

Unit Overview

Topic: Talking on the phone

In this unit students focus on talking about present events and actions. In the Conversation, students listen as Chris and Luis talk on the phone. They learn the rules for using present continuous and “have” in How English Works. Students practice telephone conversations in various Situations. In the Communication section, students describe pictures. In English Out There, students match photographs with captions and talk about their own photographs.

Audio CD-2:

Vocabulary Preview	CD 2 track 11	Conversation questions (1-3)	CD 2 track 13
Conversation	CD 2 track 12	How English Works (1-12)	CD 2 track 14
		Situations (1-5)	CD 2 track 15

Warm Up (books closed)

This activity will help the students activate language for talking about present events and actions.

1. Greet students and introduce the warm up. T: *Hello, class. Today we're going to talk about things that people are doing right now.*
2. Bring in some pictures that illustrate the vocabulary preview. (someone watching a movie, having a cup of coffee, going to a party, etc.). Show the students a picture. T: *What's she doing?* Don't worry if the students can't answer in complete sentences. T: *Right, she's watching a movie.*

Optional

Give a picture to a student. Prompt the student to ask the person next to him or her what's happening in the picture. T: *(Name), can you ask (name) about the picture? You can model the question.* T: *What's he/she doing?*

Unit Goals & Vocabulary Preview page 77

- 1 Read over the Unit Goals with the students.

Vocabulary Preview: word stress and other examples

<p>Events</p> <p>watching a movie</p> <p>going to a concert</p> <p>watching a basketball game</p> <p>seeing a play</p> <p>going to a party</p> <p>watching television</p> <p>taking a trip</p> <p>going out</p> <p>Other examples</p> <p><i>playing baseball</i></p> <p><i>going dancing</i></p> <p><i>spending time with friends/family</i></p> <p><i>going on a date</i></p>	<p>Expressions with “have”</p> <p>Have a conversation</p> <p>have a cup of coffee</p> <p>have a drink</p> <p>have a good day</p> <p>have a good time</p> <p>have a meeting</p> <p>Other examples</p> <p><i>have a party</i></p> <p><i>have fun, have a nice day</i></p> <p><i>have a baby</i></p>	<p>Asking about activities</p> <p>What's up?</p> <p>What are you doing?</p> <p>What's going on?</p> <p>What are you up to?</p> <p>Other examples</p> <p><i>What's happening? (slang)</i></p> <p>Responding</p> <p>Nothing.</p> <p>Not much.</p> <p>Just (watching TV).</p> <p>I'm (watching TV).</p> <p>Other examples</p> <p><i>The same old stuff.</i></p> <p><i>Nothing new.</i></p> <p><i>Not a lot.</i></p>
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Conversation page 78


This activity provides model language for having a phone conversation.


❶ Introduce the activity by asking students about individual frames in the story.

Encourage the students to guess, even if they are not sure. T: *Now turn to page 78.*

Look at the illustrations. What are Chris and Luis doing? [talking on the phone/having a phone conversation] Look at Frame 4. Where is Luis? [at home] Look at Frame 5. Where is Chris? [at the Rock/at a cafe]

❷ Set up the situation before playing the audio. T: *Chris calls Luis to find out what he's doing. Let's listen.*

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 so that the students become familiar with the conversation. Ask the students to close their books as they listen a second time.*

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

Question 1: *What is Luis doing now?*

Question 2: *Where is Chris now?*

Question 3: *Who is Chris with?*

❺ Ask students to share their answers. T: *(Name), what did you circle for number one?*

Answers

1. (b) taking a break (In Frame 3, Luis says, "Right now, I'm taking a break.")
2. (c) at The Rock (In Frame 5, Chris says, "I'm at The Rock right now.")
3. (c) Kate (In Frame 5, Chris says, "I'm having a snack with Kate.")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *Do you think Luis and Chris are friends? Why or why not? Do you think Luis and Kate know each other? What will Luis do next?*

❻ Put the students into pairs. T: *Say the conversation together. Then switch characters and say it again.*

Practice Point

Have students try to re-create a realistic phone conversation.

- Sit back to back with your partner. Pretend you are talking on the telephone.
- Try using colloquial speech patterns: What's up? (wat-sup)/Not much (na-much)/What are you doing? (wha-dar-yu-doin)/taking a break (ta-ki-na-break)/having a snack (ha-vi-na-snack)/Can I join you? (ku-ni-joi-nyu)/Come on down. (ku-man-down)

❼ Have students practice again using the substitution words at the bottom of the page.

❽ Walk around the classroom, helping students as necessary.

❾ Have a few pairs perform the dialogue from memory for the class.


Culture Notes

- Luis answers the phone with "Hello." (Frame 1). This is the most common way to answer a home phone.
- Chris asks, "What are you doing?" (Frame 3). We often ask, "What are you doing?" to find out if the person is busy or not. Then we may invite them to do something.
- It is considered okay to "invite yourself" to join a group of friends ("Can I join you?"), but it's usually not okay to ask to join a couple.

How English Works page 79

This section deals with the present continuous.

Checking students knowledge

- 1 Put students in pairs or have them work alone to fill in the blanks.
- 2  Play the audio so that students can check their answers.
- 3 Answer any questions.

Explaining the Grammar Points

Grammar Point 1: Statements

- 4 Say the example. T: *I'm taking a break.*

T: *Can you find this statement in the Conversation?* (Frame 3)

Can you find other statements like this?

(Frame 5: I'm having a snack with Kate.)

- 5 Write on the board: Dave is cooking dinner now. Underline is cooking. T: *To make the present continuous tense we take "is" or "are" + the verb + -ing.*

- 6 Read through the rest of the Rule, giving the class more examples if necessary.

- 7 Introduce the information in the More about it: present continuous vs. simple present. Check to see if there are any questions.

Grammar Point 2: Questions

- 8 Say the example. T: *What are you doing?*

Ask: *Can you find this question in the Conversation?* (Frames 3,5)

- 9 Below the sentence you wrote on the board for Grammar point 1, write: Is Dave cooking dinner now? T: *How do we form questions with the present continuous?* (switch the subject and "is" or "are")

Underline is...cooking and show the difference between statements and questions.

- 10 Go through the rest of the Rule and

More about it: short answers.

Grammar Point 3: Using "have"

- 11 Say the example. T: *I'm having a snack with Kate.*

T: *Can you find this sentence in the*

Conversation? (Frame 5)

Can you find other sentences like this?

(Frame 3: I'm taking a break.)

- 12 Introduce the uses of "have."

Write on the board: Emi has a lot of friends.

Underline has. T: *We use "have" or "has" to talk about possessions.*

- 13 Read through the rest of the Rule and More about it: expressions with have.

Using the grammar

- 14 Ask questions about what people are doing:
 - Mime some activities and ask about yourself. T: *What am I doing?* (swimming, having a cup of coffee, sleeping, etc.)
 - Ask students what they're doing. T: *What are you doing right now?* (listening, holding a pen, sitting, etc.)
 - Use pictures to ask about different activities. T: *What is this person doing?*

Grammar Guide

Grammar Point 1: Present continuous is used for events happening right now, for temporary situations.

Grammar Point 2: Since "What are you doing?" is introduced in this unit, you can teach the formation of wh- questions here. Or, you can wait until unit 12 to introduce wh- questions with the present continuous.

Grammar Point 3: When we use "have" with possessions or attributes, we always use the simple present to indicate permanence (She has nice eyes). When we use "have" to talk about activities, though, we can use the simple present (if we do the activity regularly) (I have classes on Mondays) or present continuous (if we're doing the activity now or in the immediate future). (We're having a party. Come on over.)

Refer the students to Grammar Tables 13, 14, and 15 on page 117 in the Student Book

Answers

1. Dave is cooking dinner.
2. Ana and Sam aren't having dinner.
3. Luis is watching TV now.
4. He goes to work every day.
5. Is Luis watching TV?
6. Are Ana and Chris having a meeting now?
7. Yes, he is.
8. No, they aren't.
9. He has three brothers.
10. Emi is having a cup of coffee.
11. Let's have a drink.
12. Have a nice day!

Situations page 80

These situations provide models for phone conversations.

- 1 Preview the situations by asking questions about each frame. It is not important for students to answer every question; the goal is to get them thinking about the situations. T: *Let's look at the illustrations. In Frame 1, what is broken? [the copier/the copy machine] In Frame 2, where is the man calling from? [home] Where is the woman? [at work/in her office] In Frame 3, who is having a conversation? [two teenagers/two girls] In Frame 4, what is the woman doing? [driving] In Frame 5, what is the man on the couch doing? [sleeping]*
- 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. If students are comfortable with the dialogues, they can practice again with the substitutions.

Frame 1: My copy machine is smoking. = My copy machine has smoke coming out of it.
Don't worry about it. = I wouldn't worry about it.


Frame 2: I'm busy right now. = I can't talk right now.

Frame 3: Cool. = Great.

Frame 4: honey = sweetheart

I'll order pizza. = I'll have pizza delivered.

Frame 5: Can I talk to him? = Can I speak with him?

- 5 Have students switch roles and read the conversations again. 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 we'll listen to the conversations. Listen and check your answers.*
- 7 Now have students repeat the conversa-

tions without looking at the words.

- 8 After students have practiced all 5 conversations, have them talk to their partners about their conversations. T: *Now look at number 6. Pretend it's nine o'clock at night. Call your partner and find out what he or she is doing.*
- 9 Ask for volunteers to talk about their conversation. T: *Who would like to tell the class what their partner is doing?*

Extension for Frame 6

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

Situation 1: *It's 7:30 a.m. on Monday. Call a friend and ask what he or she is doing.*

Situation 2: *It's 3 o'clock on Sunday afternoon. Call a friend and ask what he or she is doing.*

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

Answers

1. A: Tech support.
B: I need help. My copy machine is smoking.
A: That's not serious. Don't worry about it.
2. A: I'm busy right now. I'm talking to my boss.
B: Do you have some time this afternoon? It's important.
A: Sure. I have some time after 3 o'clock. Let's talk then.
3. A: Margo, it's me. Are you getting ready?
B: Yeah.
A: What are you wearing?
B: I'm wearing my green Steelica t-shirt.
A: Cool. Me, too.
4. A: Are you making dinner? (cooking)
B: No, I'm watching TV.
A: But, honey, the Johnsons are coming at 6:30.
B: Don't worry. I'll order pizza.
5. A: Is your dad at home?
B: Yeah.
A: Can I talk to him? (speak)
B: No.
A: Why not?
B: He's taking a nap.

Communication page 81

In this activity, students play a “find the differences” game.

① Warm up: Mime several of the activities in the pictures on pages 81 and 112, such as talking on the phone, drinking coffee, playing a guitar, reading a newspaper. Ask students questions. T: *I'm in a coffee shop now. What am I doing?* Write the vocabulary words on the board, using the present continuous (-ing) form.

② Put the students in pairs, have them decide who is partner A and who is partner B. T: *Who is partner A? Raise your hands. Look at page 81. Partner B, turn to page 112. Introduce the main activity. Look at your picture. What's happening?*

③ Allow students a few minutes to look at the picture. You can walk around the room, making sure that students sit facing each other (rather than side by side), holding their books so that their picture can't be seen by their partner.

④ Have students find at least 10 differences between the two pictures. T: *Ask questions to find at least 10 differences. You can read through the questions, completing each one with a few possibilities, to give the class some ideas. T: Is the man playing a musical instrument? Is the man playing a guitar? Is the man playing a violin? etc. Students can also think of their own questions.*

⑤ Walk around the room, helping as necessary. Remind students to circle the differences on their picture as they find them.

⑥ After students have circled the differences in their books, have pairs of “A” students and “B” students work together. Ask them to say the differences they found. T: *Now A, find another “A” person. B, find another “B” person. Can you say the differences?*

⑦ To wrap up, compile a list of all of the differences on the board.

Communication expansion

1. Put students in groups of 7-10.
2. Have each student think of 2 actions (hitting a golf ball, reading a book, etc.) and write it on a slip of paper.
3. Have everyone put their slips of paper face down on the table. Each student will choose 1 piece of paper and act out the action.
4. The other students should guess the action. The student who guesses correctly should go next.
5. Ask each group to pick someone to act out their favorite actions for the class. The rest of the class should try to guess the actions.

Bonus

- ⑧ Put the students into pairs and introduce the activity. T: *Now we're going to guess our partner's actions.*
- ⑨ Read through the list of actions to make sure that everyone is familiar with the vocabulary.
- ⑩ Explain the activity. T: *Now choose an action and act it out. (You can demonstrate 1 activity as an example.) T: Your partner will guess what the action is.*
- ⑪ Walk around the room as students perform the actions, offering help as needed.
- ⑫ Ask for several volunteers to share their own idea with the class. T: *Would anyone like to show us their actions? Have the class guess the actions.*

Extension Writing Activity

1. Pretend you are: on the moon, in the desert, or in the middle of the ocean. Write a few sentences about what you are doing.
2. Write 3 or 4 sentences about what is happening in the news right now.

English Out There page 82

This activity encourages students to talk about actions they notice in pictures and in real locations.

- ① Warm up: Bring some pictures of your own, or photos from a magazine or book, and ask students what is happening in each picture as you hold it up. T: *What is happening in this picture? What is this man doing? Why? Where is he?*
- ② Introduce the activity. T: *Now look at the pictures at the top of page 82. Match the captions with the pictures.*
- ③ Read through the captions to make sure students understand them, or allow students to work in pairs.
- ④ After students have completed the first part of the activity, go through the answers with the class. Ask for volunteers. T: *(Name), which caption did you choose for picture 1?*
- ⑤ Go on to Step 2. T: *Do you like to take pictures? (Have students raise their hands.) Who has a picture to show the class? Have the student show his or her picture and describe it. T: If you don't have a picture, draw one.*
- ⑥ Allow students a few minutes to draw a quick sketch. Students with photographs can write a sentence about them while other students are drawing.
- ⑦ Ask students questions about their pictures. Students can read their sentences or describe their pictures.

Out There homework

- ⑧ Read instructions for the homework assignment. T: *Look at the bottom of page 82. Read the homework instructions.*
- ⑨ Give students ideas of how to find stories online. T: *Page 111 has a list of web cams to help you. You can use the sites listed or find your own.*
- ⑩ Explain how the homework will be presented in a later class. T: *Remember, write down all of the actions you see so we can discuss them.*

In the Computer Lab

Page 111 lists web cam sites that focus on places around the world.

1. Students can click on the name of a place or on the map or globe icon, or type in the name of a place in the search box.
2. Students will be taken to a page of links or pictures. Have them browse to choose the name of a place or the picture of an interesting-looking place. When they click on the link or picture, they will be taken to a web cam that shows that place.

Encourage students to revisit the same web cam over several days, at different times of day, if possible. T: *If you can, write down this link and visit it again. Try to visit it at different times and on different days. What changes each time? What is this place like at night? Is it crowded or empty? What is it like early in the morning?*

Out There follow up (next class)

If you have assigned the homework:

- ⑪ Have students bring their notes to class. Put the students in small groups and have the students make a list of all the actions they saw.
- ⑫ Have the groups write the actions on the board. Cross out all duplicate actions and count the class total.

Optional

Have students write descriptions of the actions they noticed and collect them.

If you haven't assigned the homework:

- Send students out of the classroom during break (if possible) to observe others' actions. Then proceed with Step 2 above.

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

Call up another student from class and find out what he or she is doing.

Take it further

Find a chat room and talk to people. Ask them what they are doing.