

Unit Overview

Topic: Talking about plans

In this unit students talk about and make plans. In the Conversation, they listen to Ana and Chris talk about their plans to attend Emi's party. Students learn how to talk about the future in How English Works and make plans in different Situations. The Communication section allows students to make predictions about each other. In English Out There, students discuss their plans and goals.

Audio CD-1:

Vocabulary Preview	CD 1 track 36	Conversation questions (1-3)	CD 1 track 38
Conversation	CD 1 track 37	How English Works (1-12)	CD 1 track 39
		Situations (1-5)	CD 1 track 40

Warm Up (books closed)


This activity introduces vocabulary students can use to talk about plans.

1. Greet students and introduce the warm up. T: *Hi, everybody. Today we're going to talk about our future plans.*

2. Ask the students about their weekend plans. It's okay if students just give short or one-word answers. T: *What are you going to do next weekend? (Name), will you go to (a party, the park)? Who will (go dancing, play sports, read a book)?*

Unit Goals & Vocabulary Preview page 55

- 1** Go over the Unit Goals with the students.
- 2** Introduce the vocabulary. T: *Let's look at some words and expressions used when talking about the future.*
- 3** [audio logo] Read the words or play the audio. T: *First, let's look at some types of celebrations and parties.*

4  Provide simple definitions of the types of celebrations if students are not familiar with any of the words. T: *Are there any types of celebrations you don't know?*

5 Have students repeat the words.

Emphasize the stressed syllables. T: *Repeat the words: graduation, **birthday** party, etc.*

6 Elicit additional types of celebrations. T: *Can anyone think of other kinds of parties or celebrations?*

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 **Party activities** and **Common gifts**.

Vocabulary Preview: word stress and other examples

<p>Types of celebrations</p> <p>graduation</p> <p>farewell party</p> <p>birthday party</p> <p>New Year's Eve party</p> <p>costume party</p> <p>Other examples</p> <p>Christmas party</p> <p>Lunar New Year party</p>	<p>Party activities</p> <p>make a toast</p> <p>eat cake</p> <p>talk to people</p> <p>sing</p> <p>give a gift</p> <p>make a speech</p> <p>Other examples</p> <p>meet new people</p> <p>play games</p>	<p>Common gifts</p> <p>flowers</p> <p>candy</p> <p>chocolate</p> <p>a card</p> <p>a gift certificate</p> <p>a fruit basket</p> <p>Other examples</p> <p>a CD</p> <p>scented candles</p>
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Conversation page 56

This conversation provides models for talking about plans.

➊ Introduce the activity. Ask students questions about individual frames in the story. It's okay for students to guess or give one-word answers. T: *Now turn to page 56. Look at the illustrations. Where are Ana and Chris? [at work/ in the office/ near the elevator] Look at Frame 2. What are the 2 buttons behind Chris? [the elevator buttons] Look at Frame 4. Ana is shrugging her shoulder. What does Ana's gesture mean? [sure/ of course I'm thinking about it!]*

➋ Set up the situation before playing the audio. T: *Ana and Chris's friend Emi is leaving the country. Ana and Chris talk about her farewell party. Let's listen.*

➌ 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.*

➍ Play the Conversation questions in Step 2 or read the questions yourself. Have students listen to the questions and circle the answers. T: *Listen to the questions and circle the correct answers.*

Question 1: *What is the conversation about?*

Question 2: *Will Chris go to the party?*

Question 3: *What will Chris bring?*

➎ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

- (a) Emi's farewell party. (In Frame 1, Chris says, "Emi's farewell party?")
- (c) He will go. (In Frame 1, Chris says, "Absolutely. I'll be there.")
- (a) He doesn't know. (In Frame 6, Chris says, "I'll think of something.")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *How do you think Ana feels about Chris and why? How does Chris feel about Ana and why? Why do you think Emi is leaving the company? They're talking about Emi's farewell party. Where do you think Emi is going? What do you think Chris will bring?*

➏ Put the students into pairs. T: *Say the con-*

versation together, then switch characters and say it again.

Practice Point

As students practice, have them change the information:

- Use eye contact and gestures when you speak.
- After you practice 2 or 3 times, close your book. Try to have a similar conversation, using the same information, but change the event.

➐ After the students have practiced the conversation at least 2 times, have them replace the words in red. T: *Now practice the conversation again. Replace the words in red. Hold up your book and show the class the substitution words at the bottom of the page.*

➑ Walk around the classroom, helping students as necessary.

➒ Have the students close their books. Ask several pairs of students to say the conversation from memory.


Culture Notes

- Parties are often held for special events: birthdays, anniversaries, graduations, farewells, promotions, weddings, baby showers, moving into a new place, end of the year, or completion of a project. When the party is held for someone, the guests often bring a card or small gift.
- Ana tells Chris, "Use your imagination." She's telling him to make his own decision. But she also gives a suggestion in the form: "...would be nice."

How English Works page 57

This section focuses on the future.

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: Statements with “will”

- 4 Say the example. T: *I'll be there.*
T: *Can you find this statement in the Conversation? (Frame 1)*
T: *Can you find other statements like this? (Frame 2: It'll be so much fun. Frame 4: I'll bring something. Frame 6: I'll think of something.)*

- 5 Write on the board:

Ana will have fun at the party.

Chris will bring Emi a card.

T: *What's the verb? What tense is this sentence? Underline: will have. Say the rule.*

- 6 Add a few new examples.
- 7 Go through the rest of the Rule and the More about it: yes/no questions and wh-questions.

Grammar Point 2: Future with “going to”

- 8 Say the example. T: *Are you going to bring a present?*

T: *Can you find this question in the Conversation? (Frame 4)*

- 9 Write on the board: The Arnellos are going to decorate the house. I'm going to send some flowers.

T: *What's the verb? What tense is this sentence? Underline: are going to decorate. Say the rule. T: Use “is/are” + “going to” + the simple form of the verb to talk about general plans in the future.*

- 10 Add your own examples. (example: *I'm going to visit Mexico someday.*)
- 11 Go through the rest of the Rule and the More about it.

Grammar Point 3: Future with present continuous

- 12 Say the example. T: *Ana is bringing a present.*

- 13 Write on the board:

I'm leaving for Japan tomorrow.

Maggie and Frankie are visiting friends.

T: *What's the verb? What tense is this sen-*

tence? Underline: is bringing. Say the rule. T: Use the present continuous form — “is/are” + the -ing form of the verb to talk about fixed plans in the future.

- 14 Give some new examples.
- 15 Go through the rest of the Rule and the More about it.

Using the Grammar

- 16 Ask students a few questions about themselves:
 - questions with “will”:
T: *(Name), will you take another English class after this one? (Name), will you...next year?*
 - questions with “going to”:
T: *Who's going to go out of town this weekend? (Name), are you going to...tonight?*
 - questions with present continuous as future:
T: *Are you eating out tonight, (Name)? Who's going to...after class?*

Grammar Guide

Grammar Point 1: When making predictions in the future, you can use “will” plus the simple form of the verb. (ex.: I will be rich.)

Grammar Point 2: When making general plans in the future, you can usually use “is/are” plus “going to” plus the simple form of the verb.

Grammar Point 3: When making fixed plans in the future, we sometimes use present continuous — “is/are” plus the “-ing” form of the verb. This form is often used with transportation verbs like fly, drive, etc.

Refer the students to Grammar Tables 5-9 on pages 114-116 of the Student Book.

Answers

1. Chris will bring Emi a card.
2. We won't stay long.
3. Will they stay in L.A.?
4. Who will be at the party?
5. I'm going to send some flowers.
6. Sam and Kate aren't going to sing.
7. Is Kate going to be there?
8. When are the guests going to leave the party?
9. Maggie and Frankie are visiting friends.
10. Luis isn't leaving until 8:30.
11. Is Emi coming home soon?
12. Who is going to the party?

Situations page 58

This section focuses on talking about plans.

- 1 Warm up by asking a few questions about the illustrations. T: *Let's look at the illustrations. In Frame 1, what are the girls doing? [hanging out/talking/chatting] In Frame 2, where are the man and the woman? [at work/in an office] Where are the people in Frame 3? [at home] In Frame 4, what is the woman on the right doing? [working/sitting at her desk] What are the other two people doing? [walking/talking] In Frame 5, why are these people dressed this way? [they're graduating] What are they wearing? [caps and gowns]*
- 2 Put students into pairs and have them fill in the missing parts of the conversations. T: *Now work with your partner. Fill in the missing words.*
- 3 Allow about 10 minutes for students to fill in all the blanks. Check to see if students have any questions.
- 4 Have the students say the conversations together. T: *Now, say conversations 1 to 5 with your partner.*

Everyday Expressions

If students are comfortable with the dialogues, they can use these substitutions.

Frame 1: I'm sure Tom will be there. = I know Tom will be there.

Oh...that's too bad. = Oh, bummer! (This is a colloquial expression, sometimes used by younger people.)


Frame 2: I think I'll go. = I'll probably go.

Frame 3: When are you going to get here? = When will you arrive?

Frame 4: I'll join you in about an hour. = I'll catch up with you in about an hour.

Frame 5: What are you doing after graduation? = What are you planning to do after graduation?

I don't know yet. = I haven't decided yet.

- 5 Have students switch roles and read the conversations again.
- 6  Play the audio to provide a spoken model of the conversations.
- 7 After students have corrected the conversations, have them cover the words and repeat the conversations 1 more time. T: *Now, cover all the words and say the conversa-*

tions 1 more time.

- 8 Introduce Frame 6. T: *Now look at number 6. Ask your partner about his or her plans for the weekend.*
- 9 Ask for volunteers to talk about their plans with the class. T: *Would anyone like to share his or her weekend plans with the class?*

Extension for Frame 6

Ask students to choose 1 of the following situations and create a dialogue.

Situation 1: Invite a friend to your birthday party. Say what activities you plan to do at the party.

Situation 2: Talk with a friend about what you plan to be doing 5 years from now.

Students can write out their dialogs if they wish. Have a few students perform their dialogue for the class.

Answers

1. A: Who will be at Dana's party?
B: I'm sure Tom will be there.
A: Is Danny going to be there?
B: No, he isn't.
A: Oh...that's too bad.
2. A: Are you going to the company picnic on Saturday?
B: When does it start?
A: At 12 o'clock.
B: Oh, okay, I think I'll go.
3. A: When are you going to get here?
B: I'm arriving on Sunday at 2 p.m.
A: Oh, that's great.
B: Will you meet me at the airport?
A: Sure, I'll meet you.
4. A: Do you want to join us? We're going to go to Cafe Venice.
B: I'm working right now, but I'll join you in about an hour.
A: Okay. Great. See you there.
5. A: What are you doing after graduation?
B: I'm going to go to graduate school. How about you?
A: I don't know yet.

Communication page 59

In this activity, students play a predictions game.

❶ Warm up: Bring in a few pictures of children or teenagers (from a magazine or from your own family) and ask the students to make predictions about them. T: *This is (name). What do you think he will be when he grows up? Why? How about (name)? What will she be?*

❷ Put students into groups of 4 or 5 and introduce the main activity. T: *Look at the top of page 59. Write 1 prediction about each person in your group, but don't write their name. Hold up your book and show students where to write their predictions.* T: *You can look at the "topics" box for ideas. There are some ideas in the "topics box" if you need them.*

❸ Read the sample prediction or ask a student to read it. Make sure students understand the directions. T: *Do you have any questions about what to do?*

❹ Walk around the room and offer help as needed.

❺ T: *Now read your predictions to your group. Everyone in the group should try to guess who the prediction is about. Choose 2 students to model the example.* T: *(Names), would you read the example together?* Hold up your book and point to the example. T: *Okay, now take turns reading your predictions.*

❻ Go on to Step 3. Have students record the predictions made about them and check the predictions they want to come true. T: *What did your classmates predict about you? Write down the predictions. (Show students where to write them.) Put a check mark next to the ones you want to come true.*

❼ After all groups are finished, ask for volunteers to share with the class. T: *Would anyone like to tell the class what your partners predicted about you? Which of those would you like to come true?*

Bonus

❽ Introduce the activity. T: *Now ask your partner about his or her plans. Use the questions at the bottom of page 59. You can go over the questions with the class.*

❾ Walk around the room as the students ask questions. Offer suggestions for new

questions. T: *You could also ask, "What will you be doing next summer?"*

❿ After a few minutes, allow students to return to their seats. Wrap up the activity with a few questions. T: *(Name), what are you doing this weekend? What is your partner doing? How many people are going to continue studying English after this course? Who will be famous 10 years from now?*

Communication Expansion

1. Put students into groups of 7-10 students. Make sure you have an even number of groups.
2. Tell students that they have gone back in time and that they are going to write "predictions" about famous people. As a group, they should write 3 statements about 5 famous people. The statements should be in future tense.
3. After the groups have written their statements, pair the groups up together and have them read their statements slowly to the other group. (Students can ask clarification questions if they don't understand some of the vocabulary.) The other group should try to guess the famous person based on the statements.

Example: He will star in many movies. In one movie, he will be a vampire. He will marry Nicole Kidman. Then they will get a divorce. [Answer: Tom Cruise]

Extension Writing Activity

1. Write 3 or 4 short sentences predicting your future.
2. Write 3 sentences about your plans for the coming weekend.

English Out There page 60

In this activity students share their future plans with each other.

❶ **Warm up:** Ask the students to say a few things about their future plans. **T:** *Is anyone planning on traveling in the future? Where would you like to go? What other plans do you have for the future?*

❷ **Introduce the activity.** **T:** *Now look at the pictures on page 60. Think about your future and write 1 plan for each topic. Check to see if students have any questions.*

❸ **After students have had a few minutes to write down their plans, put them in pairs.** **T:** *Now work with your partner and talk about your future plans. You can have students trade books and ask each other questions about the plans they wrote, or have 1 student say a sentence about his or her plans and have the second student respond with a question or a comment.*

❹ **Walk around the room as students discuss their plans, offering help as needed.**

❺ **After a few minutes, ask students about what they learned.** **T:** *(Name), what did you learn about your partner? What does he/she want to learn? Does anyone want to travel to Canada?*

Out There Homework

❻ **Read instructions for the homework assignment.**

❼ **Have students turn to page 111 and show them the websites for this unit.** **T:** *Page 111 has a list of websites to help you plan your future. You can use the sites listed or find your own.*

❽ **Explain how the homework will be presented in a later class.** **T:** *Bring something to class that represents your future plans. We'll share our plans in the next class.*

In the Computer Lab

Page 111 lists resources for making school, career, or entertainment plans.

1. Students can browse the page looking for topics that interest them. For example, on a career planning page, students can click “education” or “technology”. On an entertainment page, students can click “movies” or “music”.

2. Encourage the students to browse.

They can look at events or ideas about many different topics.

T: *Don't choose a plan right away. Look at many different ideas first.*

Out There Follow Up (Next Class)

If you have assigned the homework:

❾ **Have students bring the picture representing their future plans to class.**

❿ **Put students in groups of 4-5 and have them discuss their future plans with each other. Encourage students to ask questions about each other's plans.**

If you haven't assigned the homework:

1. Have students take 5 minutes at the beginning of the next class to write a few sentences about what they will be doing in 10 years.

2. Put students in groups of 4-5 and have them discuss their future plans with each other. Encourage students to ask questions about each other's plans.

English in the Real World

Here are some ways students can use the ideas in this unit outside of class.

With another student or a native speaker

Share your plans for your next vacation with each other.

Take it further

Write out some goals for the next 6 months. Write down how you will try to accomplish them.