

LEARNING OBJECTIVES

Connectivity Foundations is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
<p>1</p> <p>People and Occupations</p> <p>page 6</p>	<p>Introduce people</p> <p>Identify people</p> <p>Spell names</p> <p>Describe people</p>	<p>Subject pronouns</p> <p>Occupations</p> <p>The alphabet</p> <p>VOCABULARY EXPANDER</p> <p>More occupations</p>	<p>Verb <u>be</u>:</p> <ul style="list-style-type: none"> Singular and plural statements / Contractions <u>Yes</u> / <u>no</u> questions and short answers <p>Proper nouns and common nouns</p>	<p>Use "too" to reciprocate a greeting</p> <p>Use "Excuse me" to introduce a question</p> <p>Say "Thanks" to acknowledge requested information</p> <p>Say "Excuse me?" if you don't understand</p>	<p>Listening Tasks</p> <p>Identify the correct occupation</p> <p>Circle or write the correct letter</p> <p>Circle or write the correct name</p> <p>Pronunciation</p> <p>Syllables</p>	<p>Reading Texts</p> <p>A magazine feature introducing famous people and their occupations</p> <p>Simple forms and business cards</p> <p>Writing Task</p> <p>Write affirmative and negative statements about people in pictures</p> <p>GUIDED WRITING</p> <p>Write answers to questions about occupations</p>
<p>2</p> <p>Personal Information</p> <p>page 18</p>	<p>Describe relationships</p> <p>Ask for someone's contact information</p> <p>Find out where people are from</p> <p>Get to know people</p>	<p>First and last names</p> <p>Titles</p> <p>Contact information</p> <p>Relationships</p> <p>Numbers 0–20</p> <p>Countries and nationalities</p> <p>VOCABULARY EXPANDER</p> <p>More titles</p>	<p>Possessive adjectives</p> <p>Possessive nouns</p> <p><u>Be</u>: Information questions with <u>What</u></p> <p><u>Be from</u> / Questions with <u>Where</u></p>	<p>When introducing people, describe relationships</p> <p>Greet the person you're being introduced to</p> <p>Repeat part of a question to clarify</p> <p>Repeat information to confirm understanding</p> <p>Confirm information with "That's right".</p> <p>Say "Sure" to provide requested information</p>	<p>Listening Tasks</p> <p>Circle and underline the correct information</p> <p>Write the person's title</p> <p>Write the people's relationships</p> <p>Complete the contact information</p> <p>Choose correct information to complete statements</p> <p>Pronunciation</p> <p>Stress in two-word pairs</p>	<p>Reading Texts</p> <p>Personal information forms</p> <p>A contact page from a digital address book</p> <p>An article with simple descriptions of famous people, their occupations, countries, and nationalities</p> <p>Writing Task</p> <p>Write about yourself</p> <p>GUIDED WRITING</p> <p>Answer a series of questions about your personal information</p>
<p>3</p> <p>Neighborhoods</p> <p>page 30</p>	<p>Ask about locations</p> <p>Suggest how to get places</p> <p>Talk about means of transportation</p> <p>Describe a neighborhood</p>	<p>Means of transportation</p> <p>Places in the neighborhood</p> <p>Locations</p> <p>Ways to get places: Imperative verbs</p> <p>Routine destinations</p> <p>VOCABULARY EXPANDER</p> <p>More places in the neighborhood</p>	<p><u>Be</u>: Questions about location with <u>Where</u></p> <p>Subject pronoun <u>it</u></p> <p>The imperative.</p> <p><u>By</u> + a means of transportation</p>	<p>Ask for additional information with "And what about ___?"</p> <p>Say "OK" to agree to follow directions</p> <p>Ask "What about you?" to show interest in another person</p>	<p>Listening Tasks</p> <p>Circle the vehicle you hear</p> <p>Write the place you hear</p> <p>Complete the questions</p> <p>Identify the instructions</p> <p>Identify the means of transportation and destinations</p> <p>Complete statements about the people, their neighborhoods, and relationships</p> <p>Pronunciation</p> <p>Falling intonation for questions with <u>Where</u></p>	<p>Reading Texts</p> <p>Simple street maps</p> <p>An email describing places in a neighborhood</p> <p>Writing Task</p> <p>Write about your neighborhood</p> <p>GUIDED WRITING</p> <p>Answer questions about locations of places in your neighborhood</p>
<p>4</p> <p>Families</p> <p>page 42</p>	<p>Comment on family photos</p> <p>Ask about relatives</p> <p>Describe appearance</p> <p>Talk about someone's family</p>	<p>Family relationships</p> <p>Adjectives to describe people</p> <p>Numbers 21–101</p> <p>Adjectives to describe hair</p> <p>The face</p> <p>VOCABULARY EXPANDER</p> <p>More adjectives to describe people</p>	<p><u>Be</u>: Questions with <u>Who</u></p> <p><u>Be</u>: With adjectives</p> <p><u>Be</u>: Questions with <u>How old</u></p> <p>Adverbs <u>very</u>, <u>really</u>, and <u>so</u></p> <p>Verb <u>have</u> / <u>has</u>: Affirmative statements</p> <p>Describing people with <u>be</u> and <u>have</u></p>	<p>Shift to a new topic with "And . . ."</p> <p>Say "Tell me about ___" to invite someone to talk about a topic</p> <p>Use "Well, . . ." to indicate you are deciding how to respond</p> <p>Show interest with "Really?"</p> <p>Soften a negative response with "Sorry"</p>	<p>Listening Tasks</p> <p>Identify the person described</p> <p>Complete statements about people</p> <p>Choose the correct photo</p> <p>Match the conversation to the correct family</p> <p>Pronunciation</p> <p>Clarifying numbers</p>	<p>Reading Texts</p> <p>Descriptions of famous actors and their families</p> <p>Writing Task</p> <p>Write about your relatives</p> <p>GUIDED WRITING</p> <p>Answer questions about two of your relatives</p>
<p>5</p> <p>Time and Events</p> <p>page 54</p>	<p>Ask about the time of events</p> <p>Plan to attend an event</p> <p>Ask about birthdays</p> <p>Describe a time span</p>	<p>What time is it?</p> <p><u>Late</u>, <u>early</u>, and <u>on time</u></p> <p>Events</p> <p>Days of the week</p> <p>Ordinal numbers</p> <p>Months of the year</p> <p>VOCABULARY EXPANDER</p> <p>More events</p>	<p><u>Be</u>: Questions with <u>When</u>, <u>What time</u>, <u>What day</u>, and <u>What month</u></p> <p>Prepositions <u>in</u>, <u>on</u>, <u>at</u></p>	<p>Express worry with "Uh-oh"</p> <p>Use "Hey" to get someone's attention</p> <p>Use "Great!" to show enthusiasm for an idea</p>	<p>Listening Tasks</p> <p>Confirm if the people are late, early, or on time</p> <p>Identify events and circle the correct times</p> <p>Complete a chart with events, days, and times</p> <p>Complete statements about events and store hours</p> <p>Pronunciation</p> <p>Sentence rhythm</p>	<p>Reading Texts</p> <p>A party invitation and a community events website</p> <p>Announcements of neighborhood events</p> <p>Writing Task</p> <p>Write about events in your city or town</p> <p>GUIDED WRITING</p> <p>Write a list with time and place details about specific events.</p>

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
6 Clothes page 66	<ul style="list-style-type: none"> Give and accept a compliment Ask for sizes and colors Describe clothes Shop for clothes 	<ul style="list-style-type: none"> Colors Clothes Verbs <u>like</u>, <u>want</u>, <u>need</u>, and <u>have</u> Clothing sizes Opposite adjectives to describe clothes <p>VOCABULARY EXPANDER</p> <ul style="list-style-type: none"> More clothes 	<ul style="list-style-type: none"> The simple present tense: <u>like</u>, <u>want</u>, <u>need</u>, and <u>have</u>: <ul style="list-style-type: none"> Affirmative and negative statements <u>Yes</u> / <u>no</u> questions Information questions Demonstratives <u>this</u>, <u>that</u>, <u>these</u>, and <u>those</u> Adjective placement / Intensifier <u>too</u> 	<ul style="list-style-type: none"> Ask for confirmation with "Really?" Acknowledge a compliment with "Thanks!" Say "I'm sorry" when presenting disappointing information Express disappointment with "That's too bad." Ask "What about you?" to ask for someone's opinion Use "Well, . . ." to soften a strong opinion 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Identify the clothes you hear Answer questions about what people want, like, or need <p>Pronunciation</p> <ul style="list-style-type: none"> Plural nouns 	<p>Reading Texts</p> <ul style="list-style-type: none"> Online clothing ads <p>Writing Task</p> <ul style="list-style-type: none"> Write sentences about the clothes you like, want, need, and have or don't have <p>GUIDED WRITING</p> <ul style="list-style-type: none"> Answer questions about your clothes and the reasons you want or need new clothes.
7 Free Time and Chores page 78	<ul style="list-style-type: none"> Discuss who does household chores Talk about free time Make plans to get together Describe activities of a typical day 	<ul style="list-style-type: none"> Activities at home Household chores Free-time activities <p>VOCABULARY EXPANDER</p> <ul style="list-style-type: none"> More household chores 	<ul style="list-style-type: none"> The simple present tense: <ul style="list-style-type: none"> Spelling of third-person singular forms Questions with <u>Who</u> Questions with <u>How often</u> Other time expressions Frequency adverbs 	<ul style="list-style-type: none"> Introduce a conversation topic with "So, . . ." Begin a surprising statement with "Actually, . . ." Clarify a question with "I mean, . . ." Say "Me?" to give yourself time to think of a personal response Express enthusiasm with "Great idea!" Respond with "Perfect" to agree to a suggestion 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Identify chores each person does Answer questions about people's activities <p>Pronunciation</p> <ul style="list-style-type: none"> Third-person singular verb endings 	<p>Reading Texts</p> <ul style="list-style-type: none"> Online product listings for housekeeping robots <p>Writing Task</p> <ul style="list-style-type: none"> Write about your typical week <p>GUIDED WRITING</p> <ul style="list-style-type: none"> Answer questions about your daily and weekly activities
8 Houses and Homes page 90	<ul style="list-style-type: none"> Ask about someone's home Agree and disagree about styles Talk about where you live, work, or study Compare people's tastes in housing 	<ul style="list-style-type: none"> Rooms, furniture, and appliances Buildings Parts of a building Places in and around cities and towns <p>VOCABULARY EXPANDER</p> <ul style="list-style-type: none"> More house and apartment vocabulary 	<ul style="list-style-type: none"> <u>There is</u> and <u>There are</u> Questions with <u>How many</u> The simple present tense: Questions with <u>Where</u> Prepositions of place 	<ul style="list-style-type: none"> Begin a question with "And" to indicate you want additional information Use "Well, . . ." to indicate you are deciding how to answer Soften a negative response with "Actually, no" Emphasize a positive response with "Actually, yes" Soften a contrary opinion with "No offense, but . . ." Respond positively to a description with "Sounds nice!" 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Confirm whether information about rooms, furniture, and appliances is true or false Complete statements about people's housing preferences Correct the statements about people's homes <p>Pronunciation</p> <ul style="list-style-type: none"> Linking sounds 	<p>Reading Texts</p> <ul style="list-style-type: none"> Descriptions of people and their homes <p>Writing Task</p> <ul style="list-style-type: none"> Write about where you live <p>GUIDED WRITING</p> <ul style="list-style-type: none"> Answer questions about your house or apartment
9 Activities and Plans page 102	<ul style="list-style-type: none"> Offer to call back later Ask about future plans Catch up with an old friend Talk about activities and plans 	<ul style="list-style-type: none"> Weather expressions Clothes for good and bad weather Time expressions Outdoor activities <p>VOCABULARY EXPANDER</p> <ul style="list-style-type: none"> More weather vocabulary The four seasons 	<ul style="list-style-type: none"> The present continuous: <ul style="list-style-type: none"> Statements <u>Yes</u> / <u>no</u> questions For future plans Information questions 	<ul style="list-style-type: none"> Answer the phone with "Hello?" Identify yourself on the phone with "This is ____." Use "Well, actually, . . ." to politely introduce an excuse Say "Oh, I'm sorry" to apologize for interrupting someone's activity End a phone conversation with "Talk to you later!" Show interest with "No kidding!" Say "Wow!" to indicate surprise 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Listen for weather and temperatures in a weather report Complete statements about people's activities Write people's future plans and when they will do them Choose the picture that matches what each person is doing right now <p>Pronunciation</p> <ul style="list-style-type: none"> Intonation of questions 	<p>Reading Texts</p> <ul style="list-style-type: none"> A daily planner An interview with a marathon runner <p>Writing Task</p> <ul style="list-style-type: none"> Write about your weekend plans <p>GUIDED WRITING</p> <ul style="list-style-type: none"> Write a list of activities you plan for the weekend, using the present continuous and time expressions
10 Foods and Drinks page 114	<ul style="list-style-type: none"> Discuss ingredients for a recipe Offer and ask for foods and drinks Invite someone for a meal Describe the food in a restaurant 	<ul style="list-style-type: none"> Foods and drinks Places to keep things in a kitchen Containers Describing taste <p>VOCABULARY EXPANDER</p> <ul style="list-style-type: none"> More vegetables and fruits 	<ul style="list-style-type: none"> <u>Any</u> in questions, negative statements, and negative short answers Count nouns and non-count nouns <u>How much</u> / <u>Is there any</u> The simple present tense and the present continuous 	<ul style="list-style-type: none"> Say "I'll check" to indicate you'll get information for someone Say "uh-oh" to indicate that there may be a problem Suggest an alternative with "How about ____?" Say "Yes, please" to accept an offer of food 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Check the foods and drinks you hear Complete sentences to describe restaurants and food <p>Pronunciation</p> <ul style="list-style-type: none"> Vowel sounds 	<p>Reading Texts</p> <ul style="list-style-type: none"> Recipe ingredient lists A weekly chore list Restaurant reviews <p>Writing Task</p> <ul style="list-style-type: none"> Write about what you eat on a typical day <p>GUIDED WRITING</p> <ul style="list-style-type: none"> Answer a series of questions about your eating habits on weekdays and weekends

Countries and Nationalities / Numbers 100 to 1,000,000,000 / Pronunciation Table.....	page 127
Vocabulary Expander.....	page 128
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Warm-Up

A **VOCABULARY** | Activities at home | Read and listen. Then listen again and repeat.



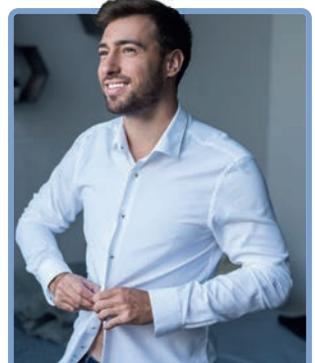
1 get up



2 take a shower / a bath



3 brush my teeth



4 get dressed



5 comb / brush my hair



6 shave



7 put on makeup



8 eat breakfast

B **PAIR WORK** | Tell your partner about your activities at home. Say when you do each activity.

“ I get up at 6:30 A.M. ”

“ I don't take a bath in the morning. I take a bath at night. ”

“ I brush my teeth in the morning and at night. ”

Remember:
go to school
go to work

C **VOCABULARY** | More activities at home | Read and listen. Then listen again and repeat.



1 come home

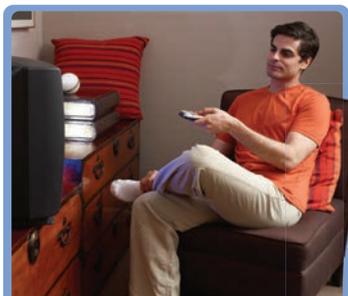


2 study



3 make dinner

Meals
breakfast
lunch
dinner



4 watch TV



5 get undressed



6 go to bed



UNIT 7
COMMUNICATION
GOALS

Lesson 1
Discuss who does household chores

Lesson 2
Talk about free time

Lesson 3
Make plans to get together

Lesson 4
Describe activities of a typical day

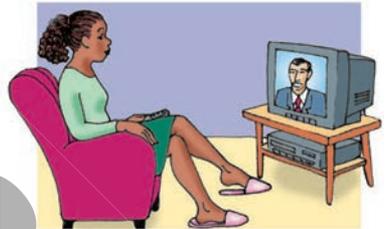
D **LISTEN TO IDENTIFY ACTIVITIES** | Listen to the conversations. Write the number of each conversation on the correct picture.



E **PAIR WORK** | Ask your partner questions with When do you . . . ? and the activities in the pictures. Take turns.

When do you study?

At 6:00 in the evening.



SPEAKING

PAIR WORK | Ask and answer these questions about daily activities: What do you do first in the morning? What do you do next? What do you do in the afternoon and evening? Use the Vocabulary from Exercises A and C for ideas.

What do you do first in the morning?

I brush my teeth. What about you?

I eat breakfast. What do you do next? . . .





Discuss who does household chores

A VOCABULARY | Household chores | Read and listen. Then listen again and repeat.



1 go shopping



2 clean the house



3 do the laundry



4 wash the dishes



5 take out the garbage

VOCABULARY EXPANDER p. 131

More household chores

B LISTENING COMPREHENSION | Listen to the conversations. Check the chores each person does.



1	The woman ...								
	Her husband ...								
	Her son ...								
	Her daughter ...								
2	The woman ...								
	Her husband ...								
3	The man ...								
	His wife ...								
	His son ...								



C GRAMMAR | The simple present tense: Spelling of third-person singular forms / Questions with **Who**

For the third-person singular (**he**, **she**, and **it**), add **-s** to the base form of most verbs.

base form		third-person singular form
clean	→	cleans
take	→	takes

But notice:

do	→	does	have	→	has
go	→	goes	study	→	studies

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

wash	→	washes
brush	→	brushes

When **Who** is the subject of a question, use a third-person singular form of the verb.

Who does the laundry in your family?	(I do. / My dad does.)
Who goes shopping?	(We all do. / My parents do.)

Be careful!

Don't use **do** or **does** when **who** is the subject.

Who washes the dishes? NOT Who ~~does wash~~ the dishes?

D GRAMMAR PRACTICE | Complete the statements about Diane and Peter. Use the simple present tense.

Listen and repeat.



On Mondays, after breakfast, Diane to work. Her husband, Peter, out the garbage before he to school. After work, Diane shopping at the supermarket down the street from her office. She the bus home. And then she dinner.

Peter home from school after 7:00, and he dinner with Diane. After dinner, Peter the dishes. From 9:00 to 10:00, Peter, and Diane TV. Diane a bath, and then she to bed. Peter his shower in the morning, so at night he just his teeth, undressed, and to bed, too.

On the weekend, Peter and Diane turns with the chores. If Diane the house, Peter the laundry.

E PAIR WORK Write five questions about Diane and Peter. Take turns asking and answering your questions.

When does Diane go shopping?

She goes shopping after work.

COMMUNICATION ACTIVATOR

Now let's discuss who does household chores.

A CONVERSATION MODEL | Read and listen.

- A: So, who makes dinner in your house?
 B: Actually, I do.
 A: And who does the dishes?
 B: That depends. My brother and I take turns. He does the dishes on weekdays, and I do the dishes on the weekend.
 A: And who cleans the house?
 B: Oh, that's my brother's job. But I take out the garbage.

Social language
 Introduce a conversation topic with "So, ..."



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the conversation with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use the pictures. Then change roles.

- A: So, who in your house?
 B:
 A: And who ?
 B:

KEEP TALKING!
 Talk about other chores.



D CHANGE PARTNERS | Ask another classmate about chores.

E GROUP WORK | Tell your classmates about your partner's household chores.





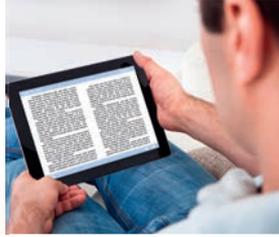
A VOCABULARY | Free-time activities | Read and listen. Then listen again and repeat.



1 exercise



2 listen to music



3 read



4 visit friends



8 take a walk



5 go out for dinner



6 go to the movies



7 take a nap



B GRAMMAR | The simple present tense: Questions with How often / Other time expressions

How often do you exercise?

I exercise **every day**.

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

How often does your brother go to the movies?

He goes **on Saturdays**.

M	T	W	T	F	S	S
					✓	
					✓	
					✓	

Other time expressions

once a week

twice a week

three times a week

M	T	W	T	F	S	S
		✓				
✓			✓			
✓			✓	✓		

Also

once [a year]

twice [a day]

three times [a month]

How often do you take a nap?

Once a week.

every weekend
every [Friday]



C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D VOCABULARY / GRAMMAR PAIR WORK | Write eight questions for a classmate about his or her free-time activities. Use How often, When, What time, or What day and the simple present tense. Answer your partner's questions.

1 *When do you go to the movies?*

1
2
3
4
5
6
7
8

When do you go to the movies?

On Saturdays.



E **PRONUNCIATION** | Third-person singular verb endings | Read and listen. Then listen again and repeat.

1 /s/	2 /z/	3 /ɪz/
takes s = take/s/	cleans s = clean/z/	washes es = wash/ɪz/
checks s = check/s/	does s = doe/z/	practices es = practice/ɪz/
eats s = eat/s/	reads s = read/z/	exercises es = exercise/ɪz/

F **GROUP WORK** Tell the class about your partner from Exercise D. Practice pronunciation of third-person singular verb endings.

“ Isabella visits friends twice a week. ”



COMMUNICATION ACTIVATOR

Now let's talk about free time.

A **CONVERSATION MODEL** | Read and listen.

- A: So, Ken, what do you do in your free time?
 B: My free time?
 A: I mean, do you go to the movies? Exercise?
 B: Actually, I listen to music. What about you?
 A: Me? I go out for dinner with my family.
 B: Really? How often do you do that?
 A: Once or twice a week.

Social language
 Clarify a question with "I mean, . . ."

B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | Personalize the conversation. Use your own favorite free-time activities. Use time expressions.

- A: So, . . . , what do you do in your free time?
 B: My free time?
 A: I mean, do you . . . ? . . . ?
 B: Actually, I What about you?
 A: Me? I
 B: Really? How often do you do that?
 A:

KEEP TALKING! ●●●
 Ask more questions.
 Where do you ___ ?
 When do you ___ ?

RECYCLE THIS LANGUAGE
 on [Sundays]
 in the morning
 in the afternoon
 in the evening
 at night



D **CHANGE PARTNERS** | Personalize the conversation with another partner.



**A GRAMMAR** | The simple present tense: Frequency adverbs

Use frequency adverbs to describe how often you do something.

- 100% ▲ I **always** visit friends on Saturday.
 I **usually** go to the movies on the weekend.
 I **sometimes** take a nap in the afternoon.
 0% I **never** take a walk at night.

Place the frequency adverb before the verb in the simple present tense.

- We **never go** out for dinner on Fridays.
 Do you **usually take** a walk with your children?
 What do you **always do** in the morning?

I **never** do chores on Sunday.

**B** ||| PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.**C** ||| ACTIVATE GRAMMAR | Listen to the conversations. Circle the correct frequency adverb to complete each statement.

- 1 She (**never / sometimes**) takes a walk with her husband.
- 2 They (**never / always**) go out for dinner on Saturdays.
- 3 She (**never / sometimes**) takes out the garbage.
- 4 Her children (**always / sometimes**) do the laundry.

D GRAMMAR PRACTICE | On the notepad write four statements about your activities. Use the frequency adverbs. Include household chores, free-time activities, and / or other activities.

always	I always do the laundry on Monday.
always	
usually	
sometimes	
never	

Other Ideas

- go to work
- go to school
- go home
- walk
- take [the bus / the subway / a taxi]

E GROUP WORK | Compare notepads. Then tell your classmates about your partner's activities.

“Gabe sometimes takes a taxi to work.”





A |||| CONVERSATION MODEL | Read and listen.

- A: Hey, let's get together sometime.
- B: Great idea!
- A: Are you busy on Saturday morning?
- B: I'm sorry. My wife and I always clean the house then. But I'm free in the afternoon.
- A: Perfect.

Social language

Express enthusiasm with:

- Great idea!
- Good idea!
- Sure!
- OK!



B |||| PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use frequency adverbs. Tell your partner when you are free. Then change roles.

- A: Hey, let's together sometime.
- B:!
- A: Are you busy ?
- B: I'm sorry. then. But I'm free
- A: Perfect.

KEEP TALKING! ●●●

Suggest a time and a place to meet.

▶ Watch the video for ideas!

RECYCLE THIS LANGUAGE

- every [weekend / Friday]
- on [Thursday night]
- in the [morning / afternoon / evening]
- at night
- before / after [work]
- go [to work / to school / home]



D CHANGE PARTNERS | Change the conversation again.





A **READING** | Read the online product listings. Do you want a robot for your household chores? Why?

The Olcotts tell us when they clean their house and do other household chores.

"Household chores? Are you kidding? We never have time for chores on weekdays. From Monday to Friday, we get up early, go to work, go shopping, and sometimes exercise," says Carl. Jane agrees. "And on the weekend, Carl and I don't want to do household chores. We go to the movies or out to dinner with friends." Carl adds, "And we often just stay home and listen to music or watch TV. Who wants to do chores?"



Is there a solution?

Meet Chorie, the robot that cleans your house when you're at work—or even after you go to bed! So when you come home from work—or when you get up in the morning—your house is clean! Chorie vacuums your floors, cleans your house, and even does the laundry. So all week long, you don't vacuum, clean, or do the laundry. Chorie does. Chorie does every chore every day, or only once or twice a week. It's your choice.

Add to cart

Customer reviews



168 customer ratings

And for people who are super busy, there's Chefbot, the robot that makes your meals for you – once a week or every day. So, if you want breakfast right after you get up, don't make breakfast. Tell Chefbot to do that, and take a nice, long shower. After your shower, your breakfast is ready to eat. And when you come home in the evening, dinner is ready.

Add to cart

Customer reviews



Be the first to review



Chorie and Chefbot: your household partners every day of the week!

B **READING COMPREHENSION** | Circle the correct word or phrase to complete each statement.

- From Monday to Friday, Carl and Jane Olcott (*don't have time for / do*) household chores.
- On weekdays, they (*work and exercise / visit friends*).
- On Saturday and Sunday, they (*do / don't want to do*) the chores.
- On the weekend, they (*sometimes / never*) go out for dinner.
- Chorie (*goes shopping / does the laundry*) for you.
- Chefbot makes dinner (*before / after*) you come home.

C **LISTENING COMPREHENSION** | Listen to the interview. Then circle the correct answer to each question.

- | | | |
|---|--|---|
| 1 Who's a morning person?
a Sam
b Ann | 4 Which days of the week does she work?
a Saturday and Sunday
b Monday to Friday | 6 When does Ann's family do the household chores?
a on the weekend
b Monday to Friday |
| 2 What's Ann's occupation?
a She's a teacher.
b She's a pharmacy manager. | 5 When does she work?
a at night
b in the afternoon | 7 On the weekend, who takes a nap in the afternoon?
a the kids
b Ann |
| 3 Where does she work?
a at a school
b at a pharmacy | | |



Now let's describe activities of a typical day.

ROLE PLAY | Look at the pictures of the typical day of a morning person and an evening person. Give each person a name and an occupation. Then, with a partner, role-play a conversation between these two people about their typical days. (Option: Ask about other activities, using time expressions and frequency adverbs.)

A "morning person"

Name
Occupation



An "evening person"

Name
Occupation



RECYCLE THIS LANGUAGE

Activities

- brush [your] teeth
- put on makeup
- shave
- watch TV
- study
- eat lunch
- read
- take a nap
- visit friends

Questions

- How often ___ ?
- When ___ ?
- What time ___ ?

Time expressions

- [once / twice] a [day / week]
- [three] times a [month / year]
- every weekend

- every [Friday]
- in the [evening]
- at night
- [before / after] work
- go [to work]
- usually / sometimes / always / never

WRITING

Write about your typical week. Use frequency adverbs and time expressions.

On weekday mornings, I usually get up early, at 6:00. Then I...



Interactive Cool Down

1 "FIND SOMEONE WHO" GAME

Walk around the classroom with your book. Ask questions. Find a person who does each activity, according to the cue in the circle. Write his or her name in the space. The first person who fills all the spaces wins.

Find someone who . . .

"When do you ...?"

"How often do you ...?"

always



twice a week



every morning



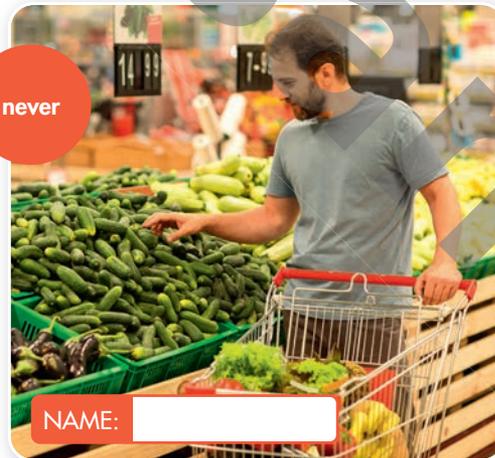
after midnight



usually



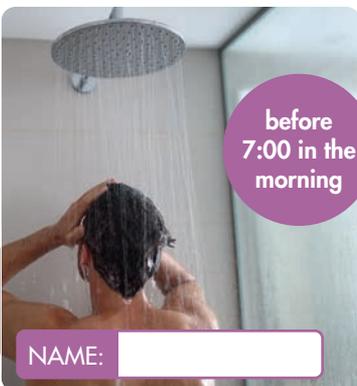
never



every weekend



before 7:00 in the morning



once or twice a month



on Sundays



2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Anne: So, Rosie, you're really busy, right?

Rosie: Yes, I am. I go to work every day, and I go to school at night.

Anne: Wow, you're super busy! Who does the chores in your house?

Rosie: On weekdays, my husband cooks, and my kids do the dishes. On the weekend, my husband and I take turns.

Anne: And who does the laundry?

Rosie: Actually, that's my job. I do the laundry on Saturday mornings. And I clean the house on Sundays. Who does the chores in your house?

Anne: I do! We have a small house.

Rosie: So what do you do in your free time?

Anne: I go to the movies every weekend. Hey! Let's get together sometime.

Rosie: Sure! What about on Saturday afternoon?

Anne: OK! I'm free on Saturday. Let's go to a movie.

Rosie: Great!

Partner A's Chat Guide

- A So, ____, you're really busy, right?
- B
- A Wow, you're super busy! Who does the chores in your house?
- B
- A And who ____?
- B
- A ____!
- B
- A I ____ . Hey! Let's get together sometime.
- B
- A ____! I'm free ____ . Let's ____ .
- B

Partner B's Chat Guide

- A
- B Yes, I am. I ____, and I ____ .
- A
- B ____ .
- A
- B Actually, that's ____ job. I ____ . Who does the chores in your house?
- A
- B So what do you do in your free time?
- A
- B ____! What about ____?
- A
- B ____!



PROGRESS SELF-CHECK

NOW I CAN

For more practice ...

Unit Review, p. 150 / Practi-Chant, p. 161

Connect TV / Test-Taking Skills Booster

Discuss who does household chores.

Talk about free time.

Make plans to get together.

Describe activities of a typical day.