

6

The time • Present Simple – *he/she/it*
usually/sometimes/never • Questions and negatives
Words that go together • Days of the week

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. The lexical set is of daily routine verbs, allowing students to talk about their own routine and ask about other people's.

Language aims

The time The unit opens with a section on telling the time in English. This is done with digital time so that students can use the numbers they already know to tell the time, e.g. *five fifteen*, and not have to worry about *quarter to/past, half past*, etc.

Grammar – Present Simple 2 The *I/you* forms are reviewed and the presentation of the Present Simple is completed with *he/she/it* 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 can deal with the differences in the *I/you/we/they* and *he/she/it* forms.

Frequency adverbs *Usually, sometimes, and never* are introduced and practised as part of the function of talking about routines.

Vocabulary The vocabulary section focuses on words that go together and so introduces an important aspect of English – collocation. 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.

Workbook The time is reviewed in a range of exercises.

The *he/she/it* forms of the Present Simple positive are reviewed along with the frequency adverbs from the unit. Students are also given the opportunity to personalize the adverbs and review the *I* form.

Students practise third person singular Present Simple negative and questions, and also review the use of the auxiliary verbs *do/does/don't/doesn't* in all forms.

Vocabulary from the units covered to date is consolidated in a crossword.

Students get skills practice with a listening and a guided writing task.

The days of the week and prepositions from *Everyday English* are reviewed and consolidated.

POSSIBLE PROBLEMS

- The Present Simple has very few inflections when compared with equivalent structures in other languages. The addition of the third person singular *-s* is the only change in the positive and so students often forget to include it. Be prepared to give lots of practice in the *he/she/it* forms!
- The use of *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.

- The third person singular -s can be pronounced in three ways:
works /wɜ:ks/
lives /lɪvz/
watches /'wɒtʃɪz/
Students also need help in distinguishing and producing these endings.

Notes on the unit

STARTER (SB p40)

NOTE

It is useful to have a cardboard clock with movable hands for this lesson and for subsequent revision of telling the time. If you do not have one in your school, then it is quite easy to make one.

The Student's Book presents digital times so that students can tell the time with the numbers they already know, without having to deal with *quarter past/to* and *half past*. The section includes times on the hour, half hour, and quarter hour. The other times, e.g. (9).05, (11).25, etc. are covered in a photocopiable task on TB p110. See the *Suggestion* notes opposite.

- T 6.1** Focus attention on the clocks. Play the recording of the first five 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, following 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 tapescript

- | | |
|-------------------------|------------------------|
| 1 It's nine o'clock. | 6 It's two o'clock. |
| 2 It's nine thirty. | 7 It's two thirty. |
| 3 It's nine forty-five. | 8 It's two forty-five. |
| 4 It's ten o'clock. | 9 It's three o'clock. |
| 5 It's ten fifteen. | 10 It's three fifteen. |
- T 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 and individually. Demonstrate the pairwork with one student. Ask students to give two or three more examples in open pairs before continuing in closed pairs.

SUGGESTION

There is a photocopiable information gap activity on TB p110 which reviews and extends the language of telling the time. Photocopy enough pages for your class (Student A's material and Student B's material are on the same page.) The activity covers times which students haven't met in the Student's Book so you will need to pre-teach/check these first. Write the following times on the board:

11.05, 1.10, 7.20, 9.25, 8.40, 6.50, 12.55

Remind students of the use of 'oh' /əʊ/, which they met in phone numbers, for 11.05. Get students to say the times aloud, reading them as digital times, e.g. *one ten*.

Explain that each student has six times and six empty clocks and that they have to ask *What time is it, please?* and complete the clocks. Demonstrate the activity with one student before dividing the class into pairs and getting them to complete the task. Monitor and check for the correct use of the times.

Students check their answers by comparing their completed sheets.

WHAT TIME DO YOU . . . ? (SB p41)

Present Simple – I/you

- This section presents daily routine verbs. Focus attention on the pictures. Elicit some basic information about the character: *What's her name?* (Lena). *How old is she, do you think?* (She's about 16.)

Explain that students are going to hear Lena talking about her school day. Review telling the time by getting students to read the pairs of times aloud. (The *Starter* section didn't present (8).40, which appears in number 3, but students should be able to read the time as they already know the numbers.)

T 6.3 Focus on the example and play the first line of the recording. 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 and get students to check against the tape.

Check the answers with the whole class.

Answers

- | | | |
|--------|---------|---------|
| 1 7.45 | 4 12.15 | 6 4.30 |
| 2 8.00 | 5 3.30 | 7 11.00 |
| 3 8.30 | | |

T 6.3

Well, on schooldays I get up at seven forty-five. I have breakfast at eight and I go to school at eight thirty. I have

lunch in school with my friends, that's at twelve fifteen – it's early in our school. I leave school at three thirty in the afternoon and I walk home with my friends. I get home at four thirty. I go to bed at eleven o'clock on school days, but not at the weekend.

Say the sentences aloud or play the recording again and get students to repeat chorally and individually. Make sure students aren't confused by the spelling of *breakfast* and pronounce it correctly /'brekfəst/. Students practise the sentences in closed pairs.

- 2 Demonstrate the activity by telling students about your day, giving the same information as in the pictures. Do this in a natural way, but do not add in any new language. Focus attention on the example in the speech bubble and elicit a few single sentences from students about their day with the verbs from exercise 1. Students continue talking about their day working in pairs. Monitor and check for correct use of the Present Simple and the times.

- 3 **T 6.4** This exercise practises the question *What time ... ?* with the Present Simple. Focus attention on the questions and get students to listen and repeat chorally and individually. Make sure they can reproduce the pronunciation of *do you* /dju:/ and the falling intonation on the *wh-* questions.

Drill the question and answer in the speech bubbles and elicit the other questions students can ask. If students need help, write the verbs on the board:

get up, have breakfast, go to work, have lunch, leave work, get home, go to bed.

Get students to practise the questions in open pairs. Students continue in closed pairs, working with a different partner from exercise 2. Monitor and check for correct use of the Present Simple and the times.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercises 1 and 2 Practice of the time.

Exercise 3 First person singular of the Present Simple and further time practice.

KARL'S DAY (SB p42)

Present Simple – *he/she/it, usually/sometimes/never*

- 1 This section presents the *he/she/it* positive forms of the Present Simple. Focus attention on the photos of Karl and get students to read the description of him. Check comprehension of *millionaire, director, 24-hour, shopping site, and Internet*.

Focus attention on the pictures of Karl's day and check comprehension of *have a shower, work late, buy, and go*

out. Focus attention on the example sentence. Get students to continue writing the times, working individually.

Ask students to check their answers in pairs before checking with the whole class.

Answers

- | | |
|------------------|------------------------------|
| 1 six o'clock | 5 eight o'clock |
| 2 six forty-five | 6 nine fifteen |
| 3 seven fifteen | 7 nine thirty, eleven thirty |
| 4 one o'clock | 8 eleven forty-five |

GRAMMAR SPOT

- 1 Focus attention on the examples of third person singular forms *gets up* and *has*. Students underline the verbs in sentences 2–8. Check the answers with the class.

Answers

- | | |
|-----------------|--------------------|
| 2 has | 6 buys, eats, gets |
| 3 leaves, goes | 7 goes, works |
| 4 has | 8 goes |
| 5 works, leaves | |

Elicit the key last letter in each of the verbs (*s*).

T 6.5 Play the recording and get students to repeat chorally and individually. Make sure students can distinguish the /s/ endings, e.g. *gets* /gets/ from the /z/ endings, e.g. *has* /hæz/. (The tapescript gives the complete verb forms including nouns and particles.)

Tapescript

- | | |
|-----------------|---------------|
| 1 gets up | 6 buys |
| has a shower | eats |
| 2 has breakfast | gets home |
| 3 leaves home | 7 goes out |
| goes to work | works |
| 4 has lunch | 8 goes to bed |
| 5 works late | |
| leaves work | |

- 2 Focus attention on the adverbs of frequency and their meaning. Make sure that students understand that *usually* and *sometimes* are not fixed references and the actual number of times that they refer to can vary.

Ask students to underline the examples of *usually, sometimes, and never* in the sentences about Karl.

T 6.6 Play the recording and get students to repeat chorally and individually. Make sure students reproduce the third person singular ending and encourage them to reproduce the linking in the following sentences:

He sometimes buys a pizza.

He never goes out in the evening.

Tapescript

He usually works late.

He sometimes buys a pizza.

He never goes out in the evening.

Read Grammar Reference 6.1 – 6.3 on p124 together in class, and/or ask students to read it at home.

Highlight the use of the *-es* ending, e.g. *go – goes*.

Encourage them to ask you questions about it. If appropriate, point out that the frequency adverbs can be used with *to be*, but that they usually come after the verb, e.g. *I am never at home in the morning*.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercise 4 Present Simple *he/she/it* forms.

Exercises 5 and 6 Present Simple and frequency adverbs *usually/sometimes/never*.

Questions and negatives

- 2 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.

T 6.7 Refer students back to the pictures of Karl. Read question 1 aloud and elicit the answer (*gets*). Students continue completing the answers, working individually. Get them to check in pairs before playing the questions and answers on tape. 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 tapescript

- 1 What time does he get up?
He gets up at six o'clock.
- 2 When does he go to bed?
He goes to bed at eleven forty-five.
- 3 Does he go to work by taxi?
Yes, he does.
- 4 Does he have lunch in a restaurant?
No, he doesn't.
- 5 Does he go out in the evening?
No, he doesn't.

GRAMMAR SPOT

Focus attention on the example sentences. Make sure students understand that the *-s* 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*. Ask students to circle the *-s* ending and the use of *does/doesn't* in the questions and answers in exercise 2.

- 3 Focus attention on the language in the speech bubbles. Drill the question and answer. Elicit two or three more examples with students working in open pairs. Students continue asking and answering in closed pairs. Monitor and check for correct use of third person *-s* and of *does/doesn't* in the questions and negatives.

T 6.8 Play the recording and get students to check their answers. If students had difficulties with questions and answers 1–7, drill the questions and answers and get students to practise them in pairs again.

Answers and tapescript

- 1 What time does he have breakfast?
He has breakfast at six forty-five.
- 2 When does he leave home?
He leaves home at seven fifteen.
- 3 Does he go to work by bus?
No, he doesn't. He goes to work by taxi.
- 4 Where does he have lunch?
He has lunch in his office.
- 5 Does he usually work late?
Yes, he does.
- 6 Does he eat in a restaurant?
No, he doesn't. He sometimes buys a pizza and eats it at home.
- 7 What does he do in the evening?
He works at his computer.

GRAMMAR SPOT

- 1 Focus attention on the table. Elicit the forms for *you* (*work* and *don't work*) and then get students to complete the rest of the table. Check the answers with the whole class.

Answers

	Positive	Negative
I	work	don't work
You	work	don't work
He	works	doesn't work
She	works	doesn't work
We	work	don't work
They	work	don't work

Highlight again that the *he/she* form is the only one that is different.

- 2 Get students to complete the *wh-* questions. Then check the answers with the class.

Answers

- 1 When do you get up?
- 2 When does he get up?

Highlight the use of *does* in the second question. Refer students to Grammar Reference 6.4 on p124. Make sure students understand that we repeat *do/does* or *don't/doesn't* in the short answers rather than the main verb, i.e. we cannot say: *Do you get up at 7.30? * Yes, I get up.*

serious problems with pronunciation, drill the sentences with the whole class and get them to repeat.

Negatives and pronunciation

- 3 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). Explain that the circles indicate where the main stress falls in each sentence.

Pre-teach *stay at home* for sentence 8. Elicit the answer to sentence 2 (*He doesn't get up at ten o'clock. He gets up at six o'clock.*) Tell students to continue correcting the sentences, referring back to the information about Karl and Katya on pp42 and 44. (With a weaker group, you could do this as a class activity on the board and then play the tape for reinforcement.) Tell them not to worry about the stress in the sentences at this stage.

T 6.10 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 and elicit where the main stress falls with the whole class. 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 and get students to repeat chorally and individually.

Answers and tapescript

- 1 She **doesn't** live in the town. She **lives** in the country.
- 2 He **doesn't** get up at ten o'clock. He **gets up** at six o'clock.
- 3 She **doesn't** have a big breakfast. She **has** coffee and toast.
- 4 He **doesn't** have a dog. She **has** a dog.
- 5 She **doesn't** work in an office. She **works** at home.
- 6 He **doesn't** cook dinner in the evening. He **buys** a pizza.
- 7 She **doesn't** go to bed early. She **goes** to bed late.
- 8 They **don't** go out in the evening. They **stay** at home.

PRACTICE (SB p44)

Katya's day

- 1 Remind students of Karl from the previous section. Point to the photos of Katya and ask *Who is she?* (She's Karl's sister.) Pre-teach/check *artist, country, early, toast, go for a walk, paint, studio, cook, and play the piano*. Read the heading of the text aloud. Ask *How old is Katya?* and *What's her job?* (She's 25. She's an artist.) Focus attention on the example. Elicit the second verb (*gets up*) and then get students to complete the text, working individually.

T 6.9 Get students to check their answers in pairs before playing the recording and letting them check against the tape.

Answers and tapescript

Katya is twenty-five. She's an artist. She **lives** in a small house in the country. She usually **gets up** at ten o'clock in the morning. She **never gets up** early. She **has** coffee and toast for breakfast and then she **goes** for a walk with her dog. She **gets** home at eleven o'clock and she **paints** in her studio until seven o'clock in the evening. Then she **cooks** dinner and **drinks** a glass of wine. After dinner, she sometimes **listens** to music and she sometimes **plays** the piano. She usually **goes** to bed very late, at one or two o'clock in the morning.

- 2 Focus attention on the two examples. Make sure students realize that *he* refers to Karl and *she* to Katya. Get students to complete the answers and then check in pairs. Check the answers with the whole class.

Answers

- 1 He 2 She 3 She 4 He 5 He 6 She 7 She 8 He 9 She 10 He

Ask a few students to read the sentences aloud. Then get students to practise the sentences in pairs. If they have

Talking about you

- 4 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 name 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 bring in family photos for the above activity.

Check it

- 5 This exercise consolidates the auxiliary forms *do/don't* and *does/doesn't* in Present Simple questions and short answers. Focus attention on 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.

Answers

- 1 'Do you like ice-cream?' 'Yes, I do.'
- 2 'Does she work in London?' 'Yes, she does.'
- 3 'Where does he work?' 'In a bank.'
- 4 'Do you go to work by bus?' 'No, I don't.'
- 5 'Does she go to bed early?' 'No, she doesn't.'
- 6 'Do they have a dog?' 'Yes, they do.'
- 7 'Does he speak German?' 'No, he doesn't.'
- 8 'Do they live in the US?' 'No, they don't.'

ADDITIONAL MATERIAL

Workbook Unit 6

Exercise 7 Word order in *he/she/it* forms of Present Simple *wh-* questions.

Exercise 8 A reading task to consolidate Present Simple *he/she/it* forms.

Exercises 9 and 10 Present Simple *he/she/it* forms in the negative.

Exercise 11 *he/she/it* forms of Present Simple *Yes/No* questions.

Exercise 12 A review of *do/does/don't/doesn't*.

VOCABULARY AND SPEAKING (SB p46)

Words that go together

- 1 Check comprehension of *shopping*. Focus attention on the examples. Students continue working in pairs to match the verbs and nouns/phrases.

T 6.11 Play the recording and get students to check their answers.

Answers and tapescript

get up early	go shopping
go to bed late	have a shower
listen to music	eat in restaurants
watch TV	drink beer
cook dinner	play the piano
work in an office	stay at home

- 2 This is a questionnaire activity to practise *Yes/No* questions. As a variation, students use *Yes, usually.*, *Yes, sometimes.*, and *No, never.* in their answers, rather than *Yes, I do./No, I don't*. This allows them to practise the frequency adverbs in a simple but meaningful way.

T 6.12 Focus attention on the questionnaire. Play the recording and get students to repeat chorally and individually.

- 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 filling in their partner's answers.

- 4 This follow-up phase allows students to talk about themselves and their partner and so get practice in switching from first to third person. Focus attention on the example and then elicit more information from individual students about themselves and their partner.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercises 14 A crossword to review vocabulary covered in Units 1–6.

Days of the week

- 1 **T 6.13** Explain that students are going to learn the days of the week in English. Play the recording and get students to write the days in the correct order. Play the recording again and get students to repeat chorally and individually. Make sure they can distinguish *Tuesday* and *Thursday* and that they only produce two syllables in *Wednesday* /'wenzdeɪ/.

Answers and tapescript

**Monday Tuesday Wednesday Thursday Friday
Saturday Sunday**

Students practise the days again with each student saying one day of the week in the correct order.

- 2 Elicit the answer to question 1 as an example. Students do the exercise in pairs. Have a brief feedback session by getting students to give their answers to individual questions.
- 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.

T 6.14 Play the recording and get students to check their answers. Highlight the difference between *in the evening* but *on Saturday evening*, *in the afternoon* but *on Friday afternoon*, etc.

Answers and tapescript

on Sunday
on Monday
on Tuesday
on Saturday evening
on Thursday morning
on Friday afternoon

at nine o'clock
at ten thirty
at twelve fifteen
at the weekend

in the morning
in the afternoon
in the evening

- 4 Elicit the answer to number 1 (*at*) and then get students to complete the other sentences with either *in*, *on*, or *at*. Check the answers. .

Answers

1 at 2 on 3 in 4 on 5 at

Focus attention on the example 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. Get them to complete the sentences in writing about when they do 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).*

- 5 Students complete the questions with the correct preposition, then ask and answer the questions in closed pairs. Monitor and check for correct question formation, use of short answers and prepositions of time. If you have time, conduct a brief feedback session to allow students to talk about their partner and so practise the third person singular.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercises 17 and 18 Days of the week.

Exercise 19 Prepositions of time *in/on/at*.

Don't forget!

Workbook Unit 6

Exercise 13 In this exercise students translate sentences containing the main grammar points presented in the unit.

Exercise 15 Further listening practice.

Exercise 16 A guided writing task to consolidate the language of routines.

Word list

Ask the students to turn to p131 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Video

Episode 2 Home movie

Jane has a video camera and is making a film about the new house (and the people in it) for her sister, Alison. David's a reluctant interviewee, Helen rather enjoys it, and Matt has an unpleasant surprise.

Stop and check 2 for Units 4–6 (TB p133).