UNIT 9

Activities and Plans

Warm-Up

A VOCABULARY | Weather expressions | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 133
More weather vocabulary

HOW'S THE WEATHER?



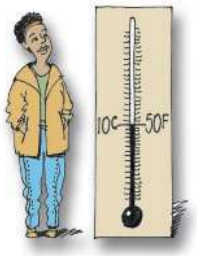
1 It's hot.



2 It's cold.



3 It's warm.



4 It's cool.

What's the temperature?

It's 50°. Say: "fifty **degrees**"



5 It's sunny.



6 It's cloudy.



7 It's windy.



8 It's raining.



9 It's snowing.

B LISTENING COMPREHENSION | Listen to the weather reports and check the correct adjective for each city. Listen again and write the temperatures. Finally, listen again and describe the weather.

City	Hot	Warm	Cool	Cold	What's the temperature?	How's the weather?
1 Busan				✓	2°	It's snowing and cold.
2 Cairo	✓				30°	It's windy.
3 Toronto				✓	1°	It's cloudy.
4 Cuzco			✓		10°	It's raining.
5 Taipei		✓			20° / 68°F	It's sunny.

C PAIR WORK | Take turns describing the weather in the cities in the chart in Exercise B.

Today it's cold in Busan.

That's right. It's 2 degrees!

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Unit 9 Activities and Plans

WARM-UP	Students learn how to talk about the weather and clothes to wear in good and bad weather.	
LESSON 1 **Offer to call back later**	***Grammar***	The present continuous: statements; *yes / no* questions
LESSON 2 **Ask about future plans**	***Vocabulary***	Time expressions
	Grammar	The present continuous for future plans
	Vocabulary	Outdoor activities
LESSON 3 **Catch up with an old friend**	***Grammar***	The present continuous: information questions
	Pronunciation	Intonation of questions
LESSON 4 **Talk about activities and plans**	***Reading***	Read about an athlete
	Listening	Listen for information about activities and plans
	Writing	Write about your weekend plans
INTERACTIVE COOL DOWN	*Guess the Weather*; *Chat*; *Nine Questions*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Play the audio for Ss to read and listen and then repeat. Make sure Ss are pronouncing the word *temperature* correctly. It is commonly pronounced with three syllables: /tɛm-prə-tʃɚ/.
- Call Ss' attention to the example conversation. Say, *Answer questions about the temperature with a number.* Point out the symbol ° for *degrees*.
- Explain the meaning of *C (Celsius)* and *F (Fahrenheit)* in items 1–4. Say, Celsius *and* Fahrenheit *are two different ways to say the temperature. We use the word* degrees *for both.* Ask, *Do we use C or F here?*
- Point out that *warm* is a lower temperature than *hot* and *cool* is a higher temperature than *cold.*
- Tell Ss that we can also say *It's rainy. It's snowy*. Write the expressions on the board and have Ss repeat.
- To check understanding, ask, *How's the weather today? What's the temperature?* Make sure Ss respond with *It's.*

VOCABULARY EXPANDER (optional, page 133)

EXTENSION (+5 minutes) Say items 1–9 in a random order. Have Ss draw or act out the expressions. To model, say, *It's cloudy* and draw a cloud on the board.

LANGUAGE AND CULTURE Most countries measure temperature in Celsius, but the U.S. uses Fahrenheit.

B LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Write *weather report* on the board. Say, *A weather report gives information about the weather.*
- Copy the chart on the board. Point to the first column. Say, *Listen to weather reports in these five cities.* Read the city names aloud. Have Ss repeat.
- Go over item 1 as a class. Play the first report and pause. Ask about the adjective, temperature and the weather. Write the sample answers in the chart.
- Say, *First, check the adjective for each city.* Play the rest of the audio. Monitor.
- Say, *This time, listen for the temperatures.* Replay the audio. Make sure Ss write the number with the degree symbol.
- Say, *Now listen and describe the weather.* Refer Ss to Exercise A for spelling. Replay the audio.
- To go over answers, invite volunteers to complete the chart. Correct as necessary.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Point to item 1 in Exercise B. Read the example conversation aloud.
- Form pairs. Have Ss take turns describing the weather using the notes in the chart. Listen for the correct pronunciation of the weather expressions.
- To go over answers, invite volunteers to describe the weather to the class.

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D VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Write *I'm wearing ____.* on the board. Point to your clothes. Say, *I'm wearing a [blouse].*
- Have Ss read and listen, then them listen again and repeat.
- Tell Ss to look at items 1 and 3. Say, Sunglasses *and* shorts *are always plural.*
- Have Ss look at item 4 and the **Remember** note. Say, *We also wear a* jacket *and a* sweater *in cold weather.*
- Have Ss look at items 8 and 9. Say, Gloves *and* boots *are also plural.* Draw a pair of gloves and a pair of boots on the board. Circle one of the gloves and say, *One glove.* Then point to both gloves and say *Two gloves.* Repeat with the boots.
- If Ss want to know the word for umbrella, tell them, but explain that we don't use the verb *wear* for an umbrella. We use *have* or *use*.

LANGUAGE AND CULTURE

- *Coats* are usually heavy and long, while *jackets* tend to be light and short.
- A *T-shirt* is a specific kind of shirt that has short sleeves and no collar.
- We call the shoes in item 5 *rain boots*.

EXTENSION (+5 minutes) For more vocabulary practice, say the colors of the items in Exercise D and have Ss point to the correct pictures. For example, say, *It's red.* (T-shirt)

E VOCABULARY PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Read the sentences aloud and elicit the answer. Then ask, *Why is* coat *the correct answer?* (because the weather is cold)
- Have Ss complete the exercise individually.
- Form pairs. Have Ss compare answers and take turns reading the statements aloud.
- To go over answers, invite volunteers to read the sentences aloud. Write the answers on the board.

F GROUP WORK

Suggested time: 7–10 minutes | Your time:

- Write on the board: *I'm wearing ____.* Read the example aloud.
- Direct Ss' attention to the **Recycle This Language** box. Say, *Talk about these clothes and their colors.*
- Have Ss write 2–3 statements about what they are wearing right now, using the prompt on the board.
- Form groups of three. Have Ss take turns describing their clothes.
- Call on Ss to tell the class what they are wearing.

TEACHING TIP In this lesson, Ss learn *I am wearing* as a formula to talk about their clothes, but they don't learn the present continuous tense until Lesson 1. In this exercise, Ss should not be expected to produce statements in the present continuous with different subjects.

OPTION (+10 minutes) Ask Ss to stand up. If appropriate, have Ss form a circle or two so they see each other better. Write on the board: *What are you wearing?* Ask a higher-level S the question on the board. Wait for the S to answer and then repeat for the next S. Move clockwise around the circle.

SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Point to the map in the book. Point to the city of Atlanta. Read the conversation aloud. Ask, *Is 11 degrees hot, warm, cool,* or *cold?* (cool)
- Direct Ss' attention to the note. Read the adjectives aloud. Have Ss repeat. Say, *Use these expressions to describe the weather.*
- Write on the board: *Wear a coat.* Say, *Use the imperative to tell your partner what to wear.*
- Form pairs. Have Ss take turns asking and answering questions about the weather and temperature. Encourage them to use the adjectives in the note as they talk. Monitor.
- To review, ask Ss about the weather and temperature in the cities on the map. Elicit the answers.

EXTENSION (+5 minutes) If appropriate, have Ss check the weather on their phones for different cities. Ask, *How's the weather in our city today? Where are you originally from? What's the temperature in [Shanghai]?*

CHALLENGE (+10 minutes) Form pairs. Have Ss look at items 5–9 in Exercise A on page 102. Tell them to take turns saying what clothes to wear in each picture. Remind Ss to use the imperative with the verb *wear.* For example, for item 1, Ss can say, *Wear shorts or a skirt.*

Remind Ss of additional vocabulary practice in their digital resources.

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D VOCABULARY | Clothes for good and bad weather | Read and listen. Then listen again and repeat.



1 "It's so sunny! I'm wearing **sunglasses.**"



2 "I'm wearing **a T-shirt.**"
3 "And I'm wearing **shorts.**"



4 "It's very cold! I'm wearing **a coat.**"

Remember:
a jacket
a sweater



5 "It's rainy, so I'm wearing **a raincoat.**"



6 "I'm wearing **a hat.**"
7 "And I'm wearing **a scarf.**"



8 "I'm wearing **gloves.**"
9 "And I'm wearing **boots.**"

E VOCABULARY PRACTICE | Circle the correct word or phrase to complete each statement.

1 It's so cold! I want a nice warm (T-shirt / coat).
2 You don't need (a raincoat / sunglasses) when it's sunny and warm.
3 When it's cloudy and cold, wear (shorts / a coat).
4 It's so sunny! I definitely need (boots / a hat) today.
5 Where's my (scarf / raincoat)? It's nice and sunny, but it's cold.
6 Is it snowing? You need (a raincoat / gloves) when you take a walk.

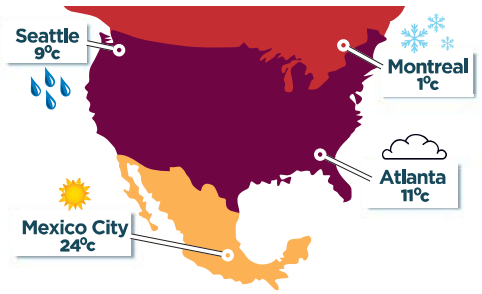
F GROUP WORK | Tell your class what you're wearing right now.

"I'm wearing black pants and a blue shirt."

RECYCLE THIS LANGUAGE

a shirt	pants
a sweater	a skirt
a dress	a jacket
a tie	

SPEAKING PAIR WORK | Ask and answer questions about the weather and the temperatures on the map.



How's the weather in Atlanta today?

Not great. It's 11 degrees and cloudy. Wear a coat!

Awful!	Nice!
Terrible!	Great!
Not great!	Beautiful!
Ugly!	Gorgeous!
Weird!	Awesome!

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1 COMMUNICATION GOAL Offer to call back later

A GRAMMAR | The present continuous: Statements; yes / no questions

The present continuous expresses actions in progress now. Use a form of be and a present participle.

It's noon. I'm eating lunch now.
The weather is terrible. We're working at home today.

Affirmative	Negative
I'm taking a shower.	I'm not taking a bath.
You're studying.	You're not watching TV. [OR You aren't watching TV.]
She's wearing a hat.	She's not wearing a scarf. [OR She isn't wearing a scarf.]
It's snowing.	It's not raining. [OR It isn't raining.]
We're exercising.	We're not reading. [OR We aren't reading.]
They're going home.	They're not taking a walk. [OR They aren't taking a walk.]

Yes / no questions

Are you doing the laundry?	Yes, I am. / No, I'm not.
Is he taking a nap?	Yes, he is. / No, he's not. [OR No, he isn't.]
Is it raining?	Yes, it is. / No, it's not. [OR No, it isn't.]
Are they studying?	Yes, they are. / No, they're not. [OR No, they aren't.]



Present participles
Add -ing to the base form:
wear → **wearing**
BUT
come → **coming**
get → **getting**
shop → **shopping**

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Write the present participle of each base form.

1 walk *walking*
2 write *writing*
3 go *going*
4 drive *driving*
5 get up *getting up*
6 practice *practicing*
7 watch *watching*
8 shave *shaving*

D LISTENING COMPREHENSION | Listen to the conversations. Complete each statement in the present continuous.

1 Her husband's *shopping (for dinner)* now.
2 The man's *getting dressed* now.
3 Her son's *taking a nap* now.
4 Her mother's *doing the laundry* now.

E GRAMMAR PRACTICE | Complete the sentences with the present continuous. Use contractions when possible.

1 It's 8 A.M. *Jason's eating* (Jason / eat) breakfast, and *Vera's taking* (Vera / take) a bath.
2 *It's raining* (It / rain) this morning, and *I'm wearing* (I / wear) a raincoat and boots.
3 **A:** Who's in the kitchen? Ron and Sue? **B:** Yes. *They're making* (they / make) lunch.
4 *I'm not listening* (I / not listen) to music right now. *I'm cleaning* (I / clean) the house.
5 **A:** *Is Victor working* (Victor / work) in the office now? **B:** Yes, he *is*.
6 **A:** *Is it snowing* (it / snow) in New York today? **B:** No, *it's not / it isn't*. It's really warm.
7 Max and Karen are both upstairs. *They're getting dressed* (They / get dressed) for work.
8 **A:** Where's Tom? *Is he washing* (he / wash) the dishes? **B:** No. *He's taking out* (He / take out) the garbage.
9 **A:** *Are you exercising* (you / exercise) this morning? **B:** No, *I'm not*. *I'm reading* (I / read).

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LESSON 1 Offer to call back later

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the photo. Read the man's statement aloud.
- Tell Ss to look at the grammar chart. Read the rule aloud. Point to the photo and say, *This is an action in progress.*
- Write on the board:

SUBJECT	+ *be*	+ *PRESENT PARTICIPLE*	
I	*am*	*eating*	*lunch now.*
We	*are*	*working*	*at home today.*

Read these examples aloud. Say, *We use* now *and* today *to talk about actions in progress.*

- Tell Ss to look at the **Present participles** note. Read the rules aloud. Say, *Present participles always end in* -ing.
- To check understanding, write other examples of verbs on the board, such as *make* and *sit*. Tell Ss to change them into present participles. (making, sitting)
- Ask Ss to follow along as you read aloud the affirmative and negative example statements. Tell them to underline the present participles as they listen.
- Point out that *not* comes between *be* and the present participle in the negative statements. Remind Ss that all subjects have two forms for negative contractions with *be* except for *I*.
- Tell Ss to look at the *yes / no* questions. Compare the word order of statements and *yes / no* questions. Write on the board:

Be	+ *SUBJECT*	+ *PRESENT PARTICIPLE*	
Are	*you*	*doing*	*the laundry?*

- Ask Ss to follow along as you read aloud the *yes / no* questions and short answers. Remind them that we don't use contractions in affirmative short answers.

LANGUAGE NOTES

- When forming present participles, we do not double *-w*, *-x*, or *-y*. For example: *snow* → *snowing*; *fix* → *fixing*; *say* → *saying*.
- The present continuous can also be used for actions that are in progress but are not happening at the moment of speaking. For example, *We are working at home today.* means we are working at home instead of at the office, but we may not be working right at this moment.

B PRONOUNCE THE GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Make sure Ss don't pronounce the hard "g" sound in the *-ing* endings of the present participles.

C GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Write *walk* on the board. Elicit the answer. Add it to the board.
- Have Ss complete the exercise individually and then compare answers in pairs. Refer them to the **Present participles** note as they work.
- To go over answers, have Ss write the participles on the board. Correct as necessary.

D LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Say, *Listen to the conversations. Write the activity or chore each person is doing.*
- Have Ss preview the statements before listening.
- Do item 1 as a class. Pause the audio after the first conversation. Ask, *What is the husband doing now?* Write the answer on the board.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

OPTION (+5 minutes) To check understanding, ask follow-up questions about Conversations 1–4. For example:

1: *Is her husband at work?* (no) *Where is he?* (at the supermarket)
2: *Is Greg driving his car?* (no) *Where is he?* (at home)
3: *What is the son's name?* (David) *Where is he taking a nap?* (the living room)
4: *Where is the mom doing laundry?* (downstairs) *What color is the blouse?* (purple) *Is it dirty or clean?* (dirty)

E GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Write the statement on the board, including the words in parentheses under the blanks. Point to the words under the first blank (Jason / eat). Say, *It's 8:00 A.M. What is Jason doing this morning? What is Vera doing?* Elicit the answers.
- Have Ss complete the exercise individually. Remind them to use contractions when possible.
- Have Ss compare answers in pairs. Encourage them to take turns reading the sentences aloud.
- To go over answers, write the sentences with the blanks on the board. Invite volunteers to complete the sentences. Correct spelling as needed.

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Communication Activator

A CONVERSATION MODEL

Suggested time: 5–7 minutes | Your time:

These conversation strategies are implicit in the model

- Answer the phone with *Hello?*
- Identify yourself on the phone with *This is*
- Use *Well, actually, . . .* to politely introduce an excuse
- Say *Oh, I'm sorry.* to apologize for interrupting someone's activity
- End a phone conversation with *Talk to you later!*
- Respond with *Perfect.* to agree to a suggestion

- Hold up your book. Point to the photos. Say, *These men are talking on the phone.* Have Ss explore the context of the first photo. Ask, *What room is this?* (kitchen)
- Have Ss preview the conversation before listening. Elicit examples of the present continuous forms in the conversation.
- Play the audio as Ss follow along in their books. To check comprehension, ask, *Who is calling Ron?* (Martin) *What is Ron doing right now?* (making lunch)
- Call Ss' attention to the **Social language** box. Read the explanations aloud.
- Read the first two lines of the conversation aloud. Say, *Hello?* with rising intonation and *This is Martin.* with falling intonation. Have Ss repeat.
- Walk around the room and stop in front of different Ss. Look at them and pretend to answer a phone. Say, *Hello?* Prompt the Ss to identify themselves with *This is [Chin].*
- To review the meaning of *busy*, Say, *I have chores, activities, and events this week. I'm so busy!* Remind Ss we use the adjective *busy* to describe someone who has a lot to do. To check understanding, ask, *Are you busy this week?*
- Write *later* on the board. Say, *We use* later *to talk about a time in the future.* Read aloud the sentences with *later* in the conversation.
- Write on the board: *How's three o'clock?* Tell Ss that we can use *How's . . . ?* to make a suggestion.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Listen for the correct intonation. Make sure Ss pause after *Well, actually.*
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the pictures. Say, *These people are busy. What are they doing?* Elicit the activities in each picture. (doing laundry, exercising, eating lunch, brushing his teeth)
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B. Talk about one of the activities in the pictures.
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles. Remind them to suggest a time for their partner to call them back.
- Monitor. Listen for the correct pronunciation and use of the present continuous.
- Read aloud the questions in the **Keep Talking!** box. Encourage Ss to ask these and other information and *yes / no* questions to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the **Remember also** note. Read the verbs aloud. After each verb, elicit the present participle. For example: *clean the kitchen.* (cleaning the kitchen)
- Have Ss work in different pairs than in Exercise C. Monitor as Ss practice their conversations. Remind them to talk about different activities and chores.
- Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ forming statements and *yes / no* questions in the present continuous
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) End class 10 minutes early. Role-play the Exercise C conversation with Ss as they leave the classroom. To model, pretend to call a S, playing Speaker B. Challenge Ss to talk about the things they are doing right now (packing, leaving class, talking). Make sure Ss suggest a time that you can call them back. Listen for the correct use and pronunciation of the present continuous forms. Take notes on areas to review in later lessons.

Remind Ss of additional grammar and speaking practice in their digital resources.

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COMMUNICATION ACTIVATOR

Now let's offer to call back later.



A CONVERSATION MODEL | Read and listen.

A: Hello?
B: Hi, Ron. This is Martin. Are you busy?
A: Well, actually, I'm making lunch right now.
B: Oh, I'm sorry. Can I call you back later today?
A: Yes, thanks! How's three o'clock?
B: Perfect. Talk to you later! Bye.
A: Bye.

Social language
- Answer the phone with "Hello?"
- Identify yourself with "This is ___."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

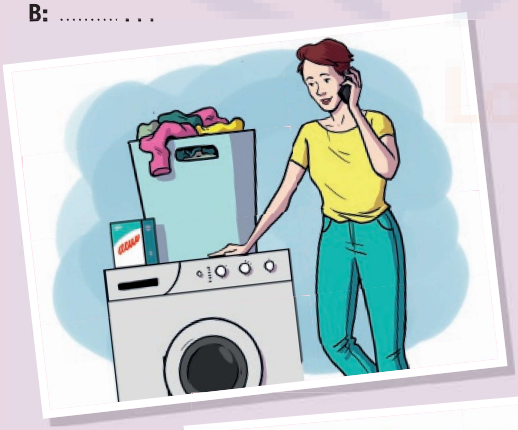
C CONVERSATION PAIR WORK | Personalize the conversation. Use the pictures or your own activities. Then change roles.

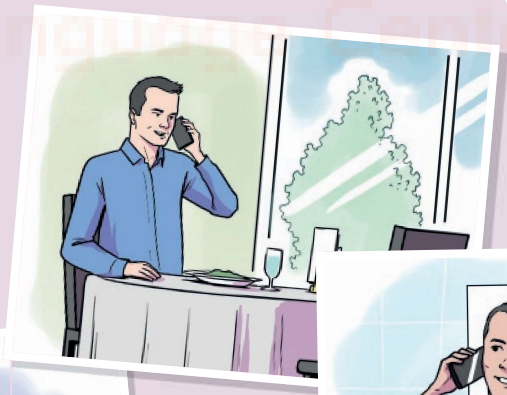
A: Hello?
B: Hi, ... This is ..... . Are you busy?
A: Well, actually, I'm ..... right now.
B: Oh, I'm sorry. Can I call you back later today?
A: Yes, thanks! How's ..... ?
B: ....

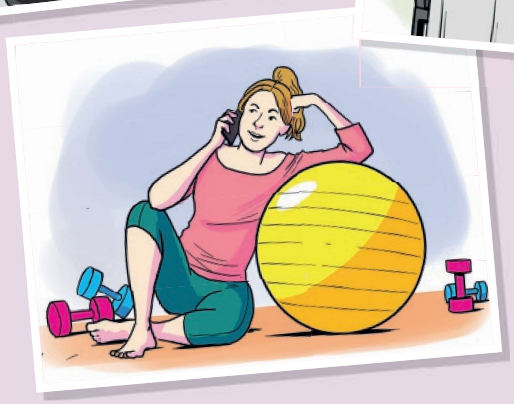


KEEP TALKING! ●●●

Ask other questions.
Where are you now?
Are you [in your car]?









Remember also:

clean the [kitchen]	take a nap
make [lunch]	take a shower
get dressed	take a bath
shave	watch a movie

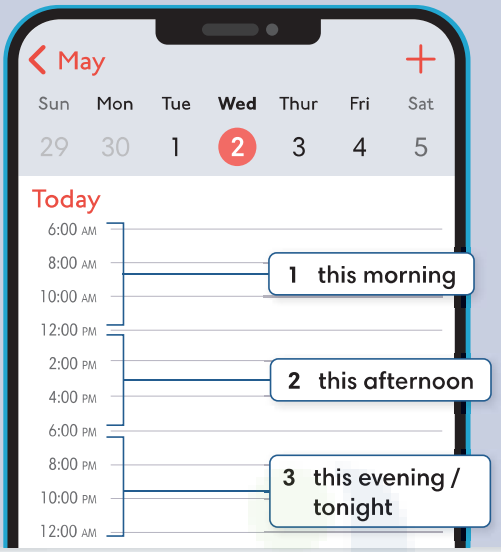
D CHANGE PARTNERS | Personalize the conversation again.

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2 COMMUNICATION GOAL Ask about future plans

A VOCABULARY | Time expressions | Read and listen. Then listen again and repeat.

It's Wednesday, May 2nd.



4 today MAY 2

5 tomorrow MAY 3

6 the day after tomorrow MAY 4

7 this Friday MAY 4

8 next Tuesday MAY 8

It's 7:00 A.M.

7:10 A.M.

9 in ten minutes

9:00 A.M.

10 in two hours

Also:
- **next** [week / month / year]
- **tomorrow** [morning / afternoon / night]
- **in** [three days / two weeks / a month]

COACH

B GRAMMAR | The present continuous for future plans

Describe future plans with the present continuous. Use time expressions to say when.

I'm getting up at 6:00 **tomorrow morning**.
I'm meeting my girlfriend for dinner **in twenty minutes**.
Next week, we're going to work by bus.
My sister's coming home late **tonight**.

C GRAMMAR PRACTICE | Complete each statement about your future plans, using the present continuous.

1 Next week, ...
2 ..... tomorrow.
3 Tonight, ...
4 ..... in thirty minutes.

D PAIR WORK | Ask your partner about his or her future plans.

Are you going out for dinner tonight?

No, I'm not. I'm eating at home.

E VOCABULARY | Outdoor activities | Read and listen. Then listen again and repeat.



1 go to the beach



2 go running



3 go bike riding



4 go on a picnic



5 go for a drive



6 go hiking

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LESSON 2 Ask about future plans

A VOCABULARY

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the calendar and times before listening.
- Have Ss read and listen, and then listen again and repeat.
- To check understanding, tell Ss to look at the calendar. Say, *Today, it's Wednesday, May second. What is the date tomorrow? The day after tomorrow? This Friday? Next Tuesday?*
- Say the clock times and elicit the appropriate part-of-day expression. For example, say, *Nine A.M.* (this morning)
- Point to items 9 and 10. Say, *Now, it's 7:00 A.M. What's the time in ten minutes? In two hours?*
- Direct Ss' attention to the **Also** note. Draw a calendar for the current month on the board. Circle today's date. Say, *It's [Monday, December 8th].* Read the phrases in the note aloud and point to dates on your calendar that demonstrate their meaning. For example, say, *Next week* and point to the week of [December 14th].

B GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Have Ss look at the grammar chart and follow along as you read the rule and examples aloud. Have Ss repeat.
- Write on the board: *I'm working now. / I'm working tomorrow morning.* Point to *now* and say, *This shows the action is happening now.* Point to *tomorrow morning.* Say, *This time expression shows the action is happening in the future.*
- To check comprehension of the examples, ask, *When are you getting up? When are you meeting your girlfriend for dinner? When are you going to work by bus? When is your sister coming home?*
- Have Ss rewrite the example statements using *next, tomorrow,* and *in* with other time words and expressions. Write an example on the board: *I'm getting up at 6:00 this morning.* Refer them to the **Also** note in Exercise A for ideas.
- Invite Ss to read their sentences aloud.

C GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the items. Say, *Write about your future plans with these time expressions.*
- Do item 1 as a class. Write *Next week,* on the board. Complete the statement. For example: *Next week, I'm cleaning my apartment.* Read the statement aloud. Elicit other statements from the class.
- Have Ss complete the exercise individually. Monitor. Check for the correct spelling and use of the present continuous.
- Go over answers. Have Ss read their sentences aloud.

D PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the activity, read the example conversation aloud.
- Form similar-level pairs. Have Ss ask and answer questions about their future plans for daily activities. Remind them to include time expressions in the question. Refer them to the grammar chart on page 104.
- Monitor. Listen for the correct pronunciation of time expressions.
- Challenge higher-level Ss to also talk about future plans for free-time activities or events. For example:
  A: When are you going out for dinner?
  B: I'm going this weekend.
  If appropriate, refer them to page 56 for events and page 82 for free-time activities.
- Ask volunteers to share their future plans.

E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Ask, *What clothes do you see in the pictures?*
- Write on the board: *outdoor activities.* Say, *We do outdoor activities outside.* If possible, point to a window as you speak.
- Have Ss read and listen. Tell Ss to underline the verb phrase in each item as they listen. Then have them listen again and repeat.
- Tell Ss to look at item 4. Ask, *Where are they?* (a park) *What are they doing?* (eating food) Write *picnic* on the board. Say, *A* picnic *is a meal that we eat outside, away from home.*
- Tell Ss to look at item 2. Write on the board: *I am running. I am going running.* Point to the first example and say, *I am doing this activity now.* Run a few steps to demonstrate. Point to the second example and say, *I plan on doing this activity in a moment.*
- If appropriate, tell Ss that in items 2, 3, and 6, *running, riding,* and *hiking* are names of activities. They look like verbs in the present continuous, but they aren't (*go* is the only verb in these expressions). To make a present continuous sentence, add *-ing* to the verb *go*. For example: *I'm going bike riding tomorrow.*

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F LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Say, *Listen to four conversations. For each, write the outdoor activity and time expression that you hear.*
- Do item 1 as a class. Play the audio and pause after the first conversation. Ask, *What are they doing? When?* Write the answers on the board.
- Play the rest of the audio. Have Ss complete the exercise individually. Tell Ss to refer to Exercises A and E on page 106 to guide their spelling.
- Replay the audio. Tell Ss to check their answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Well, . . .* to indicate you are deciding how to respond
- Respond positively to a description with *That sounds nice!*
- Wish someone a good time with *Have a nice weekend!*

- Have Ss preview the conversation before listening. Elicit examples in the conversation of weather expressions, outdoor activities, time expressions, and the present continuous for future plans.
- Call Ss' attention to the **Social language** box. Play the audio. Ask Ss to repeat.
- Write on the board: *Have a nice ____!* Say the expression with other words, such as *day* or *picnic.* Have Ss repeat.
- Write on the board: *Nothing special.* Say, *Use this expression to say that you have no specific plans.*

LANGUAGE AND CULTURE It is more common to say *this weekend* when the weekend is coming up in a few days and *next weekend* when the weekend is at the end of next week.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Make sure Ss say *That sounds nice!* and *have a nice weekend!* with enthusiasm.
- Form pairs. Monitor as Ss role-play.

C TALKING POINTS

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the chart. Say, *Write your activities for this week.*
- Have Ss look at the **Ideas** note. Read it aloud. Say, *Use these ideas in your chart.*
- Copy the chart on the board. Say, *On Monday evening, I'm doing my laundry.* Point to the space next to *Monday*, under *in the evening.* Write: *do laundry.*
- Tell Ss to write notes about their activities in the chart rather than complete sentences. Encourage them to include exact times if appropriate.
- Have Ss complete the exercise individually. If Ss have no plans on a day or time, they can leave that space blank.
- Monitor. Provide help with spelling and vocabulary as necessary.

D CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the information in the **Keep Talking!** box aloud.
- Tell Ss to look at the **Recycle This Language** box. Say, *Use these adjectives to describe the weather.*
- Write the model on the board. Elicit information about the weather and weekly activities. Complete the sentences with Ss' ideas.
- Form pairs. Tell Ss to personalize the conversation with information in Exercise C. Have them role-play the new conversation and then switch roles.
- Monitor as Ss talk. Listen for the correct pronunciation of adjectives, weather expressions, and verbs in the present continuous.

E CHANGE PARTNERS

Suggested time: 4–5 minutes | Your time:

- Have Ss work in different pairs than in Exercise D and discuss other plans. Monitor.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises B and D, monitor their conversations to determine if they are

- ✓ using vocabulary for time expressions and outdoor activities
- ✓ using adjectives to describe the weather
- ✓ using the present continuous for future plans
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Write on the board: *What are you doing on ____?* Ask a higher-level S, *What are you doing on [Thursday afternoon]?* Form pairs. Have Ss take turns asking each other about their plans for different days and times. Remind Ss to respond with *Nothing special.* if they have no plans. Monitor and take notes on areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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F LISTENING COMPREHENSION | Listen to each conversation. Complete their future plans and write when. Then listen again to check your answers.

1 They're *going hiking*. When? *the day after tomorrow*
2 They're *going running*. When? *tomorrow*
3 They're *going on a picnic*. When? *next Saturday*
4 They're *going to the beach*. When? *this weekend*

COMMUNICATION ACTIVATOR

Now let's ask about future plans.



A CONVERSATION MODEL | Read and listen.

A: What great weather this morning!
B: I know. It's so sunny!
A: So are you doing anything special this weekend?
B: Well, on Saturday, if it's not too cool, we're going on a picnic.
A: That sounds nice! Any plans for Sunday?
B: Nothing special.
A: Well, have a nice weekend!
B: Thanks!

Social language
Wish someone a good time with:
- Have a nice [weekend]!
- Have fun!
- Have a great time!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Complete the notepad with your activities for this week. Use the vocabulary.

	in the morning	in the afternoon	in the evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Ideas
- go to the movies
- do household chores
- exercise
- take a nap
- visit friends

D CONVERSATION PAIR WORK | Personalize the conversation with real information from your notepad. Then change roles.

A: What ..... weather .....!
B: I know. It's so .....!
A: So are you doing anything special .....?
B: Well, on ....., if it's ....., ...
A: That sounds .....! Any plans for .....?
B: ..... .
A: Well, ...!
B: Thanks!

KEEP TALKING! ●●●
Ask about plans for other days or times.

RECYCLE THIS LANGUAGE
Adjectives for weather

nice	bad	cloudy / windy / sunny
awesome	awful	warm / hot / cold / cool
beautiful	terrible	

E CHANGE PARTNERS | Personalize the conversation again. Discuss other plans.

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3 COMMUNICATION GOAL Catch up with an old friend

A GRAMMAR | The present continuous: Information questions

Where **are** we **meeting** your sister?	(At Pat's Restaurant.)
What**'s** Tracey **wearing** tonight?	(A black dress.)
When**'s** Mark **going** running?	(After lunch.)
Why**'s** your dad **taking** a nap?	(Because he works late.)
What **are** they **studying** this year?	(Japanese.)
Who **are** you **calling**?	(I'm calling my mom.)

BUT: Note the different word order when who is the subject.

Who**'s calling** right now?	(My mom's calling, I think.)



B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Write an information question to complete each conversation. Use the present continuous and use contractions when possible. Begin each question with a capital letter.

1 *When's your class going on a picnic*.....?
(when / your class / go on a picnic)

This weekend, if it isn't too windy.

2 *What time are you going to the beach tomorrow*.....?
(what time / you / go to the beach / tomorrow)

About 1:00. Do you want to come?

3 *Where's your sister going bike riding next Tuesday*.....?
(where / your sister / go bike riding / next Tuesday)

At a park near my parents' house.

4 *Who's going hiking with you today*.....?
(who / go hiking / with you today)

One of my classmates.

5 *Why are you wearing a scarf and boots*.....?
(why / you / wear / a scarf and boots)

Look out the window. It's snowing!

6 *What day are we going for a drive*.....?
(what day / we / go for a drive)

What about on Wednesday?

D PAIR WORK | Practice the conversations from Exercise C.

E PRONUNCIATION | Intonation of questions | Use rising intonation for yes / no questions. Use falling intonation for information questions. Read and listen. Then listen again and repeat.

Yes / no questions	**Information questions**
1 Are you studying English this year?	Where are you studying?
2 Is she wearing a scarf?	What's he wearing this morning?
3 Are they working in the office today?	Who's working in the office this week?
4 Is it usually windy in January?	When is it usually windy?
5 Are there any T-shirts in the laundry?	How many T-shirts are there?

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LESSON 3 Catch up with an old friend

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the photo. Read the example conversation aloud. Write on the board:

QUESTION WORD	+	be	+	SUBJECT	+	PRESENT PARTICIPLE?
Who		are		you		calling?

- Add the answers to the question: *My brother. / I'm calling my brother.* Remind Ss there are alternative ways to respond.
- Contrast the question word order with the statement word order. Point out the placement of the subject, *be* verb, and present participle in both complete sentences.
- Point to the different parts of the formula as you read aloud the example information questions and answers. Emphasize the question word in each question.
- Read aloud the rule starting with *But.* Write on the board:

Who (SUBJECT)	+	be	+	PRESENT PARTICIPLE?
Who		is		calling?

- Read the example aloud. Point out that the word order is the same in the question and answer.
- Provide additional examples of information questions where *Who* is the subject, such as *Who is wearing a coat?*

B PRONOUNCE THE GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for falling intonation in the information questions.

C GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the blue words in parentheses. Say, *Underline the question words.* Remind Ss that information questions always start with question words.
- Do item 1 as a class. Elicit the answer. If possible, write it under the first formula you wrote on the board in Exercise A. Ask, *Why do we use* is *here?* (The subject *your class* is singular.)
- Tell Ss to look at item 4. Point out there is no subject before the verb in the blue prompt. Tell Ss to use the last example in the grammar chart in Exercise A as a model for this question.
- Have Ss complete the exercise individually. Monitor. Make sure Ss use contractions when possible and start their questions with capital letters. Refer them to Exercise A on page 104 for the present participle spelling rules. Then have Ss compare answers in pairs.
- To go over the answers, elicit the questions. Write them on the board. Tell Ss to check their spelling.

LANGUAGE NOTE The word *class* is singular because it is considered one group of students.

EXTENSION (+10 minutes) Say, *Write five questions to ask your friends about their weekend plans.* Have Ss write information questions in the present continuous with *Where, What, When, Why,* and *Who.* Write the question words on the board for reference. Ask for volunteers to read their sentences aloud for the class. Listen for the correct word order.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs. Time permitting, have them switch roles.
- Monitor. Make sure Ss say *one (o'clock)* for the time in item 2.

E PRONUNCIATION

Suggested time: 4–5 minutes | Your time:

- Draw a rising arrow and a falling arrow on the board. Point to the rising arrow and say, *Say* yes / no *questions with rising intonation.* Point to the falling arrow and say, *Say information questions with falling intonation.*
- Play the audio. Have Ss listen and repeat.
- To check understanding, say the number of an item. Ask for a volunteer to read the questions aloud with the correct intonation.

EXTENSION (+5 minutes) Have Ss take turns reading the questions aloud in pairs. Tell them to exaggerate the rising and falling intonations to emphasize the difference between *yes / no* and information questions.

EXTENSION (+10 minutes) Form pairs. Have Ss rewrite the information questions in Exercise A as *yes / no* questions. (1. Are we meeting your sister? 2. Is Tracey wearing a black dress? 3. Is Mark going running? 4. Is your dad taking a nap? 5. Are they studying Japanese this year? 6. Are you calling your mom? 7. Is your mom calling right now?) Then have Ss take turns saying the *yes / no* and information questions with the correct intonation.

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F PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Point to the pictures. Say, *Brad and Jen are doing different activities and chores.*
- Before doing the exercise, have Ss identify the clock times and activities in the pictures. Suggest they write the present participles of the verbs next to each picture.
- Read the examples aloud. Elicit the answers to the questions. (No, Brad is making breakfast. / Brad is exercising.) Tell Ss to point to the pictures that show the actions.
- Form pairs. Have Ss take turns asking *yes / no* and information questions. Tell Ss to say the time and then the question.
- Monitor. Listen for the correct word order in Ss' questions.

OPTION (+5 minutes) Before completing the exercise, have Ss write one *yes / no* question and one information question for each picture.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model
- Show interest with *No kidding!*
- *Say Wow!* to indicate surprise

- Have Ss preview the conversation before listening. Elicit examples of present continuous information questions in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Play the audio. Ask Ss to repeat and identify examples of this language in the conversation.
- Write on the board: *Long time no see!* Say, *You can use this expression as a greeting for someone you don't see often.* Say the expression a few times. Have Ss repeat.
- Read Speaker B's first line aloud. Write *around here* on the board. Say, *Around here* means *in this neighborhood.*
- Read Speaker A's last line aloud. Write on the board: *got to run*. Say, *We say* got to run *to end the conversation.*
- Tell Ss to look at Speaker B's last line. Write *Same here!* on the board. Say, *You can use this expression to say you feel the same.* Say, *Great seeing you!* Ask Ss to respond with *Same here!*

LANGUAGE NOTE The statements *I'm working at the State Bank now.* and *I'm studying French.* describe temporary situations. They are ongoing activities happening in the extended present time, not actions happening at the exact moment of speaking.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss role-play. Listen for falling intonation in the information questions.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Make sure Ss are using the present continuous to talk about their activities. Listen for the correct intonation. Model and correct as needed.
- Go over the information in the **Keep Talking!** box and, to provide more support, play the **Keep Talking!** video. Encourage Ss to include information about themselves and their families to extend their conversations.
- Point to the **Recycle This Language** box. Read the phrases aloud. Say, *You can use these phrases in your conversation.*

D CHANGE PARTNERS

Suggested time: 4–5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ forming information questions in the present continuous
- ✓ using falling intonation for information questions
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Tell Ss to imagine their lives five years from now. Ask, *Where are you living and working? What is your family doing?* Give Ss a few minutes to write down answers to the questions. Form pairs. Say, *You meet each other on the street after five years. Have a conversation about what you are doing.* Remind Ss to use the conversation strategies and social language from the unit as they talk. Monitor and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional grammar, pronunciation, and speaking practice in their digital resources.

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F **PAIR WORK** | **Ask and answer three yes / no questions and three information questions about Brad and Jen. Use the present continuous and pay attention to correct intonation.**

"It's 7:30. Is Jen making breakfast?" "It's 8:00. Who's exercising?"



COMMUNICATION ACTIVATOR

Now let's catch up with an old friend.



A **CONVERSATION MODEL** | **Read and listen.**

A: Paul! Long time no see!
B: Trevor! Good to see you! What are you doing around here?
A: I'm working at the State Bank now. On Pacific Street.
B: No kidding! That's great.
A: And what about you? What are you up to?
B: Actually, I'm studying French. I'm working in France next year.
A: Wow! That's great! Well, got to run. Great seeing you, Paul!
B: Same here!

Social language
Show interest with:
- No kidding!
- Really?
- Wow!
- That's great!

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play a similar conversation.**

A: ..... ! Long time no see!
B: ..... ! Good to see you! What are you doing around here?
A: I'm ..... .
B: No kidding! That's ..... .
A: And what about you? What are you up to?
B: Actually, I'm ....
A: ..... ! Well, got to run. Great seeing you, ... !
B: Same here!

KEEP TALKING!
- **Tell your partner more about your activities.**
- **Talk about where you live.**
- **Talk about your family.**
- **Talk about the weather.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE
I'm visiting [friends].
We're [neighbors] now!
I go to [work] by subway.
I live [across the street from] ___ .
So tell me about your [apartment].
I have [a daughter]!
What gorgeous weather!

D **CHANGE PARTNERS** | **Role-play another conversation.**

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4 COMMUNICATION GOAL Talk about activities and plans

She's going to bed early, eating a good breakfast, going running, eating just a little in the evening.

A READING | Read about an athlete. How is she preparing for the New York City Marathon?

RUNNER CHAT



INTERVIEWS | AUDIO | TRAINING | SUBSCRIBE

Every year, *Runner Chat* interviews some of the athletes preparing for the New York City Marathon. Read the interview with runner Celina Salamanca.



More than 50,000 people participate in the New York City Marathon each year.

RC: I'm talking today with Celina Salamanca. Celina is running in the New York City Marathon this Sunday. Celina, where are you from?

CS: I'm from Lima, Peru.

RC: Really! Welcome! So, you're visiting New York this week just for the Marathon?

CS: Well, that's the main reason. But I'm also going shopping and visiting all the famous tourist places. I love New York!

RC: That's great! So tell me . . . how are you preparing for Sunday?

CS: Well, for one thing, sleep is very important. So I'm going to bed early every night this week. That's not so easy in New York!

RC: That's true!

CS: And, you know, at home I usually sleep late, but this week in New York I'm getting up at 6:00 every morning. I eat a good breakfast, and then I go running in Central Park.

RC: So are you eating a lot?

CS: Well, at home, I usually eat a lot. But *this* week I'm eating just a little in the evening—so I get a good night's sleep. That works for me.

RC: Are you doing any other kinds of exercise?

CS: Not this week. I'm just running. And when I'm not running . . . or shopping or visiting places . . . I'm reading or taking a nap.

RC: Well, the weather sure is nice this week. That's good for the Marathon.

CS: Perfect! Nice and sunny, but not too hot or cold.

RC: Celina, we wish you the best of luck this Sunday!

CS: Thank you so much!

B READING COMPREHENSION | Read each statement. Circle T (true), F (false), or NI (no information), according to the interview.

1 Celina Salamanca is visiting Lima, Peru.	T	(F)	NI
2 Celina is an athlete.	(T)	F	NI
3 In New York she eats a large dinner.	T	(F)	NI
4 The main reason she's visiting New York is to go shopping.	T	(F)	NI
5 In Peru, she usually doesn't get up early.	(T)	F	NI
6 At home, she often takes walks and goes bike riding.	T	F	(NI)
7 She isn't exercising in New York.	T	(F)	NI
8 Celina loves the weather in New York this week.	(T)	F	NI

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LESSON 4 Talk about activities and plans

A READING

Suggested time: 10 minutes | Your time:

- Point to the banner image. Ask, *What is this website about?* (running, exercise)
- Point to *Interviews*. Say, *In an* interview, *one person asks another person questions.*
- Play the audio and pause after *Celina Salamanca*. Say, *Who is* Runner Chat *interviewing?* (Celina Salamanca) *What is she preparing for?* (a marathon)
- Write *marathon* on the board. Say, *A* marathon *is a long running race. In a marathon, people run 42 kilometers (or 26 miles).*
- Have Ss look at the larger photo. Read the caption aloud. Pronounce the number 50,000 as *fifty thousand*. Ask, *Where are these people?* (New York City) *What are they doing?* (running)
- Write on the board: *participate = do*. Say, *People who are doing an activity or event are* participating *in it.*
- Ask Ss what they think the initials *RC* and *CS* stand for in the text. (Runner Chat and Celina Salamanca)
- Say, *Now listen to the interview.* Play the rest of the audio as Ss follow along silently.
- Ask, *How is Celina Salamanca preparing for the New York City Marathon?* Have Ss discuss the question in pairs. Ask for volunteers to share their answers with the class.
- Clarify any new expressions in the reading. For example, say, *She says that it's "not so easy" to sleep in New York. Why?* (because it's a busy city)

OPTION Ask Ss to underline the present participles as they read and listen.

EXTENSION (+10 minutes) To practice pronunciation, after listening to the audio, have Ss reread the interview aloud in mixed-level pairs. Tell lower-level Ss to be RC and higher-level Ss to be CS.

EXTENSION (+5–7 minutes) Ask, *What day is the marathon? How's the weather in New York this week? Do you want to participate in this marathon?* Have Ss discuss the questions in pairs. Tell Ss to raise their hands if they want to participate in the marathon. Call on Ss to explain why or why not.

EXTENSION (+10 minutes) Have Ss write six statements about Celina Salamanca: three in the simple present about her usual activities in Peru and three in the present continuous about her activities this week in New York. Monitor as Ss work, making sure that Ss use correct subject-verb agreement. To review, ask, *What does Celina usually do? What is she doing this week?* (She usually sleeps late. This week she is getting up early.)

LANGUAGE NOTES

- Although *every morning* is usually used with the simple present, Celina uses it with the present continuous because she is talking about her usual activities during a period of time in the present (this week), not her habitual activities.
- The actions *eat a good breakfast* and *go running* are two habitual actions embedded within a temporary, unusual context. They're in the simple present because Celina would do them even if she weren't in NYC.

B READING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Read the statement. Ask, *Is this true, false, or does the reading give no information?* Tell Ss to circle the correct answer in their books.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, read the statements aloud. Have Ss say if each statement is true or false and correct the false statements.

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C LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the pictures and identify the activity in each.
- Play the audio and pause after the first conversation. Ask, *What is Barbara doing right now?* (making lunch) Ask Ss to point to the picture that shows this activity and write *1* in the box.
- Play the rest of the audio. Have Ss listen and complete the exercise individually.
- Have them compare answers in pairs. Replay the audio if appropriate.
- To go over the answers, ask, *What is [he] doing in the [first] picture? What is the number of the conversation?*

Communication Activator

A GROUP WORK

Suggested time: 10 minutes | Your time:

- Have Ss preview the activities in the list.
- Read the directions and the example conversation aloud. Write on the board: *put on makeup.* Use gestures to act this activity out.
- Divide the class into two teams. Make more teams in larger classes. Ask Ss on Team B to close their books.
- Model the activity. Choose an activity from the list and act it out. Ask the class to guess the activity. Tell them to use affirmative statements or *yes / no* questions in the present continuous. Answer Ss with affirmative or negative short answers.
- Have the Ss on Team A take turns acting out the activities from the list in random order. Make sure all team members participate.
- After 5 minutes, have the teams switch roles.

B TALKING POINTS

Suggested time: 10–12 minutes | Your time:

- Read the example aloud. Write on the board: *What are you doing ____?* Elicit more questions about weekend plans.
- Point to the first row in the chart. Say, *Write your classmates' names here.* Point to the left column. Say, *Write their plans for these days and parts of the day.* Tell Ss to only write the activity and not complete sentences. If Ss don't have plans, remind to respond with *Nothing special.* The classmate interviewing them can leave that space blank.
- Ask Ss to stand up and talk to three different classmates. Monitor.

OPTION (+5 minutes) If Ss finish early, have them use the information in the chart to write statements about their classmates' weekend plans.

C PRESENTATION

Suggested time: 5–7 minutes | Your time:

- Read the example aloud.
- Call on Ss to share a classmate's weekend plans with the class. In larger classes, have Ss present in small groups.
- As Ss present, listen for the correct use of the present continuous for the third-person singular.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for time expressions, activities, and household chores
- ✓ using the present continuous for future plans
- ✓ using rising intonation for *yes / no* questions and falling intonation for information questions

WRITING

Suggested time: 5–7 minutes | Your time:

- Read the writing sample aloud. Complete the sentence with *I'm going to the beach on Saturday morning.*
- Encourage Ss to write sentences in paragraph format on a blank sheet of paper. Remind them to use contractions when appropriate.
- After Ss finish, form pairs and have them exchange papers to give peer feedback. Have Ss edit their work based on the peer feedback before turning in their papers.
- Collect Ss' writing and compile feedback. Check to make sure Ss used a time expression for each activity.
- Review the most common areas for improvement with Ss as a class.

GUIDED WRITING (optional, page 138)

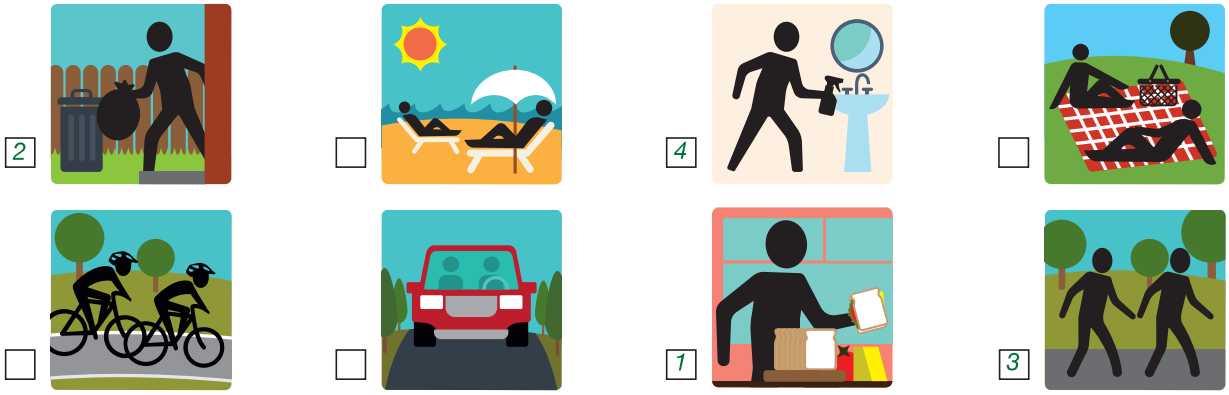
OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Write on the board: *This is my perfect weekend. I'm ___.* Have Ss write their names on a blank sheet of paper. Tell them to write five sentences about their perfect weekend. Complete the example on the board. For example: *I'm not cleaning the house. I'm going on a picnic with my friends.* Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

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C LISTENING COMPREHENSION | Listen to four conversations. What's he or she doing right now? Write the number of each conversation on the correct picture.



COMMUNICATION ACTIVATOR

Now let's talk about activities and plans.

A GROUP WORK | Take turns. Team A acts out an activity from the list. Team B guesses the activity.



B TALKING POINTS | Interview three classmates about their weekend plans. Take notes in the chart.

"What are you doing this weekend?"

CLASSMATE'S NAME:		1	2	3
SATURDAY	morning			
	afternoon			
	evening			
SUNDAY	morning			
	afternoon			
	evening			

C PRESENTATION | Choose one of the classmates from your chart. Tell the class about your classmate's plans.

"On Saturday, Olivia's going on a picnic with her brother."

WRITING Write about your weekend plans. Use the present continuous and time expressions.

What are my plans for this weekend? On Friday, I'm going to bed early because . . .

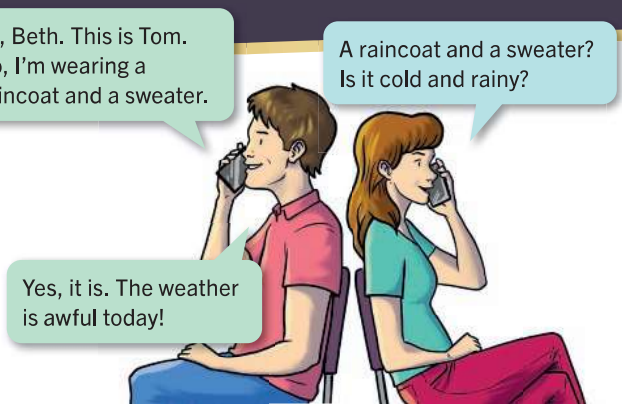
GUIDED WRITING p. 138

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Interactive Cool Down

1 Guess the WEATHER

Imagine you and your partner are in two different cities and you're talking on the phone. Tell your partner what you're wearing. Your partner guesses the weather.



2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.





Chad: Hi, Tom. Are you busy?

Tom: No, I'm not. How are you?

Chad: Fine, thanks. What crazy weather today! It's so windy and cold.

Tom: You're right. It's awful.

Chad: So, what are you up to this weekend? Are you doing anything special?

Tom: Well, on Saturday, my wife and I are going to the movies. We always go to the movies on Saturdays.

Chad: Nice!

Tom: And if the weather's good on Sunday, we're taking a walk in the park.

Chad: That sounds great.

Tom: And you? What are your plans?

Chad: Actually, my girlfriend and I are going shopping at the mall. I need new shoes.

Tom: That's nice.

Chad: Well, gotta run now. Have a great weekend!

Tom: Thanks. You too!

Partner A's Chat Guide

A Hi, ___ . Are you busy?

B

A ___ , thanks. What ___ weather today! It's so ___ .

B

A So, what are you up to this weekend? Are you doing anything special?

B

A ___ .

B

A That sounds ___ .

B

A Actually, ___ .

B

A Well, gotta run now. Have a great weekend!

B

Partner B's Chat Guide

A

B No, I'm not. How are you?

A

B You're right. It's ___ .

A

B Well, on Saturday, ___ .

A

B And if the weather's ___ on Sunday, ___ .

A

B And you? What are your plans?

A

B ___ .

A

B ___ .

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Interactive Cool Down

1 GUESS THE WEATHER

Suggested time: 15 minutes | Your time:

- Have Ss write down the names of three cities. Say, *Write an adjective to describe weather in each city.* Have them look up the actual weather in the city on their phones or use their imagination. Refer them to the adjectives for weather on page 103 if appropriate.
- Ask, *What clothes do you wear in this weather?* Tell Ss to write down 1–2 clothing items for each city.
- Monitor. Provide help with spelling and vocabulary as necessary.
- Model the example conversation with a higher-level S. To check understanding, ask, *What is Tom wearing?* (a raincoat and a sweater) *How is the weather in Tom's city?* (cold and rainy) *Does Tom like this weather?* (No. He says it's awful.)
- Form pairs. If possible, arrange Ss' chairs so each pair sits back-to-back.
- Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Tom's and Partner B's role is similar to Beth's.
- Explain the game. Say, *Partner A, call and say the clothes you are wearing. Partner B, listen and guess the weather.*
- Remind Ss to use a greeting and identify themselves with *This is ____.* before talking about their clothes.
- Walk around as Ss talk. Listen for the correct pronunciation and use of clothes, weather expressions, and adjectives to describe weather.
- Tell Ss to repeat the game for Partner A's three cities. Then have Ss switch roles.
- To review, call on various pairs to role-play one of their conversations in front of the class.

OPTION (+5 minutes) Form pairs. Have Partner A sit facing the front of the classroom and Partner B sit facing the back. Show photos of people wearing different clothes for good and bad weather. Partner A looks at the photos and describes what the people are wearing. Partner B guesses the weather based on that information. Have Ss repeat for three photos and then switch roles.

2 CHAT

Suggested time: 20 minutes | Your time:

- Say, *Look at the people in the pictures. Where are they? What is their occupation? What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Write *crazy weather* on the board. Say, Crazy weather *means the weather is not normal.* Read Chad's second line aloud. Have Ss repeat.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Chad's and Partner B's role is similar to Tom's.
- Say, *Complete your Chat Guide with information about your own weekend plans.*
- Give Ss time to work together to fill out their Chat Guides. Suggest Ss write on a blank sheet of paper if they need more room.
- Walk around as Ss work and provide help with spelling and vocabulary.
- When pairs are ready, have them practice their new conversations. Remind them to say expressions such as *Nice!* and *That sounds great.* with enthusiasm.
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the model conversation in the middle of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 112 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

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3 NINE QUESTIONS

Suggested time: 25 minutes | Your time:

- Say, *Let's play the nine questions game.* Point to the pictures. Say, *Ask your partner questions about the people and activities in these pictures.*
- Tell Ss to look at the pictures. Go over the pronunciation of the names as a class. Ask, *Who's Sam? Who's Mindy?* Tell Ss to point to the name they hear and then repeat.
- Give Ss time to label the activities or chores in each picture. Suggest they write the activity in its present participle form.
- Review the meaning of any new or confusing words, such as *City Mall* (the name of a shopping mall). Make sure Ss understand that *The Pilot* is the name of a movie and *Apex* is the name of the supermarket.
- When Ss are ready, direct their attention to the directions. Ask Ss to follow along in their books as you read them aloud.
- Copy the scorecard on the board. Then model the game with a higher-level S. Read aloud the example: *Who's washing the dishes?* (Eva) Put a checkmark in the first square if the S answers correctly. Leave it blank if the S answers incorrectly.
- Point to the scorecard. Count the number of the squares aloud. Say, *The first person with a checkmark in all nine squares wins the game.*
- Walk around as Ss play the game. Encourage Ss to answer the questions in complete sentences. (For example: Eva is washing the dishes.)
- Make sure Ss follow directions to decide who asks the next question. Take notes on areas for review and extra practice in later lessons.
- If Ss finish the game quickly, have them play again.

OPTION (+5–7 minutes) Give Ss time to write as many questions as they can about each picture before playing the game. Tell them to write *yes / no* questions and information questions with *Who, What, When, Where, What day,* and *What time.* For example: *What is Scott doing?* (taking out the garbage) *Where is Shira listening to music?* (in her room) *What day is Joe going to the museum?* (Sunday) *What time are Sara and Seth seeing the movie?* (7:30 P.M.)

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 154–155 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 163 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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3 NINE QUESTIONS

MY CORRECT ANSWERS

Ask your partner an information question about one of the pictures.
If the answer is correct, your partner asks the next question.
If the answer is incorrect, you ask the next question.
The first person who gets nine correct answers wins.

Who's washing the dishes?



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Offer to call back later.
- ☐ Ask about future plans.
- ☐ Catch up with an old friend.
- ☐ Talk about activities and plans.

For more practice . . . Unit Review, p. 154 / Practi-Chant, p. 163
Connect TV / Test-Taking Skills Booster

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