

Unit Overview

Topic: Talking about dates

In this unit students focus on talking about times, dates, and places for travel. In the Conversation, students listen as Chris makes a hotel reservation. Students learn the rules for talking about dates and using "be" and "have" in How English Works and speak about dates in different Situations. The Communication section allows students to ask each other about important events in their lives. In English Out There, students discuss popular places to visit.

Audio CD-1:

Vocabulary Preview	CD track 26	Conversation questions (1-3)	CD track 28
Conversation	CD track 27	How English Works (1-10)	CD track 29
		Situations (1-5)	CD track 30

Warm Up (books closed)

This activity will help students think about recent trips and dates.


1. Greet students and introduce the warm up. T: *Hello, class. Today we're going to talk about trips.*
2. Survey the class to find out about the trips they have taken. T: *Who took a trip last year? Raise your hand. Ask individual students: Where did you go? Write the names of the places on the board.*
3. Ask for the dates: *When did you go? Write the dates (example: October 11th - 12th) on the board.*
4. If possible, ask one or two simple questions about each place: *What's it like there? Who did you go with? Did you have fun?*

Unit Goals & Vocabulary Preview page 43

- 1 Read over the Unit Goals with the students.
- 2 Introduce the vocabulary. T: *In this unit, we're going to talk about travel plans. Let's look at some words and expressions we use when we talk about travel plans.*

Vocabulary Preview: word stress and other examples

Days of the week		Hotels	Numbers (for Dates)	Other examples
Sunday	Thursday	reservation	one/first	<i>eleven/eleventh</i>
Monday	Friday	check in	two/second	<i>twelve/twelfth</i>
Tuesday	Saturday	check out	three/third	<i>thirteen/thirteenth</i>
Wednesday		view	four/fourth	
Important events		room	five/fifth	
trip	Other examples	location	six/sixth	
anniversary	<i>party</i>		seven/seventh	
birthday	<i>date</i>	Other examples	eight/eighth	
holiday	<i>memorial service</i>	<i>room service</i>	nine/ninth	
vacation	<i>concert</i>	<i>maid</i>	ten/tenth	
presentation		<i>bell person</i>		
test		<i>front desk</i>		


- 3  Read the words or play the audio. T: *Let's look at the days of the week.*
- 4 You can use a calendar to show the days.
- 5 Have students repeat the days. Emphasize the word stress. T: *Repeat the words: Sunday, Monday, etc.*
- 6 Repeat Steps 3 through 5 for **Important events, Hotels, and Numbers**. For these categories, elicit additional words for each category. T: *Can anyone think of other (important events or hotel words). Write some other numbers on the board (up to 31) and ask the students how to say the date (example: the 31st).*
- 7 Have the students work with a partner to think of other words. Allow 1 minute. Then have the pairs share their new items with the class.


Conversation page 44

This conversation provides models for talking about dates and travel.

❶ Introduce the activity. Ask students the following questions about the story. T: *Now turn to page 44. Look at the pictures. Where is this conversation taking place? [a travel agency] How many people are talking? [2] Look at Frame 3. Who are these people? [Kate and Chris/a travel agent and a customer] In Frame 4, what are they looking at? [a computer screen/a hotel] Look at Frame 5: who works in this place? [Kate/the woman/the travel agent]*

❷ Set up the situation before playing the audio. T: *Kate works at a travel agency. Chris has come to her agency to make a hotel reservation. Now, 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 to the questions 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: *Where does the conversation take place?*

Question 2: *What does Chris want?*

Question 3: *Which hotel does Chris choose?*

❺ Elicit answers from students. T: *(Name), what did you circle for number 1? You can also have students compare answers in pairs, vote on the correct answer as a class, or compare with a partner and then vote.*

Answers

- (c) at a travel agency (We know this because it's Kate's job to help Chris make a hotel reservation.)
- (b) a hotel reservation (In Frame 1, Chris says, "I need a hotel reservation.")
- (a) the Northgate (In Frame 5, Kate says, "Here's one. The Northgate," and Chris says "Okay. Sounds good.")

Optional

Ask students a few open-ended questions about the conversation. T: *How do you think Kate feels about her job? Is Chris excited*

about his trip? What kind of trip is Chris going on? How can you tell?

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

While students practice, have them substitute different information.

- Use substitutions. Substitute: the city, the dates, the names of the hotels, descriptions of the hotel (It's convenient OR It's a little inconvenient, It's in an excellent location OR It's not in such a great location, It has large rooms OR It has kind of small rooms, It's very reasonable OR It's a little expensive OR It's very expensive).

❼ After the students have practiced the conversation at least 2 times, have them replace the words in red. T: *Now say the conversation again. Replace the words in red with the replacement words at the bottom of the page.*

❽ Walk around the classroom, helping students as necessary.

❾ Have students practice a third time, but replace the red phrases with an answer of their own. T: *Now practice the conversation and try to replace the words in red with your own ideas.*

❿ Have some pairs of students say the conversation from memory. The words do not have to be exact, but the meaning should be the same.


Culture Notes

- We often try to refuse suggestions in a polite way. *I don't think so* (Frame 4) is an example of a polite refusal.
- Kate says, "Can I help you?" (Frame 1). This is a common way for a salesperson or service representative to start a conversation.
- Kate asks, "What city?" (Frame 2). Chris answers, "New York. Manhattan." (Frame 2). Manhattan is part of New York. In large cities, we often talk about the city and the district.

How English Works page 45

This section focuses on days and dates.

Checking students knowledge

- 1 Have students read the examples and the rules and fill in the blanks.
- 2  Play the audio so students can check their answers.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Times

- 4 Say the example. T: *When is your trip?*
Next week.
Can you find an exchange like this in the Conversation? (Frame 3: Okay, when? Next week.)
- 5 Write on the board:
My birthday is next week.
Ask: *When's my birthday?* Underline: next week. Say the rule: *We use "next" plus a time to show a future time.*
- 6 Add your own personal examples (*birthdays, trips, vacations, etc.*).
- 7 Go through the rest of the Rule and More about it: "in" + times.

Grammar Point 2: Dates

- 8 Say the example: *When is your flight? The 7th.* Point to "the 7th". Ask: *Can you find any dates like this in the Conversation? (Frame 3: The 7th, 8th, and 9th.)*
- 9 Write on the board:
Today is (day: Monday, Tuesday...), the (date: 1st ...31st). For example, Today is Monday, April 25th.
Underline the ordinal number (1st, 2nd, etc.)
Say the rule: *This is an ordinal number. We use them for counting.*
- 10 Read through the rest of the Rule. Ask students for their birthdays. Remind them to use ordinal numbers. Ask them for other dates, such as holidays.
- 11 Review the days and months in More about it: days and months.

Grammar Point 3: Adjectives and nouns

- 12 Say the example: *It has large bedrooms, nice views. It's a little expensive, but very nice.*
Ask: *Where do you hear this in the Conversation? (Frame 4.)*
- 13 Write on the board:
It has large bedrooms. It has nice views. It's

a little expensive. It's very nice.

Ask: *What are the verbs in these sentences?*

Underline: 's and has. Say the rule: *We use "is" (or "are") with adjectives. We use "has" (or "have") with nouns.*

- 14 Read the rest of the Rule. Add examples, using information about your classroom. (The walls are ... The classroom has ...)
- 15 Go through More about it: "be" for personality and "have/has" for features. Give more examples.

Using the grammar

- 16 Ask students some questions about themselves.
 - dates: T: *When is (your birthday)? What day is (your favorite holiday)?*
 - people: T: *What is (name) like? (He/she has brown eyes/short, black hair. / He/she is very nice/interesting/serious.)*

Grammar Guide

Grammar Point 1: We use different prepositions with different time units. We use *in* to describe the amount of time between this moment (now) and when something will happen. Example: *This class ends in 30 minutes.* We use *next* to point to a future "block" or sequence of time (week, month, year, etc.). Example: *She arrives next week.*

Grammar Point 2: We can say exact dates with the name of the month and an ordinal number. May 17th). We can also say dates with *the+number*. Example: *I'll see you next week on the 17th.*

Grammar Point 3: To describe people and things, we use "be" with adjectives and "have" with nouns. (The view is beautiful./ The hotel has a pool.)

Answers

1. Let's go to New York next week.
2. Chris will be in Tokyo next month.
3. Our vacation starts in two months.
4. It's May 1st (May first).
5. Monday, April 1st.
6. Wednesday, February 7th.
7. The rooms are small.
8. It doesn't have big rooms.
9. They're serious.
10. She has long hair.

Situations page 46

This activity focuses on days and dates.

① Have students warm up by asking them a few questions about the illustrations. T: *Let's look at the illustrations. In Frame 1, where are they? [at an office] In Frame 2, what is the relationship between the two people? [two co-workers/boss and assistant] Where are the people in Frame 3? [a travel agency] In Frame 4, why is the girl dressed up? [it's Halloween] Look at Frame 5. Is this a casual or a formal conversation? [casual]*

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 students say the conversations in pairs. T: *Now, practice Conversations 1 through 5 with your partner.*

⑤ Have students switch roles and read the conversations again. T: *Great. Now switch roles. A, you're B. B, you're A.*

Everyday Expressions

Write these expressions on the board. Students who finish early can say the dialogues again with these substitutions:


Frame 1: What is it? = What's in the envelope?

Frame 2: That's impossible. = There's no way I can do that!

Frame 3: Never! = We're going to stay forever!

Frame 4: What's that? = What are you wearing?

Frame 5: No, what's up? = No, why do you ask?

⑥  Play the audio so students can check their answers. T: *Let's listen to the conversations. Check your answers.*

⑦ Have students cover the words and try to repeat the dialogues. T: *Now, cover all the words. Try to remember the conversations.*

⑧ After students have practiced all 5 conversations, have them make their own conversation. T: *Now look at number 6. Work with a partner and talk about an event.*

⑨ Elicit some of the events students talked about in their pairs. T: *Would anyone like to talk about an event? What is it? When is it?*

Extension for Frame 6

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

Situation 1: *You and a friend discuss your favorite holidays.*

Situation 2: *You and your classmates plan a class trip or outing.*

Students can write out their dialogues if they want extra practice. After students have created their own dialogues, have a few volunteers stand up and present their dialogues to the class.

Answers

1. A: What is it?

B: It's an invitation to Tom and Jennifer's wedding.

A: When is it?

B: It's in two weeks. It's on the 29th.

2. A: Is my flight to Sydney on Tuesday or Wednesday?

B: It's on Tuesday, the 17th.

A: Is my flight back to New York on Friday, the 20th?

B: No, it's on Wednesday, the 18th.

A: That's impossible!

3. A: Can I help you?

B: We need a flight to Tahiti.

A: When?

B: Tomorrow.

A: Okay, tomorrow, February 14th.
Return?

B: Never!

4. A: What's that?

B: This is my Halloween costume.

A: Halloween? When's that?

B: It's today, October 31st.

5. A: Are you busy on Friday?

B: Friday, the 13th? No, what's up?

A: It's my birthday!

B: Oh, lucky you. Let's go out for dinner.

Communication page 47

In this activity, students talk about important dates in their lives.

❶ Warm up: Bring in a large calendar and ask about various events (such as the last day of school, a holiday, test date, etc.). Have students find the dates on the calendar and say them. T: *Can anyone show us when the last day of school is? What is the date? Who wants to point out their birthday?*

❷ Introduce the main activity. T: *Now let's look at the words on page 47. We're going to think of 5 important events in our lives. What are the dates?*

❸ Offer the students an example, and then ask for a volunteer to give 1 more example. T: *I'll give you an example. On August 10th I have a date with a friend. Okay, who can think of another important date?*

❹ Have the students write their 5 important dates in the boxes. Make sure students understand the activity. T: *Does everyone understand what to do?*

❺ Put the students in pairs. T: *Now ask about your partner's dates.*

❻ Choose 2 students to model the example. T: *(Names), would you read the example together? Great, now have a conversation like the one in the example.*

❼ Walk around the room as students ask questions, helping when necessary.

❽ After students have finished, elicit dates and events from the students. Or, walk around the room and notice some of the dates that students wrote. Write 5-8 dates on the board and ask questions to the whole class. T: *What's happening on...?*

Communication expansion

1. Divide the class into groups of about 10 students and have them choose an original category. They'll use this category to put themselves in order.
2. Tell the groups to keep their category a secret and then line up according to the category. [Examples: age, height, hair color, length of commute, etc.]
3. Once the groups have ordered themselves, choose 1 group to go first. Have each group member say, *I'm first. I'm second.* Etc.

4. After each group has presented itself, ask the other groups to guess the category.
5. Encourage students to ask questions about the ranking. (Are you ranked by something we can see? Are you ranked by something to do with your family? Etc.)
6. Allow time for all groups to present their ranking.

Bonus

- ❾ Introduce the activity. T: *Now, you're going to put yourselves in order. Let's look at the categories: birthday, height, how far away you live. Whose birthday is in January? Raise your hand. Great. You're first. If more than 1 student raises their hand, ask them their birthdays and then put them in order. T: Now, whose birthday is in February? Great. You're second. Does everybody understand?*
- ❿ Put the students into groups of at least 5 people and have them start the activity.
- ⓫ Walk around the room as the students put themselves in order. Offer help when needed.
- ⓬ After a few minutes, wrap up the activity with a few questions. T: *(Name), who is the first person in your group for height? How tall is he/she? Was anyone first for more than one category?*

Extension Writing Activity

1. Write a brief timeline of your life including dates. (I was born on... I went to America when I was... I was married...)
2. Write a few sentences about your family, including special dates. (My mother's birthday is... Our family always goes on vacation together in...)

English Out There page 48

Students talk about places they want to visit in this activity.

❶ Warm up: Draw a map of the country you are in on the board. Ask students about areas that tourists would be interested in visiting. T: *What places should I visit in (country)? Oh, where is that? Can you add it to this map?*

❷ Introduce the activity. T: *Now, look at the map on page 48. Here are some popular places to visit in the United States. Find some places you want to visit.*

❸ Allow students to work alone for a minute or 2, then discuss the map as a class. T: *(Name), what's one place you chose? Why?* Or, have students work in pairs. Get them to identify the places and tell why they want to visit it. After a few minutes ask the class questions. T: *Whose partner wants to visit New Orleans? Elicit more information.* T: *Oh, really? Why?*

❹ Put the students in pairs T: *Next, talk to your partner about places to visit in this country. Think of 3 places.*

❺ Walk around and offer students help when needed.

Out There homework

❻ Read instructions for the homework assignment. T: *Look at the bottom of page 48. Read the homework instructions. Find out about a country. You can go to the library, a travel agency, or a website.*

❼ Give students ideas of how to find places online. T: *Page 111 has a list of websites with country guides. You can try one of these sites or you can find one on your own.*

❽ Explain how the homework will be presented in a later class. T: *Bring your map to the next class. We'll tell each other about the countries we chose.*

In the Computer Lab

Page 111 lists tourism resources for countries around the world.

1. Students will find an introductory page about the country they have chosen, or the main page of that country's tourism bureau.

2. If students are taken to the main page of the country's tourism bureau, they may have to re-select the country on a drop-down menu or links menu. T: *If you see a page with many countries on it, choose the country you're interested in.*

3. Students can click on a picture of a place or an event that interests them. Or, they can look for an interesting topic, like "history", "art and culture", or "people", and click to learn more.

Encourage students to click on pictures they're curious about and then guess what the pictures describe before they read the page they're taken to. T: *Try this: click on an interesting picture. Before you read the new page, make a guess about the picture. Where is it? What's happening? Who are the people?*

Out There follow up (next class)

If you have assigned the homework:

- ❾ Have students bring the maps to class and place them on their desks.
- ❿ Ask half of the class to walk around the room and "visit" the countries they see. They should ask questions about the countries as they visit them.
- ⓫ After a few minutes, have the students switch places.
- ⓬ If time permits, ask questions about what the students learned. T: *(Name), what country did you visit? Which country was your favorite? Which country had the best weather?*

If you haven't assigned the homework:

1. Bring several country maps to class. You can find them online, bring maps you own, or draw them.
2. Have students identify interesting places to visit and share with the class.

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

Describe a few places in your country worth visiting.

Take it further

Go to a travel agency and get some information about a country you'd like to visit.