

I get up at six o'clock

1 138 Listen to the dialogue on page 58 and read Jacob's sentences aloud. Practice the sentences in pairs.

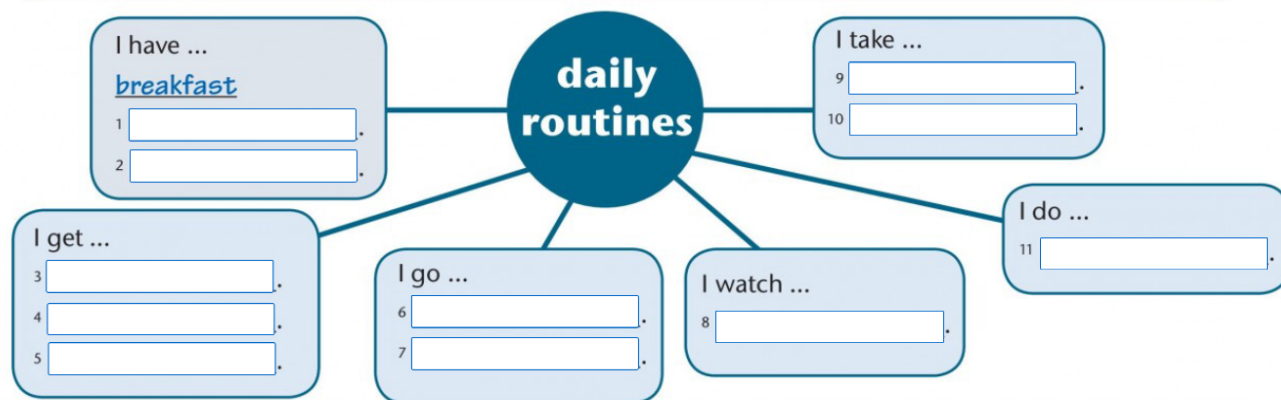
2 Check (✓) the days the dance teacher comes to the studio.

Monday	<input type="checkbox"/>	Friday	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	Saturday	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	Sunday	<input type="checkbox"/>
Thursday	<input type="checkbox"/>		

Vocabulary check: Daily routines p.60

3 Complete the mind map with the words in the box to make expressions about daily routines.

dressed up breakfast a shower home lunch dinner to school to bed my homework TV the bus



Grammar: Simple present p.61

Affirmative

4 Choose the correct alternatives.

I get up / gets up at 7 a.m.

- We live / lives in a big house.
- He listen / listens to music on his cell phone.
- You goes / go to work at 8 a.m.
- The movie starts / start at 8 p.m.
- My grandparents play / plays video games!
- My mom sing / sings in the shower. She's awful!

5 Complete the sentences with the correct form of the verbs in the box.

play read sleep use visit

I use the computer in the evenings.

- Patrick books on Saturday mornings.
- We our grandma every Sunday.
- You and Gerald video games in the afternoon.
- At night, our dog in the kitchen.

Spelling variations

6 Look at the three verbs. Check (✓) the verb that has a different spelling rule in the third person singular.

play	<input type="checkbox"/>	enjoy	<input type="checkbox"/>	study	<input checked="" type="checkbox"/>
1 live	<input type="checkbox"/>	do	<input type="checkbox"/>	eat	<input type="checkbox"/>
2 clean	<input type="checkbox"/>	listen	<input type="checkbox"/>	have	<input type="checkbox"/>
3 speak	<input type="checkbox"/>	watch	<input type="checkbox"/>	wash	<input type="checkbox"/>
4 finish	<input type="checkbox"/>	start	<input type="checkbox"/>	like	<input type="checkbox"/>
5 read	<input type="checkbox"/>	walk	<input type="checkbox"/>	kiss	<input type="checkbox"/>
6 fly	<input type="checkbox"/>	practice	<input type="checkbox"/>	cry	<input type="checkbox"/>
7 go	<input type="checkbox"/>	get	<input type="checkbox"/>	do	<input type="checkbox"/>

Asking for and making suggestions

- 1 066 **Watch, listen, or read** Match the pictures with the conversations.



- 2 066 **Listen again and complete the dialogues with the expressions in the box.**

play *Super Mario* go to the movies watch TV
have a snack do our homework

- 1
Arianna I'm bored. What do you want to do?
Dominic Let's play *Super Mario*.
Arianna OK, great. I love that game.
- 2
Arianna What do you want to do?
Dominic Let's 1 .
Arianna Oh ... OK, but do you want to
2 first?
Dominic OK, that's a good idea. I'm hungry!
- 3
Arianna I'm bored. What do you want to do?
Dominic Let's 3 .
Arianna There aren't any good shows on TV. Let's
4 instead.
Dominic Cool. I want to see the new Star Wars movie.

- 3 067 **Real English** Listen and repeat.



What do you want to do?

Do you want to have a snack first?

No, let's go to the movies instead.

Let's play *Super Mario*.

OK, cool! / OK, great!

OK, that's a good idea!

No, I'm sorry, but I'm busy.

Sorry, I'm tired / I have homework.



Speaking strategy

Saying *no* politely

It's important to say *no* to a suggestion or idea politely. First, say why you don't want to do something, and then suggest an alternative plan.

Let's go to the park.

Hmm ... it's very cold today.
Let's play video games instead.



- 4 068 Listen and complete the sentences with the phrases in the box. Then listen again—do the people say *yes* or *no* to the idea? Choose the correct answers.

have some ice cream clean up ~~do some homework~~ meet up

It's Monday tomorrow. Do you want to do some homework? yes / **no**

1 I'm hungry. Let's . yes / no

2 It's a mess in here. Do you want to help me ? yes / no

3 I'm bored. Do you want to ? yes / no

Beat the clock

In two minutes, think of ideas of things to do. Use the verbs in the word map to help you.

go

watch

play

listen

- 5 **Pairwork** Look at the *Real English* phrases in exercise 3 and your answers from *Beat the clock*. Write two dialogues similar to exercise 2.

- 6 Practice your dialogues from exercise 5 with your partner.

Link it!

Pairwork One person is Student A. One person is Student B.

Student A: Say you're bored. Say what you want to do.

Student B: You aren't happy with the idea. Say no, and say why.

Student A: Say OK and give another idea.

Student B: You aren't happy with this idea. Say no, and say why.

Repeat. How long can you continue the conversation?

Link to life Sometimes people make suggestions that you don't like. When is it better to be honest and suggest something different? When is it better to agree to do what the other person wants?

