

4B What a life!

1 VOCABULARY

everyday activities

- a (2 36) Listen to the sounds and number the phrases 1–6.

- ☐ get dressed
- ☒ 1 get up
- ☐ have breakfast
- ☐ take a shower
- ☐ go to work / school
- ☐ have a coffee

- b What order do you do these things in the morning? Tell your partner.

First, I get up. Then I...

- c ➤ p.156 Vocabulary Bank Everyday activities.

2 PRONUNCIATION

linking and sentence stress



Connected speech

Remember, when people speak, they usually link words together. Sometimes three linked words sound like one word, e.g., I get up at seven.

- a (2 38) Listen and write five sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- b (2 39) Listen and repeat the sentences. Copy the rhythm.

I get up at seven.
 I take a shower.
 I go to work.
 I have a sandwich for lunch.
 I get home at six.
 I have pizza for dinner.
 I go to bed at ten.
 What a life!

3 READING & LISTENING

- a Read the article. How do you think Nico feels at the end of a typical day? Why? Choose from the adjectives in the list.

bored happy stressed sad tired worried relaxed

- b Read the article again. Guess the meaning of the highlighted words and phrases. Then underline words and phrases connected with restaurants, e.g., chef.

- c ➤ Communication Nico's day A p.101 B p.106.

A Ask B questions.

B Find the answers in the text. Then change roles.

What time does Nico get up? He gets up at...



FATHER & DAUGHTER

– whose day is more stressful?



Nico is a chef and has his own restaurant, the Blue Jar. He lives in Chile with his wife and her three children, aged 16, 12, and 9.

- 6:30 a.m. I get up and make breakfast for the children. Then I have breakfast – a coffee and cereal – and I read the sports section of the paper.
- 7:15 a.m. I go to the market to buy fruit and vegetables for the restaurant.
- 8:45 a.m. When I get to the restaurant, I check the reservations and my emails and plan the special menu of the day. I have my second cup of coffee.
- 10:30 a.m. I start cooking. The radio is on, and we are busy with breakfast orders, but we also have to prepare the food for lunch.
- 12:00 p.m. I check the tables and have my third coffee.
- 1:30 p.m. Suddenly everyone arrives at the same time and the restaurant is full (on a good day). I start to shout instructions at the chefs and waiters. We make lunch for 85 people in about an hour and a half.
- 2:45 p.m. I come into the restaurant and talk to the customers and ask if they are happy with the food. I'm really hungry now.
- 3:30 p.m. Finally, I have lunch. I don't enjoy it very much because I don't have time to relax.

Everyday activities

VOCABULARY BANK

a Match the verbs and pictures.

Suzy Stressed

- take a shower
- have a coffee
- do housework
- start work at 8:30
- finish work at 6:30
- get dressed
- wake up at 7:00
- have lunch at work
- go shopping
- go to bed late
- have pizza for dinner
- get home late
- go to work by bus
- watch TV and check emails

Henry Healthy

- go to Italian classes
- do Italian homework
- get up at 8:00
- have breakfast
- exercise
- go home early
- walk to work
- relax
- take the dog for a walk
- sleep for eight hours
- make dinner
- take a bath

b 237 Listen and check.

c In pairs, cover the phrases and look at the pictures. A describe Suzy's day. B describe Henry's day. Then change roles.

have

Have has two meanings.

- 1 For family and possessions, e.g., *I have three children. He has a big house.*
- 2 For activities, e.g., *I have lunch at 1:30. She has a coffee in the afternoon.*

Suzy Stressed



Henry Healthy



◀ p.30

- d 240 Listen to Amelia, Nico's 16-year-old stepdaughter, talking about her day. Fill in the blanks with a word, a number, or a time.

Morning

6:30 She gets up.
 She starts school.
 She has _____ or _____ classes.

Afternoon

_____ She has lunch. She only has _____ minutes for lunch.
 She has _____ or _____ classes.
 _____ She finishes school.
 On Mondays and _____ she has extra classes to prepare for the college entrance exam.
 On Tuesdays and _____ she has _____ practice.

Evening

_____ She does _____ and studies until dinner.
 After dinner, she studies until _____.
 _____ She goes to bed.



- e Look back at the text and the information in d. Whose day do you think is more stressful, Nico's or Amelia's? Why?



- 4:00 p.m. After lunch, I go back to the kitchen and plan the food for the evening menu.
 5:30 p.m. I go home to be with the family for a couple of hours. The children do their homework and I make their dinner.
 7:30 p.m. I go back to the restaurant, which is full again, and I check that everything is OK.
 10:00 p.m. I go home and take a shower. Then I collapse on the sofa with a sandwich.
 11:00 p.m. I go to bed, ready to start again the next day.

4 GRAMMAR prepositions of time (at, in, on) and place (at, in, to)

- a Look at some sentences from Amelia's day. Complete them with *in*, *on*, *at*, or *to*.

- I get up _____ six thirty.
- _____ the morning we usually have five classes, sometimes six.
- We have lunch _____ school in the cafeteria.
- _____ Mondays and Wednesdays I go _____ extra classes.

- b 241 Listen and check.

- c p.130 Grammar Bank 4B. Learn more about prepositions and practice them.

- d 244 Listen and say the time phrases with the right preposition.

the weekend (on the weekend)

5 SPEAKING & WRITING

- a Work in pairs. Interview your partner about a typical weekday with the questions.

What time / get up?

/ have breakfast in the morning? What / have?

How / go to work or school?

What time / start work or school?

/ have a long lunch break? How long?

What time / finish work or school?

What / do after work or school?

/ relax in the evening? What / do?

When / do English homework?

What time / go to bed?

How / feel at the end of the day?



When you can't be exact

What time do you get up? At about 7:15.
 What do you have for breakfast? It depends.
 If I have time, I have toast or cereal.

- b Who do you think has a more stressful day, you or your partner? Why?
- c p.112 Writing A magazine article. Write about your favorite day.

Online Practice

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