

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).
Make notes. Include three things that are not true.

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