

## 1 | Vocabulary

**A** These are activities that may be part of your daily routine. Check (✓) the ones you do every day.

\_\_\_ get up early    \_\_\_ check e-mail    \_\_\_ watch TV    \_\_\_ talk on the phone  
 \_\_\_ study    \_\_\_ have lunch    \_\_\_ take a shower    \_\_\_ exercise

**B PAIR WORK** Tell your partner something you do every day.

*Example:*

A: I study every day.

B: I don't. But I have lunch every day!

A: So do I.

## 2 | Conversation

CD1 36 **A** Listen. What does Kurt do at 8:30 a.m.? When does he finish school?

Tess: Do you want to meet on Friday?

Kurt: That's a great idea!

Tess: **What time do you wake up?**

Kurt: I **wake up** at 7:30 a.m.

Tess: So, we can meet at around 8:30?

Kurt: At 8:30, I go to my karate lesson.

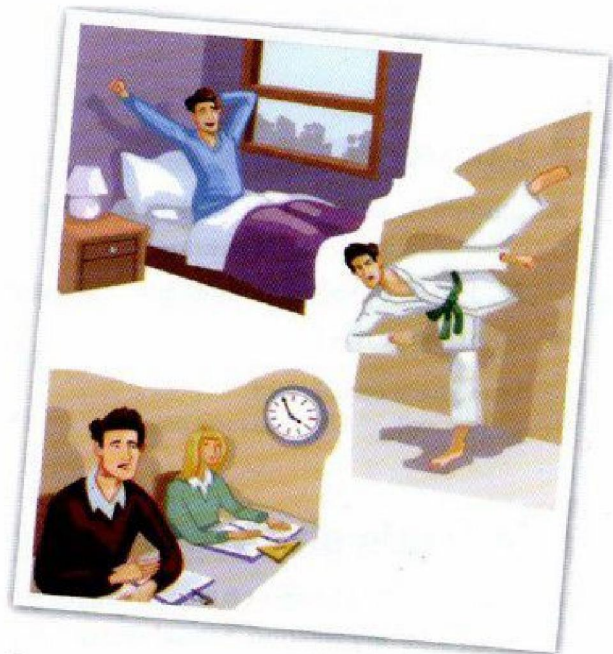
Tess: So...9:30? **Do you have time then?**

Kurt: Well, **at 10:00 I start school.**

Tess: When do you finish?

Kurt: At 5:00 p.m. So, let's meet at 5:15—for dinner?

Tess: Sounds great!



**B PAIR WORK** Practice the conversation.

CD1 37 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

### 3 | Language Booster

**A** Notice the different ways we ask about and describe routines.

Asking about routines	Describing routines
What time do you get up?	I usually get up at 7:30 a.m.
What do you do after class?	I always go to the library.
When do you go to work?	I go to work at 10:00 every day.
Do you go to bed late?	No, I go to bed around 10:30 p.m.
Do you have lunch at home?	No, I have lunch in the cafeteria.
Do you study every day?	Yes, I study every day.

**B PAIR WORK** Take turns asking and answering questions about routines. Use the phrases below.

get to class    get home    eat dinner    go to bed

### 4 | Pronunciation Reduction of *do you*

**CD 38 A** Listen and practice. Notice how we reduce *do you* to /də yə/ in these questions.

1. What time do you get up?

/də yə/

3. When do you start class?

/də yə/

2. When do you have lunch?

/də yə/

4. What do you do after work?

/də yə/

**B PAIR WORK** Ask and answer these questions. Pay attention to the reduction of *do you*.

1. What time do you eat dinner?    2. When do you finish class?    3. Where do you go after class?

ONLINE PRACTICE

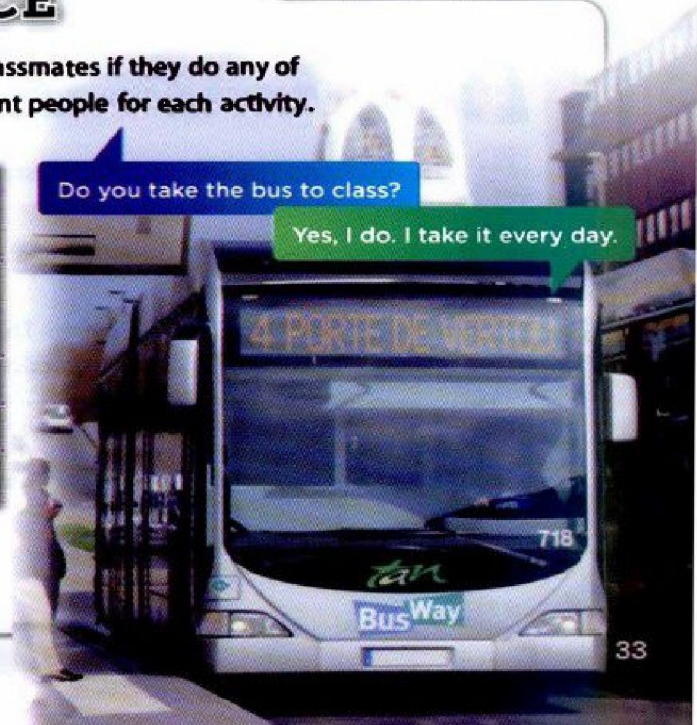
## SPEAK with CONFIDENCE

**CLASS ACTIVITY** Walk around the class and ask your classmates if they do any of the activities below. Try to find different people for each activity.

Do you...?	Name
take the bus to class	
make coffee in the morning	
eat a light breakfast	
have lunch at home	
watch TV at night	
go to a gym	

Do you take the bus to class?

Yes, I do. I take it every day.



## 1 | Vocabulary

**A** Do you usually do these activities alone or with someone else? Write **A** (alone) or **S** (someone else).

- \_\_\_ go shopping      \_\_\_ go out to eat      \_\_\_ work out      \_\_\_ go to the library  
 \_\_\_ go to the mall      \_\_\_ watch sports      \_\_\_ watch movies      \_\_\_ take a walk

**B PAIR WORK** Share your answers with your partner.

*Example:*

A: I usually go shopping alone.

B: Not me. I always go with a friend.

## 2 | Conversation

CD1 39 **A** Listen. What does Laura do at the gym? What does Sophie do at the gym?



Laura: I love to work out early. It's nice and quiet.



Sophie: **When do you get here?**



Laura: Around 6:30 a.m.



Sophie: And do you have a routine?



Laura: No. **I just run on the treadmill.**



Sophie: **How long do you run for?**



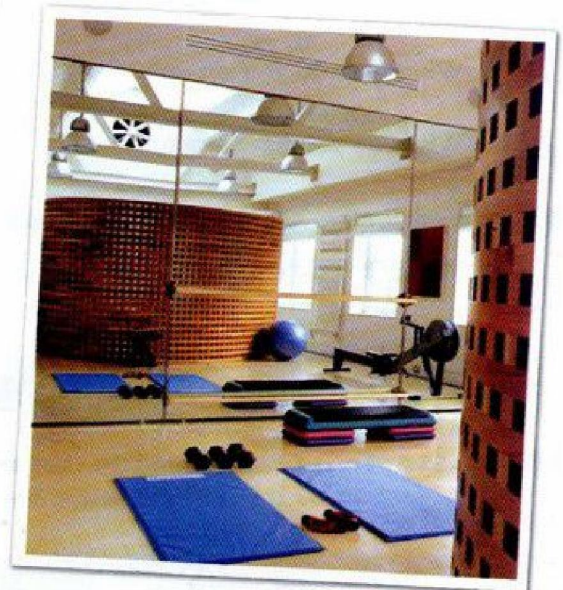
Laura: For around 40 minutes. **How about you?**



Sophie: I do yoga for an hour. I'm starving.



Laura: They have great doughnuts at the coffee shop!



**B PAIR WORK** Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Sophie: **What time do you start?**      Laura: **I just lift weights.**

Sophie: **For how long?**      Laura: **What about you?**

### 3 | Language Booster

**A** Notice how we continue a conversation by asking follow-up questions.

Comment	Asking follow-up questions
I exercise every day.	What kind of exercise do you do? Who do you exercise with? Where do you exercise? When do you get there? Why do you exercise in the morning? How do you get to the gym?

**B PAIR WORK** Write comments about your routine below. Take turns commenting, asking a follow-up question, and responding.

1. \_\_\_\_\_
2. \_\_\_\_\_

### 4 | Listening

CD1 40 **A** Listen. Six people are talking about things they like to do. What follow-up question can you ask each person? Number the follow-up questions from 1 to 6 to match the conversations.

- |                                   |  |
|-----------------------------------|--|
| ___ a. What's your favorite show? | ___ d. What shops do they have there?  |
| ___ b. Is it open every day?      | ___ e. What kind of food do they have? |
| ___ c. Why not?                   | ___ f. How long do you walk for?       |

**B PAIR WORK** With your partner, think of other follow-up questions you can ask for each conversation.

ONLINE PRACTICE

## SPEAK *with* CONFIDENCE

**A** Complete the information. Include one example for each.

Something you like to do alone	Something you do in the evening
Something you want to buy	Someone you like to spend time with
A fun place to hang out	Where you go after class

**B GROUP WORK** Take turns asking and answering questions. Use the information above.

What's something you like to do alone?

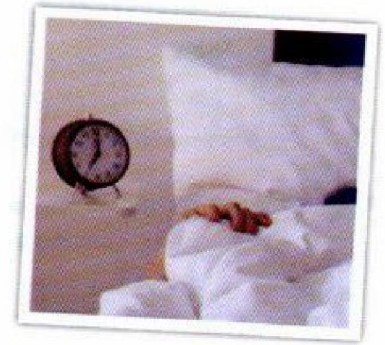
I like to ride my bike.

- Asking about a sequence
- Describing a sequence

## 1 | Vocabulary

**A** Draw a line to connect the words and phrases to make five or more true statements.

I sleep in late		Sunday	
I get up early		Monday	
I stay up late		Tuesday	mornings.
I go out with friends	on	Wednesday	afternoons.
I don't do much		Thursday	nights.
I feel my best		Friday	
I feel my worst		Saturday	



**B PAIR WORK** Take turns saying a sentence and asking a follow-up question.

*Examples:*

A: I sleep in on Sunday mornings.

B: I feel my best on Friday afternoons.

B: What time do you get up?

A: What do you do on Fridays?

## 2 | Conversation

CD1 **41** **A** Listen. Who does Derek meet on Sundays? What does he do at the park?



Kristin: I'm really looking forward to the weekend.

Derek: Me too. Especially Sunday.

Kristin: What do you do **on Sundays**?

Derek: Well, first I meet some friends for breakfast. We go to *Waffles and Eggs*.

Kristin: **Then what do you do?**

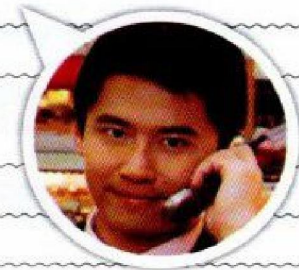
Derek: Then we go to the park. There's an outdoor market there on Sundays.

Kristin: **Yeah, I like that place.**

Derek: Next, we ride our bikes. And after that, we have lunch. Later, we watch a movie.

Kristin: It sounds like a great way to spend Sundays.

Derek: You should join us next Sunday!



**B PAIR WORK** Practice the conversation.

CD1 **42** **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

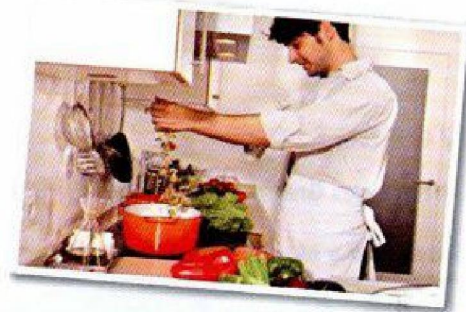
### 3 | Language Booster

**A** Notice how we ask about and describe a sequence of events.

Asking about a sequence	Describing a sequence
What do you do first?	First, I meet some friends.
Then what do you do?	Then we go to the park.
	Next, we ride our bikes.
What do you do after that?	After that, we have lunch.
	Later, we watch a movie.

**B PAIR WORK** Take turns describing the sequence of the activities in the chart below. Use *first*, *then*, *next*, *after that*, and *later*. Write down your partner's routine.

In the morning	After work or school
have breakfast	do my homework
get up	go to bed
take a shower	have dinner
check e-mail	watch TV



### 4 | Pronunciation Sequence markers

CD1 43 **A** Listen and practice. Notice how we stress the sequence markers in these sentences.

**First**, I have breakfast. **Then** I go for a run. **After that**, I take a shower.

**B PAIR WORK** Look again at your partner's routine and describe it. Pay attention to the stress in sequence markers.

First, you get up. Then you take a shower. Next, you check e-mail. After that, you...

ONLINE PRACTICE

## SPEAK *with* CONFIDENCE

**A** What do you do during these times? List four things in the order you do them.

Friday nights	Saturday afternoons	Sundays

**B GROUP WORK** Take turns asking and describing routines. Who has the most interesting routine?

# What are you doing?

- Asking about ongoing activities
- Describing ongoing activities

## 1 | Vocabulary

**A** Beth is majoring in business. Eddie is majoring in education. What classes do you think they are taking? Write **B** (Beth), **E** (Eddie), or **BE** (both).

statistics       history       economics       sociology       math  
 marketing       psychology       management       English       literature

**B PAIR WORK** Tell your partner what classes you think Beth and Eddie are taking.

*Example:*

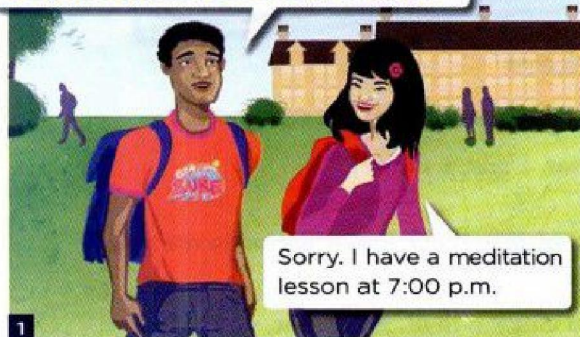
A: I think Beth is taking history.

B: Actually, I think both of them are.

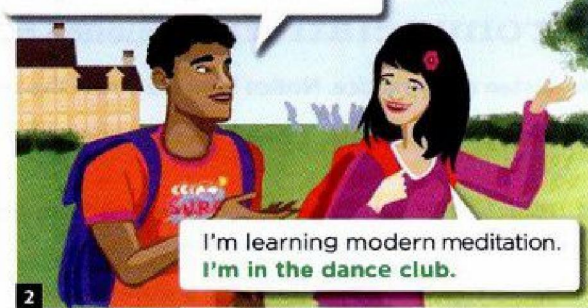
## 2 | Conversation

CD1 44 **A** Listen. What does Greg want to do tonight? What kind of dance is Emi learning?

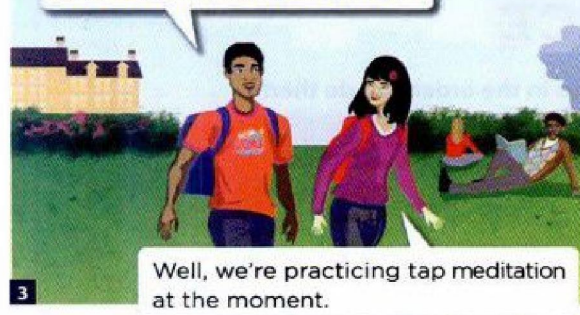
Do you want to see a movie tonight?



Really? What kind of meditation are you learning?



So, show me what you can do.



Watch this!



**B PAIR WORK** Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Greg: **Can you go see a movie tonight?**      Emi: **I'm part of the school meditation group.**

Greg: **So, show me some moves.**      Emi: **Just watch me.**

### 3 | Language Booster

**A** Notice the different ways we ask about and describe ongoing activities.

Asking about ongoing activities	Describing ongoing activities
What are you doing these days?	I'm taking dance lessons.
What kind of meditation is she learning?	She's learning modern meditation.
Are you taking math this semester?	No, I'm not taking math this semester.
Are you doing anything interesting in your classes?	We're reading some cool books in my English class.

**B PAIR WORK** Take turns talking about one thing you are doing at the moment. Answer any follow-up questions.

### 4 | Listening

CD1 **45 A** Listen. Manuel and Claire are talking about their busy lives. Who is doing what? Check (✓) the correct boxes.

Who is...?	Manuel	Claire
rehearsing for a play		
studying for midterm exams		
saving money for a trip		
teaching French		

CD1 **45 B** Listen again. Answer these questions with your partner.

- When is the play? \_\_\_\_\_
- How many nights does Manuel work? \_\_\_\_\_
- Where does Manuel want to go next summer? \_\_\_\_\_

ONLINE PRACTICE 

## SPEAK with CONFIDENCE

**A** What are you doing these days? Write three sentences on three different pieces of paper. Don't write your name.

I'm looking for a job.

I'm watching a lot of TV.

I'm sleeping a lot!

**B GROUP WORK** Put the sentences on the table. Then read each sentence and guess who wrote it. Ask follow-up questions.

