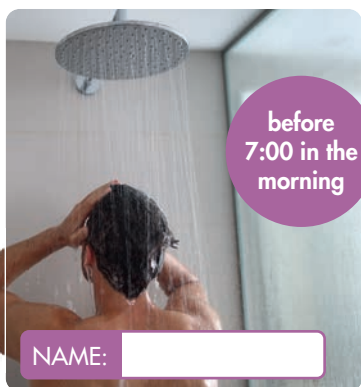
never



every weekend



before 7:00 in the morning



once or twice a month



on Sundays



2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Anne: So, Rosie, you're really busy, right?

Rosie: Yes, I am. I go to work every day, and I go to school at night.

Anne: Wow, you're super busy! Who does the chores in your house?

Rosie: On weekdays, my husband cooks, and my kids do the dishes. On the weekend, my husband and I take turns.



Anne: And who does the laundry?

Rosie: Actually, that's my job. I do the laundry on Saturday mornings. And I clean the house on Sundays. Who does the chores in your house?

Anne: I do! We have a small house.



Rosie: So what do you do in your free time?

Anne: I go to the movies every weekend. Hey! Let's get together sometime.

Rosie: Sure! What about on Saturday afternoon?

Anne: OK! I'm free on Saturday. Let's go to a movie.

Rosie: Great!

Partner A's Chat Guide

- A** So, —, you're really busy, right?
- B**
- A** Wow, you're super busy! Who does the chores in your house?
- B**
- A** And who —?
- B**
- A** —!
- B**
- A** I —. Hey! Let's get together sometime.
- B**
- A** —! I'm free —. Let's —.
- B**

Partner B's Chat Guide

- A**
- B** Yes, I am. I —, and I —.
- A**
- B** —.
- A**
- B** Actually, that's — job. I —. Who does the chores in your house?
- A**
- B** So what do you do in your free time?
- A**
- B** —! What about —?
- A**
- B** —!



PROGRESS SELF-CHECK

☐ Discuss who does household chores.

NOW I CAN

☐ Talk about free time.

☐ Make plans to get together.

For more practice ...

☐ Describe activities of a typical day.

Unit Review, p. 150 / Practi-Chant, p. 161

Connect TV / Test-Taking Skills Booster