

9

Having fun

Focus

social arrangements

Grammar

present continuous for plans
making invitations time
expressions *next*, etc.

Vocabulary

free-time activities

1 Warm-up

(Books closed.) Ask students several questions about activities they like (e.g., *Do you like to go to the movies?*). Call on a few students to answer the questions.

a Talk about the pictures with a partner.

(Books open.) Tell students to open their books to page 56. Read aloud the questions. Ask students to get into pairs and talk about the pictures.

Feeder questions

- What is the man with the ball doing?
- What kind of food can you see?
- What other kind of food can you think of?

b What do you like to do on Friday nights? Tell your partner.

Read aloud the question and answer choices. Ask students to check their answer and compare it with their partner.

2 Conversation

a [2.15] Listen and read.

Explain to students that they are going to listen to a conversation between two people. Tell them to read along as they listen. Play the audio.

Optional

Ask students True/False comprehensions questions.

- 1 It's Emily's birthday today. (False. It's her birthday on Saturday.)
- 2 Emily is celebrating on Friday. (True)
- 3 Emily is having a barbecue at Chico's. (False. She's meeting friends at Chico's and having a barbecue at her house.)
- 4 Andrew is coming to the barbecue. (False. He's playing basketball on Friday.)
- 5 Emily is going to a restaurant with Andrew. (False. She's going to a restaurant with her parents.)
- 6 Andrew is not doing anything on Saturday morning. (True)
- 7 Emily invites Andrew to go out with her, Sally and Jill. (False. She invites Andrew to help her tidy up after the party.)

Optional

Write two column headings on the board, *Friday* and *Saturday*. Underneath, write two row headings, *Emily* and *Andrew*. Tell students to get into pairs and copy down the chart in their notebook. Ask the pairs to read the conversation again and to complete the chart with all the plans and suggestions that Emily and Andrew mention. When pairs have finished, check answers and write them in the chart on the board.

Answers

	Friday	Saturday
Emily	meeting friends at Chico's having a barbecue at home	going out with Sally and Jill in the afternoon seeing her parents in the evening going to an Italian restaurant for dinner
Andrew	playing basketball	not doing anything in the morning helping Emily tidy up after the party at twelve

Language note

Oh is a pause filler. Other pause fillers include *er* and *um*. Speakers use them when they want the listener to know that they are thinking but intend to continue talking. They are most often used to express hesitation.

Cultural note

In English-speaking countries, it is common to give a reason why we cannot accept an invitation (e.g., *I'm visiting my parents.*). In addition, an alternative date or plan is often suggested (e.g., *How about tomorrow? How about playing golf instead?*).

b Practice the conversation with a partner.

Tell students to get into pairs and practice the conversation. When they finish, they should switch roles and practice again. If necessary, play the audio a second time before students begin.

Optional

Before students practice the conversation, tell them to listen to the conversation again and notice the stress, rhythm and intonation each speaker uses. Play the audio. If you wish, pause the audio to point out important stress, rhythm and intonation features.



[2.16] Language box

Ask students to look at the Language box. Play the example questions and answers. On the board, write *Would you like to watch a movie?* and *Do you want to watch a movie?* Underline *watch* in both sentences. Point out that the verb after *Would you like to* and *Do you want to* is the infinitive. Ask students to look at the last two sentences. Point out that the answers use the present continuous. If necessary, review Unit 7 Grammar reference, page 108, for the construction of the present continuous. If students need additional explanation, use the Grammar reference on page 110.

Language note

Other informal invitations are *How about ...?* and *What about ...?* We don't say *I invite you to ...* or *I ask you to ...*. To invite someone we do not know well to do something, we can use the more formal *I was wondering if you'd like to ...*. *Would you like to ...?* is more formal than *Do you want to ...?*

Grammar reference, p.110

Tell students to turn to page 110. Read aloud the explanation of the present continuous for plans. Then read aloud the example questions and answers. Ask several questions using the present continuous (e.g., *What are you doing after class?* *Are you going to the movies on Saturday?*) and call on different students to answer them.

Read aloud the example invitations and responses. Point out that after *Would you like to* and *Do you want to*, the infinitive is used, but after *How about* and *What about*, the *-ing* form is used.

Tell students you are going to ask questions that have one mistake. They must listen and tell you which word to change. Make several incorrect questions (e.g., *Do you want to going to a movie tonight?* *How about have a barbecue tomorrow?*) and ask students to correct them.

Read aloud the explanation and examples of **Time expressions**. Point out that we do not use *on* with *tonight*, *tomorrow*, *this (weekend)*, or *next (Thursday)*.

3 Vocabulary

a Match each activity with a picture.

Ask students to turn to page 57. Read aloud the list of activities as students read along. Tell them to match each activity with a picture by writing

the correct picture letter next to each activity. Check answers as a class. If necessary, explain *nightclub* (a place that has music and usually has a place where people can dance).

Answers

1 G 2 F 3 B 4 A 5 C 6 D 7 E

Optional

Write a question about each of the activities in exercise a on the board (e.g., *Where is your favorite movie theater?* *What kind of ball games do you like?*). Write *How about you?* underneath. Ask students to get into pairs and take turns asking each other the questions. After students answer a question, they should ask their partner *How about you?*

Cultural notes

In contrast to many Asian countries, Americans regularly entertain and have parties in their homes.

b Check (✓) the things that you like to do on weekends. Tell a partner.

Tell students to check the things in exercise a that they like to do on the weekends. After they have checked their activities, tell them to get into pairs and take turns talking about the things they like to do.

Optional

Ask students to name other things they like to do on the weekends (e.g., *sing karaoke*, *go shopping*, *go to a friend's house*, *play with a pet*, *talk with friends*, *go to driving school*), and write them on the board.

4 Exchange

a [2.17] Listen and complete the conversation. Then practice with a partner.

Explain to students that they are going to listen to a conversation between two people. Tell them to listen and write the words to complete the conversation. Give students time to read the conversation, then play the audio. If necessary, play it a second time. Check answers as a class. Then practice stress and rhythm. Say each sentence in the conversation and have students repeat it. Afterward, tell students to get into pairs and practice the conversation, then have them switch roles and practice again.

Answers

1 having a party 2 working 3 on Sunday
4 playing tennis 5 have lunch

Optional

Ask students to think of additional ways to accept invitations (e.g., *Yeah. / What a great idea! / Yes, I'd like that.*). Ask them to think of other ways to decline invitations (e.g., *Thank you for asking but ... / That would be great but ...*). Write them on the board.

b Use these words to make more conversations.

Ask students to stay in their pairs. Explain that they have to substitute the words in exercise b into the conversation in exercise a. Tell students to make three conversations, using the different words in each conversation. They should switch roles each time. If necessary, drill the pronunciation of any difficult words before students begin.

Grammar activities, p.110

Tell students to turn to page 110. If necessary, review the examples on the left side of the page. Tell students to do the exercises. Check answers as a class. (**Challenge!**) Ask students to get into pairs and practice the conversations in exercises a and d.

Answers

a 1 am having ('m having) 2 Would you like
3 am visiting ('m visiting) 4 are you doing
5 am playing ('m playing) 6 Do you want
7 would love ('d love)

b 1 Are you free on Thursday? 2 Are you doing anything on the weekend? 3 What are you doing tonight? 4 Do you want to see a movie tomorrow? 5 Would you like to have a picnic next Monday? 6 Are you busy next week?

c 1 d 2 e 3 b 4 a 5 c

d a 2 b 1 c 4 d 3

Pronunciation, p.115

a [2.18] Listen and notice the pronunciation of *would you* /wʊdʒə/.

Tell students to turn to page 115. Ask them to listen to the audio, noting the pronunciation of *would you*. Play the audio.

b [2.18] Listen again and practice.

Tell students to listen a second time. Play the audio, pausing after each sentence for students to repeat it. Play the audio another time, if necessary.

Audioscript

Would you like to go out for dinner?

Where would you like to go?

What kind of food would you like to have?

Communication activity, pp.91 and 100

With your partner, talk about Tony's plans for the weekend. Can you find six differences?

Ask students to get into pairs and decide who is Student A and who is Student B. Tell Student A to turn to page 91 and Student B to turn to page 100. Tell them they each have a copy of Tony's schedule but that there are six differences between the schedules. Tell students they should not look at their partner's schedule. Tell them to ask and answer questions about each other's schedule to find the six differences. Read aloud the example conversation with one student as the other students read along. Have students do the task. You might want to check answers as a class when all the pairs have finished.

Answers

1 Friday 8:00 p.m. – movies with **Katie/Julie**
2 Saturday 10:00 a.m. – **soccer/baseball**
3 Saturday 1:00 p.m. – lunch with Mathew and **Simon/Sally** 4 Saturday **3:00/4:00 p.m.** – swimming 5 Sunday **4:30/5:30 p.m.** – rock concert 6 Sunday 11:00 p.m. – **Chicago's/Pietro's** Nightclub

5 Language in action

a Plan a fun week with your partner! Choose eight activities. Decide what day and time to do each activity, then write the details in your appointment book.

Ask students to turn to page 58. Explain that they are going to work in pairs to choose eight activities from the pictures and decide a day and time to do each one. Read aloud the example conversation with one student as the other students read along. Tell students that once they have decided a time and day for each activity, they should write it in the appointment book to the right of the pictures. Have students get into pairs and do the task. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

Example answers

1 go to a nightclub Saturday (10:00 p.m.) 2 go out to eat Saturday lunch (12:00 p.m.) 3 have a pizza Sunday afternoon (4:00 p.m.) 4 play golf Saturday (7:00 a.m.) 5 See a baseball game Monday evening (7:00 p.m.) 6 go shopping Friday morning (9:30 a.m.) 7 do aerobics Thursday (3:00 p.m.) 8 have a picnic Tuesday lunch (1:00 p.m.)

Extra support

Ask students to name the activity in each picture before they do the task. Write the activities on the board. If necessary, drill the pronunciation by saying each activity and having students repeat it.

b Work with a different partner and take turns making invitations. Can you fill your appointment book?

Tell students to get into new pairs. Tell them to take turns making invitations so they can add more activities to their appointment book. They should try to fill the appointment book. As students read along, read aloud the example conversation with one student. Have students do the task.

Example answers

1 go to a movie Monday (5:00 p.m.) 2 have a picnic Wednesday lunch (12:00 p.m.) 3 do aerobics Tuesday (8:00 a.m.) 4 go running Monday (5:30 a.m.).

Challenge! Make a group. Ask and answer questions about your plans. Who has plans similar to yours?

Ask students to make groups. Tell them to ask and answer questions about their plans to find out who has similar plans. Read aloud the example conversation with one student as the other students read along. Have students do the task. After the groups have finished, you might want to have several students give short reports to the class (e.g., *Clara and I have similar plans. We are both going to the movies on Saturday evening.*).

6 Listening

a [2.19] Listen to Ayden, a student at Bilkent University, Turkey, talk about his plans for the week. Answer the questions.

Explain to students that they are going to listen to an interviewer ask Ayden questions about his plans for the next week. Read aloud the questions as students read along. Tell students to listen and write the answers to the questions. Play the audio. Check answers as a class.

Answers

1 (They are having a party) because it is the end of the semester. 2 (He loves to play) basketball. 3 (He hates) pop (music).

b [2.19] Listen again and complete Ayden's appointment book.

Tell students to read Ayden's appointment book. Tell them to listen again and write the missing words to complete the appointment book. Play the audio. If necessary, play the audio again. Check answers as a class.

Answers

TUE Studying

WED Final **exams!**

p.m. – go out to **dinner** with Erdal.

FRI Party at **8:00** p.m.

SAT **parents** arrive at noon (lunch)

SUN a.m. **basketball** practice

p.m. concert + Amy (at **University** Concert Hall)

Audioscript

Interviewer = I Ayden = A

I: So, what plans do you have for next week, Ayden?

A: Well, I'm studying on Monday and Tuesday because we have our final exams on Wednesday.

I: Too bad.

A: Yeah. Anyway, after the exams, in the evening I'm seeing my best friend, Erdal. We're going out for dinner to celebrate.

I: Good idea. You can relax for a while.

A: Yeah! I'm not doing anything on Thursday, but on Friday night some students on my course are having a party, because it's the end of the semester. It starts at eight.

I: That sounds like fun!

A: Sure! Then on Saturday morning I am seeing my parents. They're coming here at twelve o'clock and we're going out for lunch. Hmm ... I'm seeing my friend Amy in the afternoon and ... oh, yes, on Sunday I'm playing basketball. I'm on the college team, and we practice on Sunday mornings. I love basketball. Er, oh, and in the evening I'm going to a concert with Amy.

I: A pop concert?

A: No, I hate pop. It's classical. Here at the University Concert Hall.


I: Well, that's a busy week, for sure. I hope you have fun, Ayden! Good luck with your exams.

A: Thanks!

Video

Explain that this is a good point in the unit for students to go online and watch the video for this unit. Teacher's notes, video transcripts and the answer key are also online or on pages 100–112 of this book.

7 Speaking

- a  [2.20] Listen to three telephone messages. Number the messages in the order you hear them (1–3).

Read aloud the title of the chart *What a busy life* and the line headings. Tell students to make notes about their plans for the near future and to include three things that are false. If necessary, explain *near future* (the future that is not too far away, e.g., tomorrow, next week, next Saturday). Point out that in the last two lines (*Next ...* and *On ...*), students must decide the time expression, too. If necessary, sketch the chart on the board and demonstrate the task by talking about your plans for *after this class* and *tomorrow* and writing notes. Then tell students to do the task.

- b Tell a partner your plans. Can he or she guess which activities you are not doing?

Ask students to get into pairs. Tell them they are going to talk about their plans. Their partner should guess which activities are not true. Read aloud the example conversation with one student as the other students read along. Then tell students to do the task.

Fast finishers

Match two pairs who have finished at about the same time. Ask one student in each pair to tell the other pair what their partner is doing (e.g., *Jeong-Sook is studying after this class.*). The new pair must guess which statements are false.


Optional

If you haven't already used it, this would be a good place to use the photocopiable activity for Unit 9.

EXPANSION

Listening

Skill: Listening to phone messages

- a  [2.20] Listen to three telephone messages. Number the messages in the order you hear them (1–3).

Explain to students that they are going to hear three telephone messages. Read aloud the incomplete messages as students read along. Tell students to listen and number the messages in the order they hear them (1–3). Play the audio. Check answers as a class.

Answers

(from left to right) 2 3 1

- b  [2.20] Listen again and complete each message.

Tell students to listen again and write words to complete the messages. Give them time to read the messages before playing the audio again. Check answers as a class.

Answers

Suzy:

She's having a **barbecue** this afternoon. Be there around **four (4)** o'clock.

Bob:

He has two tickets for a **ball** game next **week**. Do you want to go?

David:

He's having a **party** on **Friday** night. Please **call** him.

Audioscript

1

Oh, hi. I have a message for Martin. It's David here. Um, I'm having a party on Friday night. Would you like to come? Please call me. Thanks. Bye.

2

Hello, Rafa. Are you there? It's Suzy. Listen, the weather's great today, so I'm having a barbecue this afternoon. Do you want to come? I really want to see you. Please be here around four o'clock. Later!

3

Hi. It's Bob. I have two tickets for a ball game next week. The Dodgers are playing the Mets. Do you want to go? Er, anyway, that's it! Bye.

Vocabulary

Free-time activities

- a Write each leisure activity under a picture.

Read aloud the list of leisure activities as students read along. Tell them to write each activity under the correct picture. If necessary, explain *leisure* (free time). Check answers as a class.

Answers

A go camping B see a play C go mountain biking D go bowling E go for a drive F go to the beach

b Write the correct verb, *go* or *have*, for each activity.

Read aloud the list of activities as students read along. Tell them to write the correct verb, *go* or *have*, for each activity. If students need additional support, have them work in pairs. Check answers as a class.

Answers

1 go 2 go 3 have 4 go 5 have 6 go 7 go
8 have

c Invite a partner to do the activities.

Ask students to get into pairs. Read aloud the example conversation with one student as the other students read along. Tell students to take turns inviting their partner to do the activities in exercises a and b.

Reading

Skill: Identifying the topic

a [2.21] Read the e-mails and match each one with a subject.

Ask students to look at the e-mails. Point out that the subject line is blank. Read aloud the subjects as students read along. Tell students to read the e-mails and match each one with a subject. If necessary, read aloud the e-mails as students read along. Check answers as a class.

Answers

1 B 2 A 3 D 4 C

Optional

All the main reading texts in the course are recorded on the Class Audio CD for optional use.

b Write T (true), F (false) or D (don't know) for each statement.

Read aloud the statements as students read along. Tell students to scan the e-mails and mark each statement T (true) or F (false). Point out that if no information is given, then they should mark the statement D (don't know). You may want to have students correct the false statement.

Answers

1 D 2 T 3 D 4 D 5 F (Nobu's friend works at the movie theater.) 6 F

Writing

Write an invitation to a friend. Look at the Study guide to help you.

Tell students they are going to write an e-mail to a friend and invite him/her to do something. Read aloud the points in the **Study guide** as students read along. Then read aloud the example under **Writing**. Remind students that at a minimum they should write about each of the points in the **Study guide**. After students have finished, you may want to collect the invitations and grade them.

Example answer

To: Ashley

From: Ava

Subject: Play

Dear Ashley,

How are you? Would you like to go to a play with me? That new play is on Friday night. It starts at 8:00 p.m. We have two tickets, but my mom can't go. The play is at the Royal Theater. Please reply asap. Thanks!

Ava

Optional

Tell students to get into pairs and trade e-mails. They should read their partner's e-mail and write a reply. You might want to tell students to follow the Optional Study guide below.

Optional Study guide

- 1 Say thank you for the e-mail.
- 2 Say yes or say why you can't accept the invitation. If you say *no*, suggest another day or activity.
- 3 Finish the e-mail.

Example answer

To: Ava

From: Ashley

Subject: re: Play

Dear Ava,

Thank you for the e-mail. I would love to go to that new play. I can meet you at the Royal Theater. What time would you like to meet?

E-mail me soon!

Ashley