## UNIT 6 AN APPLE A DAY

### IN THIS UNIT YOU:





### STUDY SKILLS WRITING

Learn ways to study and practice writing

### **I GRAMMAR:** simple present — information questions

### A 50 LANGUAGE IN CONTEXT Listen to the interview below. Circle the foods in the box that Janet and her family have for breakfast.

#### (cereal coffee) eggs juice (milk) tea (toast)

Interviewer:	Excuse me. Do you have a minute, ma'am?
$\wedge$	Can I ask you some questions?
Janet:	Sure.
Interviewer:	Great. Do you have breakfast with your
<b>O</b>	family?
Janet:	Yes, I do. I have breakfast with my
	children at 7:30 a.m.
Interviewer:	When does your husband have
	breakfast?
Janet:	Oh, he has breakfast at 6:00 a.m.
Interviewer:	Why does he have breakfast so early?
Janet:	Because he starts work at 7:00 a.m.
Interviewer:	Oh, OK. And <b>what</b> do you have for
	breakfast?
Janet:	Well, the children have cereal with milk.
	I have toast and coffee. And my husband
	has eggs or toast.
Interviewer:	That's great. Thank you very much.

#### **B ANALYZE** Read the interview in Exercise A again.

#### Function Circle) the correct option to complete the sentences.

When asks about a place / a time. What asks about a thing/ a person. Why asks about a place / a reason,

#### Form Complete the table.

question word + do/does + subject + base form

What	(1) <u>do</u>	l/you/we/they	have for breakfast?	When does your work start?
Why	(2) <u>does</u>	he/she	have breakfast so early?	X When your work starts? X When your work does start?
When	does	it	start?	When your work does start.

# C PRACTICE Write the words in the correct order to make sentences. M PUBLISH

- 1 does / start / your English class / when / ? When does your English class start?
- 2 do / where / have lunch / you / ? Where do you have lunch?
- 3 for lunch / do / what / you / have / ? What do you have for lunch?
- 4 end / when / your English class / does / ? When does your English class end?
- 5 you / do / have / for dinner / what / ? What do you have for dinner?
- 6 father / does / when / have breakfast / your / ? When does your father have breakfast?

#### **D** NOW YOU DO IT Work in pairs. Ask and answer the questions in Exercise C.



### NOTICE!

Look at the words in **bold**. What kind of words are they? a) verbs b) nouns ( question words

### WATCH OUT

### Grammar: simple presentinformation questions

### Lead-in

Tell the students to keep their books closed. Elicit the words for the different meals—*breakfast, lunch, dinner*—and write them on the board. Write the words *evening, morning,* and *afternoon* on the board. Ask the students to match the meals to the times of day. Then ask them to work in pairs and tell their partner what times they eat these meals on weekdays, and on weekends.

### A 🔊 50

- See the Student's Book page for the **audio script**.
- Go through the words in the box and make sure the students understand all of them. You may want to have them look back at the pictures of foods on p. 57 to help them.
- Explain the exercise to the students. Tell them that they should listen to the audio, follow the text in their books, and circle the foods and drinks that Janet and her family have for breakfast.
- Play the audio once. Ask the students to compare their answers in pairs.
- Check the answers with the whole class.

### **NOTICE!**

Ask the students to look at the **Notice!** box and the words in bold in the conversation. Elicit the meaning of verb (a word or phrase that shows an action or a state), *noun* (the name of a person, place, thing, or idea), and *question word* (a word that asks for a specific kind of information). Ask the students to answer the question. Check the answer with the class.

### Extra: shadow reading

Use the conversation in Ex. A as a shadow reading exercise. Put the students in pairs and ask them to choose which part they will read. Play the audio and ask the students to read their parts of the conversation aloud with the recording. Repeat the exercise several times until the students can read the conversation well, and with the same stress and intonation as the original.

### В

#### Function

- Highlight the question words what, where, when, and why, and check that the students remember their meaning. Write reason, place, time, and thing on the board. Ask the students to match the question words to these words: what—thing, where—place, when—time, why—reason.
- Ask the students to circle the correct words to complete the sentences. Check the answers with the class.

#### Form

- Ask the students to complete the table. Tell them that all the information needed to complete the table can be found in the conversation in Ex. A. Ask them to compare their answers with a partner, and then check their answers with the whole class.
- Explain that we use the word *because* when we reply to questions beginning with *why*. Point out that we can say *When does he eat?*, and *What time does he eat?* These have more or less the same meaning, but the first is often more general, (e.g., *in the morning*), and the second requires a specific time in the answer, (e.g., *at 10 o'clock*).
- Explain that we can say What do you **eat** for breakfast/ lunch/dinner?, or What do you **have** for breakfast/lunch/ dinner?
- Ask the students to look at the **Watch out!** box. Explain that the auxiliary verb *do/does* is used (before the noun) to form questions in the simple present, and the main verb does not end in *-s*. Also explain that *does* follows the question word in simple present information questions.

### С

• Instruct the students to use the information in the table in Ex. B to help them reorder the words to make questions. Remind them that the order of words in sentences and questions is very important in English. Ask them to compare their answers in pairs. Encourage them to discuss any differences in their answers and refer back to the table before deciding which one is correct. Finally, check the answers with the whole class.

D

• Put the students in pairs. Ask them to ask and answer the questions in Ex. C. Listen to some of the pairs as a class. Correct any errors in the formation of simple present information questions.

### Extra: grammar practice

Ask the students to write answers to the questions in Ex. C.

- Workbook pp. 108–109, Section 2



T58

### 2 Pronunciation: silent letters



- See the Student's Book page for the **audio script**.
- Remind the students that the spelling of English words does not necessarily indicate their pronunciation.
   Explain that many letters are either not pronounced, or are pronounced differently from what an Englishlanguage learner might expect. Direct the students' attention to the words in this exercise, and explain that these words are examples of that problem. In this case, one or more of the letters in each word is silent, which means that they are not pronounced. Highlight that the underlined letters in each word are not pronounced.
- Play the audio for the students to listen to the pronunciation as they look at the words.
- Play the audio again for the students to listen and repeat the words. Remind them to say the words exactly as they hear them, not as the words look.

### B 🔊 52

- See the Student's Book page for the **audio script**.
- Put the students in pairs to practice the sentences. Monitor and assist with pronunciation where needed.
- Play the audio for the students to listen and check their pronunciation.

## **3 Speaking:** talking about food around the world

#### Lead-in

Play a categories game to review words for different countries, nationalities, everyday objects, jobs, and workplaces. Write the names of the categories in columns across the top of the board. Ask the students to work in pairs. Explain that you are going to say a letter, and the students have to think of a word in each of the five categories that begins with that letter. The first pair to get five correct words (or as close as possible to five correct words), gets a point. For example, write *C* on the board. Possible answers would be: *China, Chinese, camera, cook, coffee shop.* Continue with other letters, but ensure the students have already learned, or probably know, words beginning with the letter for each category.

### A

- Direct the students' attention to the pictures of the foods and drinks and point out that the words for these are in the word box. Ask the students to label the pictures with the correct words.
- Put the students in pairs and explain that they will decide together which of the foods and drinks are popular in the United States, China, and the United Kingdom. Have them write their ideas next to the countries. Monitor and assist as necessary, but do not check the students' ideas at this stage.
- Remind the students that if something is *popular*, many people like it.

### B 🔊 53

- Read the instructions to the class and make sure the students understand the exercise. Ask them to listen to the audio and check their ideas in Ex. A. Then ask them to make changes to their notes.
- Play the audio for the students to check their answers. Play it again, if necessary. Check answers with the whole class. (See the audio script for the answers.)
- After the exercise, explain that in Ex. A, the students made predictions about what they were going to hear in Ex. B. Tell them that making predictions about what they will hear is an important skill for improving listening ability. Ask the students if making the predictions in Ex. A made it easier for them to understand the audio in Ex. B. Why/Why not?

### Audio script

1

- **A:** OK, so, Mark, tell us about the United States. What is the most popular food?
- B: Well ... guess first! What do you think?
- A: Oh, I don't know! Maybe ... chicken?
- **B:** Americans do like chicken. But the most popular food, I mean for dinner, is pizza! Americans eat a lot of pizza. Pizza is very popular in China, too.
- 2
- A: Really? Chinese people like pizza?
- **B:** Of course. But they don't eat it every day.
- A: What do they eat every day?
- B: Rice! Rice is very popular in China.
- Well, I like rice, too. And I'm not Chinese. I'm British.
- **B:** That's interesting. In the U.S., bread is very popular.
- A: Oh, I know. I like bread, too! I like to have bread or toast with tea.

### C 🔊 53

- Read the instructions to the class and make sure they understand the exercise.
- Ask the students to read the sentences. Explain that they should listen for key words (words that will help them hear the information they are looking for: Americans, pizza, cheese, U.S.A., rice, China, bread, milk).
- Play the audio for the students to listen and check the appropriate sentences. Play it again, if necessary. Check answers with the whole class.
- After the exercise, ask the students if they listened for key words. If so, were the key words helpful? Why/Why not?

#### D

- Put the students in groups and invite them to read the model conversation.
- Instruct the students to discuss popular foods and drinks in their country, using the conversation as a model. Listen to some of their ideas with the whole class. Find out which foods and drinks most of the class thinks are popular.

### **2 PRONUNCIATION:** silent letters

A **3751** Listen to the words. Notice that you **don't** hear the <u>underlined</u> letters.

- 1 hav<u>e</u>
- 2 blu<u>e</u>
- 3 ni<u>gh</u>t
- 4 We<u>d</u>n<u>e</u>sday
- 5 fru<u>i</u>t 6 ve<u>ge</u>table

B

### 52 Kork in pairs. Practice the sentences below with your

### partner.

- 1 I love fruit, but not vegetables.
- 2 Her favorite color is blue.
- 3 He works on Wednesday nights.

### **3 SPEAKING:** talking about food around the world



### A Work in pairs. Which of these foods and drinks do you think are popular in these countries?

bread cheese chicken milk pizza rice tea

- 1 the United States
- 2 China
- 3 the United Kingdom

### **B 3753** Listen to Mark talking about food in the three countries. Are your ideas in Exercise A correct?

### C **3** Solution 53 Listen again and check (✓) the phrases below that you hear.

- 1 🗹 Americans eat a lot of pizza.
- 2 🗌 Everybody likes cheese in the U.S.A.
- 3 🗹 Rice is very popular in China.
- 4 🔽 In the U.S.A., bread is very popular.
- 5 🔲 We don't drink a lot of milk.

### **D** Work in pairs. What foods and drinks are popular in your country? Which foods do you like?

- A: Pizza is popular in my country.
- B: Yes, and bread. But we don't eat a lot of sandwiches.

### 4 VOCABULARY: colors



delicious. And they're good for you, too.

Purple: Eggplant is a popular purple vegetable. Plums and grapes are great for a snack or dessert.

White and brown are colors, too. Potatoes and bread are brown. Rice and pasta are white.

### 4 Vocabulary: colors

### Lead-in

Draw (or download and print) colored pictures of four or five well-known flags of different countries, e.g., Spain, the U.S.A., Argentina, the U.K., and Japan. Post them on the board. Ask the students to name the country for each flag. Leave the pictures on the board for extra practice with colors later in the lesson.

### A 🔊 54

- See the Students' Book page for the completed **audio script**.
- Ask the students to look at the colors. Direct the students' attention to the colors red (item 1), yellow (item 3), blue (item 5), and white (item 7), and model the words for the students to repeat chorally and individually. Pay special attention to the word yellow, as many learners find this word difficult to pronounce—/jelou/.
- Tell the students they will hear someone reading a list of all the colors, and they should write the words in the box in the correct spaces next to the colors. Play the audio once and check progress. If necessary, play it again.
- Ask the students to compare their answers in pairs. Check the answers with the whole class. Model the pronunciation of the remaining colors: *orange*, *green*, *purple*, *black*, *brown*, *pink*.

### B 🔊 55

- Explain the exercise to the students. They will hear people talking about different things, and should check the correct box, a or b. Play the audio once. Ask the students if they have all the answers. If not, play it again.
- Ask the students to compare their answers in pairs. Then check the answers with the whole class.

#### Audio script

1 M1: W1:	Excuse me. Is this your umbrella? No, it isn't. My umbrella's purple.
2 M2: W2:	- ,
3 F3: F4: F3:	Do you like this jacket? No, not really. I like the white jacket. Yes, the white one is nice.
4 M3: M4: M3: M4:	Here's your camera. Um this isn't my camera. Are you sure? Yes, I am. My camera's red.

### С

• Instruct the students to read the questions carefully. Put the students in pairs. Ask them to take turns asking and answering the questions. Listen to some of the answers with the whole class.

### Extra: vocabulary

Refer the students to the flags from the Lead-in. Ask them to tell you the colors in each flag, e.g., Spain—red and yellow; U.S.A.—red, white, and blue; Argentina—blue, white, and yellow; the U.K.—red, white, and blue; Japan—red and white. Ask them what colors are in their country's flag.



### 5 Reading: a magazine article

#### Lead-in

A

Play a game of *Danger!* to review some of the words for food and drink from earlier in the lesson. Begin with *cereal*. Write the six blanks representing each letter on the board like this: \_\_\_\_\_. Draw ten steps leading to water with a shark's fin sticking out of the water. Then draw in stick figure on the first step. Then ask the students to suggest letters. If they suggest a letter that is in the target word, write those letters, e.g., e: \_e \_ e \_ \_. If their guess is wrong, erase the stick figure and draw it on the next step down. If they guess the word before the figure reaches the water, they win. Continue until they have guessed the word. Then repeat this with other food and drink words.

- Refer the students to the illustration. Ask them what colors they can see in the rainbow. Check that the students understand the word *healthy* (something that is good for your body).
- Explain the exercise to the students. They should read the text to see how many foods they can find (and to find out what foods make a healthy dinner). Ask them to work individually, and then compare their answers in pairs. Check the answers with the whole class. (Possible answers: 20: cherries, tomatoes, strawberries, carrots, pumpkin, oranges, corn, pineapple, bananas, green peppers, broccoli, peas, blueberries, eggplant, plums, grapes, potatoes, bread, rice, pasta. For a healthy dinner, you need to eat foods of many colors.)

6

STR

#### В

• Ask the students to read the sentences. Instruct them to look back at the text to help them circle the correct option for each sentence.

• Ask the students to compare answers with a partner. Then check answers with the whole class.

#### С

• Invite the students to read the model conversation. Put the students in pairs, and ask them to talk in the same way about the colors of the foods they eat. Listen to some of their answers with the whole class.

### Culture note

The popular purple vegetable mentioned in the magazine article has several different names. In British English, it is called *aubergine*, but North Americans call it *eggplant*. Other names for this vegetable in different parts of the world are *brinjal*, *brinjal eggplant*, *melongene*, and *guinea* squash.

## 6 Grammar: frequency adverbs

#### Lead-in

On the board, write five or six sentences (both affirmative and negative), that are true or false for you, e.g., *I have coffee in the morning, I eat fruit every day, I don't have dinner at 6:00 p.m.* Then put the students in pairs, and ask them to decide if the statements are true or false.

#### A

• Explain the exercise to the students. Instruct them to read the text, add up the total score the person has, and decide if this person is healthy or not. Ask the students to compare their answers in pairs. Check the answers with the whole class. (The person only has a score of 30, so their diet isn't very healthy)

### **NOTICE!**

Direct the students to the circled words in the questionnaire. Explain that these words give information about the actions in the statements. Ask the students to read the statement in the **Notice!** box, and circle the correct option about the circled words. Check the answer with the whole class.

### В

#### Form

- Explain to the students that the circled words in the questionnaire are called frequency adverbs, or adverbs of frequency.
- Read the instructions to the class and ensure they understand the exercise. Tell them that all the information needed to complete the sentences can be found in the questionnaire in Ex. A. Ask them to compare their answers with a partner, and then check their answers with the whole class.
- **Highlight** the position of the frequency adverbs in the sentence—between the subject and the verb. Direct the students' attention to the **Watch out!** box. Elicit/Explain that the second sentence is incorrect because the adverb of frequency comes before the verb, not after it. Point out that these frequency adverbs usually occur in this position, rather than in other positions in the sentence.

#### Function

- **Highlight** that we use frequency adverbs to indicate how regularly we do things. Ask the students to look again at the sentences on the board that you used in the Lead-in. Use *usually* and *never* to show how these adverbs are used, e.g., *I usually have coffee in the morning; I never have dinner at 6:00 p.m.*
- Ask the students to complete the diagram with the correct frequency adverbs. Suggest that they refer to the sentences in the questionnaire to complete the exercise. Check answers with the whole class.

### **B** Circle the correct option to complete the sentences.

- 1 People eat tomatoes / cherries for dessert.
- 2 You can have rice / bananas in a fruit salad.
- **3** Broccoli is a popular yellow / green vegetable.
- 4 Plums are white / purple,
- 5 Potatoes/ Grapes are brown.

### C Work in pairs. Talk about the colors of foods you eat for breakfast, lunch, and dinner.

A: For breakfast, I have orange juice—that's orange. And cereal—that's brown. B: I have ...

### **6 GRAMMAR:** frequency adverbs

**A LANGUAGE IN CONTEXT** Read the completed questionnaire. Is this person healthy?

### HOW HEALTHY ARE YOU? TAKE OUR QUIZ! CIRCLE THE ANSWERS. THEN ADD THE POINTS.

- 1 always / usually / often / sometimes / rarely / never have breakfast.
- 3 I always / usually / often / sometimes / rarely / never have green vegetables. 1 2 3 4 5 6
- I always / usually / often / sometimes / rarely / never have dessert.
   6 5 4 3 2 1
- 5 I always / usually / often / sometimes / rarely / never eat fruit. 1 2 3 4 5 6
- 6 Valways / usually / often / sometimes / rarely / never eat dinner late.
  6 5 4 3 2 1

+++6–15 points: \_\_\_\_

You have a very healthy lifestyle! Good job!

++ 16-26 points: You have a healthy lifestyle, but can you do more?

+ 27–36 points: Your lifestyle isn't very healthy!

### **B ANALYZE** Read the questionnaire in Exercise A again.

Form Complete the sentences below with adverbs from Exercise A, then circle the correct option.

I <u>rarely</u> have breakfast. I <u>sometimes</u> eat fruit.

I <u>always</u> eat dinner late.

Frequency adverbs come before / after the verb.

#### **Function Complete the diagram with the correct adverbs of frequency.** We use frequency adverbs to say how often something happens.

<b></b>		•	
100%		90%	
always	(1) _	usually	

70% often 50%

30% sometimes (2)

NOTICF

20% rarely

Look at the circled words in the questionnaire, and choose the correct

e.g., all the time / not at all. b) why a person does something.

WATCH OUT

He always eats fruit.

💓 He eats always fruit.

a) how often a person does something,

option. They tell you

0% never

#### **PRACTICE** Complete the sentences with the correct frequency adverb. С

#### 1 I often have tea. (70%)

- never drink juice for breakfast. (0%) 2
- sometimes 3 eat fruit and vegetables. (30%)
- rarely work in the evening. (20%) 4
- always have lunch at home. (100%) 5
- usually put milk in my coffee. (90%) 6

#### NOW YOU DO IT Work in pairs. Ask questions with How often to find out how often D your partner does the things in Exercise C.

A: How often do you drink tea?

B: I usually drink water every evening.

### 7 VOCABULARY: daily activities

A Label the pictures with the phrases in the box.

check my email get up go to bed go to work/college have breakfast/lunch/dinner listen to music take a shower/bath watch TV







watch TV





go to bed







take a shower/bath



go to work/colleg



listen to music

56 Listen to Teresa talk about her busy morning. Match her В activities to the times she does them.

- 1 She gets up. a) 6:30 a.m. 2 She has breakfast. **b)** 8:00 a.m.
- 3 She takes a bath. c) 9:00 p.m.
- 4 She goes to work. d) 7:15 a.m.
- 5 She checks her email. e) 6:00 a.m.

#### С Work in pairs. Talk about your favorite day of the week.

A: What's your favorite day?

B: I like Sunday! I always get up late on Sundays.

A: What time do you get up?

- **B:** I get up at 10:30.
- A: And what do you have for breakfast?
- B: I usually have toast, eggs, fruit, juice, and coffee.

#### С

- Ask the students to use the information in the diagram in Ex. B to help them complete the sentences. Then ask them to compare their answers in pairs.
- Encourage them to discuss any differences in their answers, and refer back to the diagram before deciding which one is correct.
- Check the answers with the whole class.

#### D

- **Highlight** the use of *How often* to ask about frequency. Ask the students to repeat the question *How often do you drink tea?*, chorally and individually. Point out that this is an information question, so it has a falling intonation.
- Invite the students to read the model conversation.
- Put the students in pairs. Ask them to ask and answer their questions. Listen to some of the students as a class. Correct any errors in the formation of the questions and the position of the frequency adverbs.

### Extra: grammar practice

Ask the students to write six sentences using the simple present tense, and each of the six frequency adverbs they have learned in this lesson. Tell them that the sentences can be about their work, their classes, their free time, or their meals.

Workbook p. 110, Section 4

### 7 Vocabulary: daily activities

#### Lead-in

Write the following phrases in random order on the board: have breakfast, have lunch, start work, have dinner, finish work, and the times that you usually do these things. For example, 8:00 a.m., 2:00 p.m., 8:00 p.m., 6:30 p.m., 9:15 a.m. Point to one of the times and have the students say it. Then invite them to ask questions to guess what you do at this time. For example, 8:00 p.m.—Do you finish work at 8:00 p.m.? No, I don't. Do you have dinner at 8:00 p.m.? Yes, I do.

#### A

• Ask the students to read the phrases in the box. Ask them to work individually and match the phrases to the pictures, using a process of elimination if necessary. Ask the students to compare their answers in pairs. Check the answers with the whole class.

### B 🔊 56

• Explain the exercise to the students. Tell them they will hear a woman talking about five of her daily activities. Play the audio once. Ask the students if they have all the answers. If not, play it again. • Ask the students to compare their answers in pairs. Check the answers with the whole class. Ask them to read the complete sentences aloud with the activities, and the times she does them, e.g., *She gets up at 6:00 a.m.* 

#### Audio script

#### I = Interviewer, T = Teresa

- I: Hi, Teresa, how are you?
- T: Busy! Friday mornings are always busy for me.
- I: Really?
- T: Yes. I get up at six a.m.
- I: Six a.m.? Wow! That's early! Do you get up at six a.m. every day?
- **T:** No, only on Fridays.
- I: So, what time do you have breakfast?
- **T:** Well, I usually have breakfast at 6:30 on Fridays. I always have a lot of coffee!
- I: Do you take a shower?
- T: No, I don't have time! I rarely take a shower in the morning. I usually take a bath at night at about nine p.m.
- I: So, after breakfast, do you go to work?
- **T:** Yes, I do. I usually go to work at, oh, 7:15.
- I: And what time do you start work?
- T: Well, I get to the office at around eight a.m. I usually check my personal email first for about 15 minutes, and then I start work.

### С

- Read the instructions to the class and make sure they understand the exercise.
- Direct the students' attention to the questions, and explain that they are good questions to use to talk about daily activities. Elicit some other possible questions that would be useful to ask in this kind of situation, and write them on the board as well. Invite the students to read the model conversation.
- Put the students in pairs to ask and answer the questions in the same way. When they have finished working in pairs, ask individual students some of the questions on the board, allowing the whole class to listen to the answers.

### Extra: speaking

Put the students in pairs and ask them to talk about a day of the week that they do not like. Tell them that we can use the question *What's your least favorite day of the week?*, to ask about this. Write *Why don't you like it?* on the board, and explain that it is a good question to use in this context.

### Workbook p. 110, Section 5

## 8 Listening: for specific information 🙃

### Lead-in

Ask the students to work in pairs and make a list of jobs where people often work at night or in the evening. Listen to their answers as a class, and write appropriate examples on the board, e.g., *doctor, bus driver, taxi driver, server.* 

Remind the students that they practiced listening for specific information on p. 41.

### A 🔊 57

- See the Students' Book page for the completed **audio script**.
- Direct the students to the picture and explain that they are going to listen to an interview with this young man, and will find out what the conversation is about. Ask them to read the three options so they know the three possible topics of the conversation.
- Play the audio once. Ask the students if they know what the conversation is about. If not, play the audio again. Check the answer with the whole class.

### В

• Ask the students to predict what kind of information is missing for each blank (e.g., a job). Listen to their suggestions, but do not correct them at this stage.

### C 🔊 57

• Read the instructions and play the audio for the students to complete the interview. Ask if they filled in all the blanks. If not, play the audio again.

### D 🔊 57

Play the audio again for the students to check their answers.

### Extra: shadow reading

Use the completed conversation in Ex. B as a shadow reading exercise. Play the audio and ask the students to read the conversation aloud with the audio.

### Workbook p. 111, Section 6



## **9 Writing:** using correct word order

#### Lead-in

Write the following sentences on the board: I like Sunday; He has breakfast at 6:00 a.m.; The children eat cereal with milk; We drink coffee for breakfast. Read the information in the skills panel aloud. Point out that all of the sentences on the board have a subject and a verb. Remind the students that a verb shows an action (eat, go, have), or a state (be). Go through the sentences and ask Is there an action/state in this sentence? What is it? Circle the verb in each sentence as you elicit it. Then remind the students that a subject is the doer/experiencer of the action or state, and ask them to underline the subject for each sentence. (I(like)Sunday. <u>He(has)breakfast at 6.00</u> a.m. <u>The children (eat)cereal with milk. We(drink)</u>coffee for breakfast.)

### A

- Read the instructions aloud, and explain to the students that they will analyze the sentences in the exercise. Tell the students that they should ask themselves the same questions to find the verb and subject as they did for the sentences on the board (What is the action in the sentence? Who/What is the doer of the action?)
- Ask the students to complete the exercise individually. Then ask them to compare their answers in pairs. Check the answers with the whole class.

#### В

C

D

- Explain that the students are going to write a paragraph about their daily routine in their notebooks. Direct their attention to the example sentences, and remind them to write similar sentences. Also suggest that the students use the vocabulary they learned for daily activities on p. 62. Remind them to pay close attention to the structure of their sentences, making sure they write subjects and verbs in each sentence. Monitor and assist with grammar and vocabulary as needed.
- Instruct them to read their paragraphs, underlining subjects and circling verbs as they did in Ex. A.
- **Highlight** that this is a good way to make sure they have complete sentences, with the subject and verb in the correct word order.
- Monitor and assist the students as needed.
- Put the students in pairs to read their paragraphs together. Explain that it is always a good idea to have a student check another's writing to find mistakes that might have been missed. Remind the pairs to check especially for correct word order.

### Extra: writing

After checking the students' paragraphs, ask them to write a final draft, incorporating your corrections. Then put their paragraphs on the wall, and invite the class to read their classmates' paragraphs.

·PS

Workbook p. 111, Section 7

Workbook
 p. 112, Read and write
 p. 113, Down time

### 8 LISTENING: for specific information page 41 🏠

A **37** Listen to an interview. What are the people talking about? Choose the correct option below.

- a) Christian's favorite food
- Christian's daily routine
- c) Christian's family

**B** Now read the interview, and decide what kind of information is missing for each blank (for example, a job, a time, a day).

Interviewer:	So, tell me about your job, Christian. What do you do?
Christian:	l'm a (1) nurse
Interviewer:	So, you work in the hospital, then?
Christian:	Yes, that's right.
Interviewer:	And when do you work?
Christian:	( 2) always work at night. I work from Monday
	to (3) Friday . I sometimes work on weekends, too.
Interviewer:	Really? What time do you get up?
Christian:	I usually get up at (4) 5:.00 in the afternoon, and I (5) have breakfast at 5:30 p.m.
	and I (5) have breakfast at 5:30 p.m.
Interviewer:	That isn't breakfast! That's dinner!
Christian:	Well, I often have (6) toast and eggs,
	and I usually have cereal and (7) coffee
	So it's really breakfast!

**C 37** Now listen for the information you need, and complete the interview in Exercise B.

D 🔊 57 Listen to the interview again and check your answers.

### 9 WRITING: using correct word order

Sentences in English always have a subject and a verb. The subject usually comes before the verb. We can also have other information before or after the verb.

### A Look at the sentences below. <u>Underline</u> the subjects. Circle the verbs.

- 1 My father works in an office.
- 2 loet up at 7:00 a.m.
- 3 She always has cereal for breakfast.

### **B** Write a paragraph about your daily routine in your notebook. Think about the structure of your sentences.

I go to college on Mondays, Wednesdays, and Thursdays. I get up at 8:00 a.m. and I have breakfast at 8:15 ...

### **c** Read through your paragraph. <u>Underline</u> the subjects. <u>Circle</u> the verbs.

**D** Work in pairs. Read through your paragraphs together. Is the word order correct? Make any corrections and show your teacher.

# studySkills

15324 Rancho Serena Dr. Paramount, CA 90723

Dear Steve

### **A** How often do you write these things in English? How often do you write them in your native language?

lggs apples aranges Chitken

salmon

milk

bread





Lyward cheech		
How often do you write	in English?	in your native language?
1 school work		
2 letters (on paper) to friends or family		
3 emails	4 OX	
4 text messages	7	
<b>5</b> shopping lists / notes to yourself		525
6 organizer or planner notes	7,	
7 business letters		
8 forms	Z,	

B 🚱 Share your answers with the class. Is there anyone who writes in English?

#### **C** Write in English for five minutes on ONE of these topics. Your teacher will tell you when to stop.

family food friends hobbies and interests school work

### Share your writing with your partner. Check these things in your partner's writing. Talk about ways to make them better.

• vocabulary • grammar • spelling • formatting (capital letters, punctuation) • ideas

**E** Write your paragraph again. Make any necessary changes.

### studySkills

#### Lead-in

Begin by **highlighting** the aims of this studySkills section. Explain that the students will learn different ways to practice writing in English. Tell the students that becoming a proficient writer in English requires a lot of practice, and they will learn to write more fluently as they use some of the strategies they learn in this section.

- A
  - Ask the students to look at the pictures and elicit what each one depicts (text message, email, shopping list, letter, daily calendar). Explain that they will think about how much they write in their daily lives, both in English, and in their native language. Elicit frequency adverbs and expressions that students have learned in this unit, and write them on the board. Remind the students of, or explain, the expressions *every day, once or twice a week/month*, to think about how often they do something.
- Direct the students' attention to the types of writing listed in the table and make sure they understand the exercise. Ask the students to complete the table with estimates of how often they write these things both in English, and in their native language.

#### В

- Put the students in pairs to compare their answers and find out who writes more in English, and who writes more in their language.
- Invite the pairs to share their findings with the class.

### С

- Explain to the students that they are going to practice writing in English for five minutes. Direct them to the six topics and explain that they can choose any one of these topics to write about. Go through the topics and make sure the students understand them. Elicit the kinds of things they might write about for each topic (what their daily school routine is like, information about members of their family, a job they have, or have had, foods they like, or what they eat for each daily meal, activities and hobbies that they are interested in, or their friends).
- Explain that it is not important here to write everything perfectly; it is more important to write as much as they can in English for five minutes. **Highlight** that writing requires practice, and the more they write, the easier it will become to write in English. Monitor and assist with grammar and vocabulary, and encourage students by saying that they can write more than they think they can. Stop the exercise after five minutes.

### D

- Put the students in pairs to share their writing. Go through the bulleted items, and explain that these are all aspects of writing that writers need to think about as they write.
- Ask the pairs to consider each of the bulleted items and refer to their paragraphs together. Explain that they should talk about ways to make these aspects of writing better in order to improve their writing. Encourage them to look closely at their writing and their partner's writing, thinking about the bulleted items in order to find mistakes, or ways to improve their paragraphs.
- With the whole class, go through the bulleted items and elicit the students' ideas for how they can improve vocabulary, formatting, grammar, spelling, and ideas in their writing. Write their ideas on the board. Ask the students to copy the ideas to improve their writing in their notebooks.

### Ε

- Ask the students to write their paragraphs again. Explain that this time, they should try to make corrections and changes. Tell them that they should check the bulleted items in Ex. D, and consider the ideas they discussed with their partners as they write their second drafts.
- Check the students' paragraphs as they show them to you, or collect the paragraphs to check/correct later.

### My way to practice ...writing

#### A

- Ask the students to look at the pictures of the three English students. Explain that they will read about how each of these students practices writing in English.
- Instruct the students to read the three texts silently.
   While they are reading, write *Emilio*, *Aliyah*, and *Sven* on the board. After the students have read the texts, elicit the methods that are mentioned, and which of the three students in the pictures uses the methods.
   Write the methods under the appropriate names on the board.
- Ask the students to consider the methods mentioned in the texts, and decide which of the methods they would feel comfortable doing.
- Invite individuals to share their preferences with the class.

#### В

• Go through the list of ways to practice writing in English, and explain that these are some of the ways students use to practice their writing. Ask the students to check the methods they use, or would feel comfortable using.

#### С

- Put the students in pairs or groups to share their answers from Ex. B.
- Instruct them to talk about more ways to practice writing in English, and make a list of their ideas.
- With the whole class, invite the groups to share the methods they use, and the other ideas on their lists. Write their new ideas on the board.

#### Set a goal

- Direct the students to the **Set a goal** box. Remind them that setting goals for their learning helps students to be more active learners, and to take responsibility for their own learning.
- Give the students time to think about the new ways they learned to practice writing in English in this unit. Instruct them to choose and write one new way they plan to practice writing. Explain that they can use an idea from Ex. B, or another idea that they learned from their pair/ group work. Circulate and read the students' ideas as they work.
- After the students have written their goals, take a poll of the class to find out how many students are going to use each writing practice idea.
- Remind the students that everyone has his or her own learning style, and that it is important for them to use ways to practice that feel comfortable to them individually.



### MY WAY TO PRACTICE ... WRITING

**A** Read about how these students practice writing. Which student is like you?



Emilio: I write on Facebook in English and Spanish. I can practice my English every day, and my friends can understand English or Spanish. Sometimes I need my dictionary!



Aliyah: My friends and I send texts in English. I use new vocabulary from class. Sometimes I send emails, but they take a long time to write!



Sven: I write a diary in English. Every day I write some sentences. Every month I can write more and more.

### **B** Check (✓) the things you do to practice writing.

- I write sentences from the textbook.
- I do the workbook exercises.
- I send texts in English.
- I write English emails.
- I practice with online games and programs in English
- I write a diary in English.
- I write a blog in English.
- I check my assignments for mistakes and write them again.

### **C** Work in pairs or in small groups. Share your answers from Exercise B. Talk about more ideas to practice writing.

- A: I send emails in English.
- B: Really? That's a great idea.
- A: What about you?
- B: I write sentences from English websites.

### **SET A GOAL:**

Write one new way you plan to practice writing.

## anguage wrap-up

### **1 VOCABULARY**

A Match the foods to their color. (5 points)

- 1 milk (a) red 2 carrot (b) white
- 3 grape c) orange
- 4 tomato d) yellow
- 5 banana e) purple
- B Complete the sentences with words in the box. (5 points)

check get go take watch

- 1 I <u>check</u> my email in the afternoon.
- **2** I \_\_\_\_\_\_ up at 6:00 a.m.
- 3 I often <u>watch</u> TV in the evening.
- 4 I always <u>take</u> a shower at night.
- **5** I <u><u>go</u> to bed at 10:30 p.m.</u>

8-10 correct: I can identify food items and colors. I can talk about daily activities.
0-7 correct: Look again at the Opener and Sections 4 and 7 on pages 57, 60 and 62.
SCORE: /10

### 2 GRAMMAR

### A Complete the questions with words in the box. (5 points)

What (x2) When Where Why

A: (1) <u>When</u> do you have breakfast?

- **B:** At 6:00 a.m.
- A: (2) <u>Why</u> do you have breakfast so early?
- B: Because I start work at 7:00 a.m.
- A: (3) <u>What</u> time does your husband start work?
- **B:** At 9:00 a.m.
- A: (4) <u>What</u> do you have for breakfast?
- B: Coffee and toast.
- A: (5) <u>Where</u> do you work?
- **B:** At the hospital.

### B Circle the correct frequency adverb. (5 points)

- 1 She often / rarely eats fruit. She's not very healthy.
- 2 I cometimes / never watch TV. I watch it on the weekend.
- 3 We never usually go to work on Saturdays. We only work from Monday to Friday
- 4 You often/ rarely have coffee in the morning. You drink it most days.
- 5 He sometimes /alwayshas eggs for breakfast. He has them every day!

8–10 correct: I can ask and answer information questions in the simple present. I can use frequency adverbs
0–7 correct: Look again at Sections 1 and 6 on pages 58 and 61.
SCORE: /10

### Language wrap-up

Ask the students to do the Language wrap-up exercises in class, or assign the tasks for homework. If assigned for homework, remember to check the exercises at the beginning of the next class, or collect a few to grade and identify any typical errors.

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

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

Refer to the Communicative wrap-ups on p. 69 of the Student's Book for more activities.

### Competences table



Unit 6	Competence developed	
Unit opener	can talk about food habits and preferences	
1 Grammar	can understand and use information questions in the simple present	
2 Pronunciation	can identify silent letters in common words	
3 Speaking	can talk about international foods	
4 Vocabulary	can understand and use words for colors	
5 Reading	can understand a simple article	
6 Grammar	can understand and use frequency adverbs	
7 Vocabulary	can understand and use phrases for daily activities	
8 Listening	can listen for specific information	
9 Writing	can understand and write simple sentences with correct word order	
studySkills	can use different strategies to practice writing in English	