

Unit Overview

Topic: Talking about schedules

In this unit students focus on talking about schedules. In the Conversation, they listen to Kate and Dave talk about their work schedules. Students learn the rules for using frequency adverbs and for making statements and questions about time in How English Works. They talk about daily activities and work habits in different Situations. The Communication section offers students a chance to talk about their own schedules. In English Out There, students discuss leisure time activities.

Audio CD-2:

Vocabulary Preview	CD 2 track 1	Conversation questions (1-3)	CD 2 track 3
Conversation	CD 2 track 2	How English Works (1-12)	CD 2 track 4
		Situations (1-5)	CD 2 track 5


Warm Up (books closed)

This activity activates vocabulary students need to talk about their schedules.

1. Greet students and introduce the warm up. T: *Hello, class. Today's topic is schedules. Let's talk about when we do things.*
2. Survey the class to find out what times they wake up. T: *Who wakes up after 6 a.m.? (Name), what time do you wake up? Ask about other daily activities. Who eats breakfast every morning? Raise your hands. What time do you usually eat breakfast?*
3. Have students ask about their classmates' schedules. T: *Ask a few people around you about their schedules. If necessary, give hints. T: What time do you go to school/work? When do you eat dinner? etc.*

Wrap up by asking what students found out about their classmates. T: *(Name), who did you talk to? What is his/her schedule like?*

Unit Goals & Vocabulary Preview page 61

- 1 Read over the Unit Goals with the students.
- 2 Introduce the vocabulary. T: *In this unit, we're going to talk about schedules.*
- 3  Read the words or play the audio. T: *Let's look at words and phrases about daily activities first.*
- 4 If students are unfamiliar with any of the words, mime or explain them. T: *Are there any words you don't know?*
- 5 Have students repeat the words. Emphasize the stressed syllables. T: *Repeat the words: eat, drink, go to sleep, etc.*
- 6 Ask students to think of more daily activities. T: *Can anyone think of any other daily activities?*
- 7 Have the students work with a partner to think of additional words. Allow 1 minute. Then have the pairs share their new items with the class.
- 8 Repeat Steps 3 through 7 for **Schedules** and **Frequency adverbs**.

Vocabulary Preview: word stress and other examples


<p>Daily activities</p> <p>eat</p> <p>drink</p> <p>go to sleep</p> <p>wake up</p> <p>take a shower</p> <p>get dressed</p> <p>do the dishes</p> <p>cook, clean</p> <p>do the laundry</p> <p>go to school/work</p> <p>Other examples</p> <p><i>take a bath take a nap</i></p> <p><i>wash (your face, your hands)</i></p> <p><i>do homework</i></p>	<p>Schedules</p> <p>busy</p> <p>crazy</p> <p>stressful</p> <p>relaxed</p> <p>free</p> <p>flexible</p> <p>Other examples</p> <p><i>open</i></p> <p><i>full</i></p> <p><i>fixed</i></p>	<p>Frequency adverbs</p> <p>always</p> <p>usually</p> <p>often</p> <p>frequently</p> <p>sometimes</p> <p>occasionally</p> <p>seldom</p> <p>rarely</p> <p>never</p> <p>Other examples</p> <p><i>almost always almost never</i></p> <p><i>quite often quite seldom</i></p> <p><i>hardly ever</i></p>
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Conversation page 62

This activity provides models for talking about schedules.

❶ Introduce the activity. Ask students questions about individual frames in the story. Tell students it's okay to guess. T: *Now turn to page 62. Look at the illustrations. Where are the Kate and Dave? [at the Rock/at a cafe] Do they know each other? [yes] What is Dave's job? [cafe owner]*

❷ Set up the situation before playing the audio. T: *Kate is talking to Dave at the Rock Cafe. Kate is taking a break, but Dave is working. Listen as they talk about their schedules.*

❸  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Play the audio twice. Ask the students to close their books as they listen a second time.*

❹  Play or read the Conversation questions in Step 2. Have students listen to the questions and circle the answers. T: *Now we're going to listen to questions about the conversation. Listen carefully and circle the correct answers.*

Question 1: *When does Dave work?*

Question 2: *What time does Dave get up?*

Question 3: *What does Kate think about Dave?*

❺ Go over the answers with the class. T: *(Name), what did you circle for number one? You can also have students compare answers in pairs before you go over them.*

Answers

1. (c) every day (In Frame 1, Dave says, "I work every day.")
2. (a) around 5 o'clock (In Frame 3, Dave says, "I always get up around five.")
3. (a) Dave works too much. (In Frame 6, after hearing about Dave's schedule, Kate says "Dave, that's crazy!")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *What does Dave think about Kate's schedule? Is Kate happy with her schedule? Is Dave?*

❻ Put the students into pairs. T: *Work with your partner and practice the conversation. After you read it once, switch characters and read it again.*

Practice Point

As students practice, have them use intonation to show the characters' emotional reactions.

- Kate: use intonation to show sympathy (Every day? No days off?) and surprise (That's crazy!).
- Dave: use intonation to show pride (No way. / Oh, yeah./ I know.).

❼ After students have practiced the conversation at least 2 times, have them repeat the conversation again, replacing the words in red. T: *Now practice the conversation again. Replace the words in red. Hold up your book and point to the words.*

❽ Walk around the classroom, helping students as necessary.


Culture Notes

- It's common in American culture to make polite small talk with waiters and waitresses. If you don't, people might think you're unfriendly.
- Kate misunderstands Dave's sentence, "I get here at six in the morning." (Frame 2) He then repeats the information, putting special stress on what Kate misunderstood. "No, I get up at five...I get here at six." (Frame 3)
- Kate says, "Dave, that's crazy!" (Frame 6) She doesn't mean that "Dave is crazy." She means that his schedule is "crazy." She is sympathizing with Dave. She thinks he works too hard.

How English Works page 63

This section focuses on frequency adverbs and statements and questions about time.

Checking students knowledge

- ① Have students work individually or in pairs to fill in the blanks.
- ②  Play the audio. Have students check their answers.
- ③ Ask if there are any questions.

Explaining the Grammar Points

Grammar Point 1: Frequency adverbs

- ④ Say the example. T: *I never get up that early.*
T: *Can you find this statement in the Conversation? (Frame 3)*
- ⑤ Write on the board: I usually get up at 8:00. I sometimes sleep late. Underline usu-ally and sometimes.
T: *We use words like these — frequency adverbs — to show how often we do something. (Point to or circle the verb.) We use them with simple present.*
- ⑥ Read the rest of the Rule. Give extra examples if necessary.
- ⑦ Go through More about it: longer frequency adverbs. Explain that one-word adverbs come before the verb but longer ones come after the verb.

Grammar Point 2: Statements about time

- ⑧ Say the example T: *I get here at six in the morning.*
T: *Can you find this statement in the Conversation? (Frame 2)*
Can you find other statements like this? (Frame 3: I get here at six.)
- ⑨ Write on the board: I get here at six in the morning. Underline at six.
T: *We use different prepositions to talk about time. Read the Rule and More about it.*

- ⑩ Ask if the students have any questions about using prepositions with time phrases.

Grammar Point 3: Questions about time

- ⑪ Say the example. T: *When do you go home?* Ask: *Can you find this sentence in the Conversation? (Frame 4)*
- ⑫ Write on the board: When do you go home? Underline: when. Change the verb and elicit different answers. Demonstrate both long answers (I go home at 5) and short answers (at 5).
- ⑬ Introduce questions about frequency.

T: *Do you ever...? How often do you...?*

Demonstrate with personal questions and responses.

- ⑭ Ask if there are any questions.

Using the grammar

- ⑮ Ask students some questions about how they spend their time.
 - T: *Do you ever... (play video games, study until midnight)? How often do you... (exercise, watch movies)? When do you... (get up on weekends, eat dinner)?*

Grammar Guide

Grammar Point 1: “Rarely,” “seldom,” “never,” and “hardly ever” already have a negative meaning. We don’t use these adverbs with a negative verb. Multi-word frequency adverbs go after the verb. Common adverbs of this type are: *once/twice a week, every day (week)*.

Grammar Point 2: Time prepositions can confuse students. Teach these basic uses first:

At: for specific points of time (at sundown, at 3:00) (“at night” is an exception)

In: for periods of time (in the afternoon, in June, in 2001)

On: for days and dates (on Tuesday, on Tuesday the 23rd) and for short periods of time (on the weekend, on my summer vacation)

Grammar Point 3: To ask about a specific point in time, use “When” or “What time” (When do you eat dinner?). To ask about frequency, use “Do you ever” (if you don’t know whether the person does the activity or not) or “How often do you” (if you know the person does the activity).

Answers

1. He always drives to work.
2. You’re busy all the time.
3. I visit my grandparents once a year.
4. Kate starts work at eight.
5. Dave takes a vacation in May.
6. Sam works on Monday.
7. John goes to Hawaii every year.
8. I sleep until seven.
9. What time do you get up?
10. Do you ever go swimming?
11. How often do you go skiing?
12. At six.

Situations page 64

This activity provides functional language for talking about schedules.

- 1 Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, what are the men doing? [jogging/running] In Frame 2, what are they drinking? [coffee/tea] Where are the women in Frame 3? [at a dog show] Where are the people in Frame 4? [at work/in an office] In Frame 5, where are they? [in a teacher's lounge]*
- 2 Put students into pairs and have them fill in the missing parts of the conversations.
- 3 Allow some time for students to fill in all the blanks and then ask if there are any questions.
- 4 Have the students practice the conversations together orally. T: *Now, practice Conversations 1- 5 with your partner.*

Everyday Expressions

Write these expressions on the board.

Students who finish early can say the conversations again with these expressions:


Frame 1: Do you always jog in the morning? = Do you always go jogging in the morning?
This is my first day. = This is the first day I've done it.

Frame 2: How about a movie? = Would you like to go to a movie?

Frame 3: How about you? = How often do you come to these shows?

Frame 4: I always stay until eight. = I never go home until eight.

Frame 5: He's a perfect student. = He's an ideal student.

- 5 Have students switch roles. T: *Now switch roles. A, you're B. B, you're A.*
- 6  Play the audio to provide a spoken model of the conversations. T: *Now check your answers.*
- 7 After students have corrected their conversations, have them cover the words and try to have the same conversations again. T: *Now, cover all the words. (You can demonstrate with your book.) Say the conversations again.*
- 8 Have students make their own dialogue.

T: *Now look at number 6. Talk with your partner about his or her schedule. Ask about an activity and how often your partner does it.*

- 9 Ask the students questions about their conversations. T: *(Name), would you please tell us about your partner's schedule?*

Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: *You and a friend are going on vacation. Decide a place. Discuss your vacation schedule.*

Situation 2: *You visit your doctor. You have too much stress. Your doctor says you need to change your schedule.*

Students can write out the dialogues if they wish. Ask volunteers to stand up and present their dialogues to the class.

Answers

1. A: Hi. Do you always jog in the morning?
B: Yeah. Every day at six a.m. Do you jog every day?
A: No, this is my first day.
2. A: Do you work on weekends?
B: Sometimes I do.
A: What about this weekend?
B: This weekend I have a lot of free time.
A: How about a movie?
3. A: How often do you come to these shows?
B: Once a year. How about you?
A: Fluffy and me? We never miss a show!
4. A: It's 9:45. You're late for work again.
B: Late?
A: You're always late for work!
B: I usually get here at ten, but I always stay until eight. (arrive)
5. A: How's Jamie doing in your class?
B: Well, he's always late, he never does his homework, and he always (usually) sleeps in class.
A: Really? In my class, he's a perfect student.

Communication page 65

This activity provides a structure for students to talk about their own activities.

① Warm up: Ask, in a conversational way, if, how often, and when students do the things listed on page 65. T: *(Name), do you usually read the paper? When? (Name), do you ever watch TV?* Ask 3-5 students different questions and prompt if necessary to help them answer.

② Introduce the main activity. T: *Okay, Now read the list of activities on page 65. Help the students define unfamiliar words. T: If you don't know a word, ask me or another student.*

③ Go on to Part 2. Have students work on their own to fill out the schedules. T: *Okay, now fill in your schedule. Be sure to use at least 10 different verbs.*

④ Allow about 10 minutes for students to fill out the chart. Circulate around the class and help as needed.

⑤ Put the students into pairs and have them ask each other questions about their schedules. T: *Now we're going to ask our partner about his or her schedule. Look at Step 3. (Hold up your book and point out the ideas.) You can use these ideas, or you can use your own ideas. Check to make sure students understand.*

⑥ Walk around the room, helping as necessary.

⑦ After about 10 minutes, have students stop the activity and ask about their schedules. T: *Who has similar schedules? Why or why not? Elicit both first- and third-person responses. What do you do on Saturdays? What about your partner?*

Bonus

⑧ Introduce the activity. T: *Now we're going to compare activities with a different partner. Find 3 things you both do, and 3 things you never do. (Provide some examples about yourself or use what you know about the students.) Look at your schedules, or think of things you like to do in your free time.*

Optional

You can structure the activity a bit more by giving time frames: Ask the students to identify one thing they both do everyday, one thing they do once or twice a week,

once or twice a month, once or twice a year, and one thing they both never do.

⑨ Walk around the room and help students as needed.

⑩ After a few minutes, ask a few of the pairs to share their results. T: *(Names), what things did you both do? What things do you never do? Find the most unusual activity. T: Which pair shares the most unusual activity?*

Communication expansion

1. Take a class poll: Write 5 or 10 activities from Step 1 on the board. Read the activities aloud and have students raise their hands if: they do the activity every day (always), once or twice a week (often), once or twice a month (sometimes), once or twice a year (seldom), and never.
2. Write the number of each response next to the activity. Then ask if there is something that everybody does and something that nobody does.

Extension Writing Activity

1. Write a few sentences about your typical weekend. (Example: I usually go dancing. I seldom clean my room.)
2. Write a few sentences about your ideal schedule. (Example: I wake up at 10 a.m. and eat pizza for breakfast.)

English Out There page 66

This activity encourages students to talk about leisure time activities.

① Warm up (student books closed): Mime some of the activities illustrated on page 66.

T: *What am I doing?* When a student answers correctly, ask them if they ever do the activity. T: *Yes, that's right, bowling, shopping...*. *Do you ever (bowl, shop...)?* Do this with 3 different activities.

② Introduce the activity. T: *Now look at page 66. Here are some leisure time activities.*

Match the phrases with the pictures. You can also match the items as a class. T: *Let's look at the pictures together. Let's start with the first one on the left. (Make sure everyone is looking at the same picture.) What are the women doing? That's right, they're drinking coffee. (Hold up your book and point to the phrases.) Which phrase matches best? Good, hanging out in coffee shops.*

③ Put students in pairs. T: *Now ask your partner about the activities. Model this with one student. (Name), do you ever read science fiction novels?* When the student answers, ask him or her to ask you the same question: *Now ask me.*

④ After a few minutes, have students move on to the next step. T: *What are your favorite free time activities? Write them down. (Explain how to rank them, if necessary. Use examples.)* T: *How often do you do them?*

⑤ Walk around and help students think of activities, if necessary.

⑥ After a few minutes, ask for volunteers to name the activities they chose. T: *(Name), what are your favorite activities? Do you and your partner agree?*

Out There homework

⑦ Read instructions for the homework assignment to the class.

⑧ Give students ideas of how to find auctions online. T: *Page 111 has a list of websites about leisure activities.*

⑨ Explain how the homework will be presented in a later class. T: *Bring your notes to our next class and we'll share them with each other.*

In the Computer Lab

Page 111 lists resources about leisure and attitudes toward leisure from different cultures and different times.

1. Students will go to a page that deals with some aspect of leisure.
2. Students can click on a leisure activity that interests them (pets, martial arts, antiques, or travel, for example), browse pictures of people engaged in leisure activities, or browse the text.

Encourage students to find information on leisure activities they enjoy. They can type the name of their favorite hobby or pastime into a search engine. T: *Type your favorite activity into the search box of a search engine. Can you find pictures of that activity? Can you find a group that does this activity? Can you learn something new about the activity?*

Out There follow up (next class)

If you have assigned the homework:

- ⑩ Put students into groups of 4 students and have them compare notes. Have them find the 5 most popular activities and rank them.
- ⑪ With the class as a whole, take an informal poll to find the most popular activity and the least popular activity.
- ⑫ As a wrap up, ask students if they were surprised by the results.

If you haven't assigned the homework:

1. Have the group work together to think of the 10 activities and then allow a free mingling period where they interview people from other groups.
2. Have the students compare their notes in groups.

English in the Real World

Here are some ways of using the ideas in this unit outside of class:

With another student or a native speaker

Tell each other about your favorite hobby. Say why you like it and how often you do it. Take it further

Find a hobby club or group and ask where and how often they meet.