

Grammar

Prepositions of time

1 Complete the table with these words.

spring	2022	night
Tuesday	Fridays	3:30 p.m.
February	the evening	the weekend
at	in	on
<i>night</i>	<i>spring</i>	<i>Fridays</i>

2 Complete the conversations with *at*, *in*, or *on*.

- 1 A: What do you usually do ¹ _____ the afternoon?
B: I study at the library.
A: What do you do ² _____ night?
B: I meet my friends.
- 2 A: Do you want to see a movie ³ _____ Thursday?
B: Sure. What time do you want to meet?
A: Let's meet ⁴ _____ 7 p.m. at the movie theater.
B: Perfect!
- 3 A: What do you like doing ⁵ _____ the summer?
B: I love swimming.
A: When do you usually swim?
B: I go swimming ⁶ _____ the evening when it's cool.

Pronunciation

Understanding connected speech: *would you*

1  Listen. Is the person using connected speech? Write C when *would* and *you* are connected. Write N when they are not connected.

- 1 Who would you like to see? C
2 What would you like to do?
3 What would you like to eat?
4 Where would you like to go?

Writing

1 Choose the correct verb to make activities.

- 1 *play / go / visit* my parents
2 *try / help / make* snowboarding
3 *meet / learn / have* new people
4 *do / play / go* soccer
5 *read / help / buy* a new laptop
6 *learn / make / listen* to drive
7 *go / want / play* hiking

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: WRITING

Remembering new phrases

It's important to remember words that go together. For example, we say *go hiking* (not *do hiking*) and *see the world* (not *watch the world*). Write new phrases in your learning journal and try to remember them.

Look at the phrases in Exercise 1. Write the phrases in your journal.

2 Make notes. Think about your next work or school break. Answer the questions and complete the table.

- 1 How do you feel about your next break? (happy, excited, etc.)
- 2 When does it start? When does it end? (summer, November, etc.)
- 3 Do you have a lot of plans?

How I feel	
When it starts	
When it ends	

3 Think of six things you would like to do during your break. Complete the list below with your ideas. Begin each item with a verb. Write the six things in order. For example:

- by how important they are
- by how easy they are
- alphabetically

Six things I want to do	
1	
2	
3	
4	
5	
6	

4 Write about your next work or school break. Use your notes in Exercise 2 to write a short introduction. Then list the things you want to do from Exercise 3. Write 30–40 words.

5 Check your writing. Use the checklist.

- ☐ Are the spelling and punctuation correct?
- ☐ Are the grammar and vocabulary correct?
- ☐ Does your writing include all the information from your notes in Exercises 2 and 3?

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: YOUR LEARNING JOURNAL

Your learning journal is a great place to make notes on new grammar. As you learn new grammar, think about these questions:

- 1 What about the grammar is easy? (e.g., Using the short form I'm for I am.)
- 2 What about the grammar is difficult? (e.g., Using the short form isn't.)
- 3 What's important to remember about the grammar? (e.g., Usually use short forms in conversations.)

Add example sentences. Underline or highlight useful parts. For example:

I <u>am</u>	<u>I'm</u> in Room 6. <u>I'm not</u> in Room 6. <u>Am I</u> in Room 6?
He / She / It <u>is</u>	<u>She's</u> from France. <u>She isn't</u> from France. <u>Is she</u> from France?
We / You / They <u>are</u>	<u>They are</u> at home. <u>They aren't</u> at home. <u>Are they</u> at home?

Choose a grammar point from Units 1 to 5. Make notes about it in your journal.