

- 1 Talk about morning and evening activities.
- 2 Describe what you do in your free time.
- 3 Discuss household chores.

LESSON 1

GOAL Talk about morning and evening activities

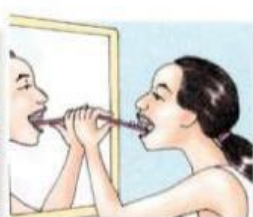
- 1** **VOCABULARY** • *Daily activities at home* Read and listen. Then listen again and repeat.



1 get up



2 get dressed



3 brush my teeth



4 comb / brush my hair



5 shave



6 put on makeup



7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

- 2 PAIR WORK** Tell your partner about your daily activities.

I eat lunch at 12:00.

- 3 GRAMMAR** • *The simple present tense: spelling rules with he, she, and it*

Add **-s** to the base form of most verbs

gets shaves combs

Add **-es** to verbs that end in **-s**, **-sh**, **-ch**, or **-x**.

brushes watches

Remember:

do → does

go → goes

have → has

study → studies

3:03

Meals
breakfast
lunch
dinner

4 GRAMMAR PRACTICE Complete the statements. Use the simple present tense.

1 Tom up at 6:00, but his wife, Kate, ... up at 7:00.

2 Kate breakfast at 7:30 A.M., but Tom breakfast at 6:30.

3 After breakfast, Tom and Kate on makeup.

4 Tom and Kate TV in the evening.

5 Kate to bed at 10:00 P.M., but Tom to bed at 11:00.

6 Kate dinner on weekdays, and Tom dinner on weekends.

7 Tom a shower in the morning, but Kate a bath.

8 Tom and Kate their teeth in the morning and in the evening.

5 GRAMMAR • The simple present tense: questions with *When* and *What time*

When **do** you **take** a shower? (In the morning.)
What time **does** she **get** up? (Before 7:00 A.M.)

before 8:00



after 8:00



6 GRAMMAR PRACTICE On a separate sheet of paper, write five questions about Tom and Kate in Exercise 4. Then listen to and answer a classmate's questions aloud.

1 What time does Kate get up?

“She gets up at 7:00.”

NOW YOU CAN Talk about morning and evening activities

1 CONVERSATION MODEL Read and listen.

A: Are you a morning person or an evening person?

B: Me? I'm definitely an evening person.

A: And why do you say that?

B: Well, I get up after ten in the morning. And I go to bed after two. What about you?

A: I'm a morning person. I get up before six.

2 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 PAIR WORK Personalize the conversation. Use your own information.

A: Are you a morning person or an evening person?

B: Me? I'm definitely

A: And why do you say that?

B: Well, I What about you?

A: I'm I

4 CHANGE PARTNERS Personalize the conversation again.

5 CLASS SURVEY Find out how many students are morning people and how many are evening people.

Don't stop!
Ask more questions.



Be sure to recycle this language.

When do you ____?
What time do you ____?
What about your [parents]?

