

What a life!

1 VOCABULARY

everyday activities

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

- ☐ get dressed
- ☒ I 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 ➤ 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))) Listen and write five sentences.

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

- b))) 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.107.

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.

- d  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 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  Listen and check.

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

- d  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?



- 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.

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))) 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



GRAMMAR BANK

prepositions: (at, in, on, to)

Time

in	on	at
the morning the afternoon the evening the summer	Monday Tuesday (morning) the weekend	three o'clock noon / midnight lunchtime night

- We use *in* for parts of the day and seasons.
- We use *on* for days and *the weekend*.
- We use *at* for times of the day and *night*.



Other uses of *in* and *on*

We also use *in* with months and years.
e.g., *in December*, *in 2015*

We also use *on* with dates.
e.g., *on January 1*

Movement and place

- 1 He goes **to** work at 8:00.
- 2 He **has** lunch **at** work.
He works **in** an office.

- 1 We use *to* for movement or direction: *She goes to the gym.*
NOT *She goes at the gym.*
We don't use *to* before *home*: *go home* **NOT** *go to home*
- 2 We use *at* and *in* for position.
 - We use *at* + *work, home, school*.
 - We use *in* + other places: *an apartment, an office, a room*, etc.
 - We can use *in* or *at* with some public places: *a restaurant, the movies*, etc.
On Saturdays he usually has lunch in / at a restaurant.

a Complete with *in*, *on*, or *at*.

on Saturday

- 1 _____ the evening
- 2 _____ September 22nd
- 3 _____ the summer
- 4 _____ 7:30
- 5 _____ night
- 6 _____ Monday mornings
- 7 _____ the weekend
- 8 _____ January

b Complete with *to*, *at*, *in*, or *-*.

We go *to* school by bus. They get *-* home late.

- 1 Sorry, John's not here. He's _____ work.
- 2 It's a great day. Let's go _____ the beach.
- 3 Laura's husband works _____ an office.
- 4 My brother studies math _____ the University of Chicago.
- 5 I go _____ the gym on Tuesdays and Thursdays.
- 6 What time do you go _____ home?
- 7 We live _____ an apartment.
- 8 It's Monday. The children are _____ school.
- 9 My father's a doctor. He works _____ a hospital.
- 10 Jack isn't _____ the store. He's on vacation.