

UNIT 12

Plans



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about future plans
- exchange and convey information about future plans
- understand conversations in which people make and accept invitations and do so themselves
- write an invitation

UNIT CONTENTS

G GRAMMAR

- *going to*: positive and negative
- *going to*: questions

V VOCABULARY

- Months: *January, February, March, April, May, June, July, August, September, October, November, December*
- Future time expressions: *at the weekend, in (March) / (the winter) / (two weeks), next (March) / (Monday) / month / week / (summer), on (Friday), this afternoon / evening / (March) / month / (summer) / (Wednesday) / week / weekend, tomorrow*
- Ordinal numbers: 1st–31st
- Common verbs and collocations: *do sport, do the cleaning, do the washing, do yoga, do your homework, go to the beach, clean a room / your flat, invite someone to a party, invite someone for a meal, make a cake, visit a friend, visit London, visit a museum, use a computer, use the Internet*
- Language Plus: The date

P PRONUNCIATION

- Sentence stress
- *going to*
- Sound and spelling: /v/ and /w/
- Sound and spelling: oo

C COMMUNICATION SKILLS

- Talking about future plans
- Asking and answering about future plans
- Making and accepting invitations
- Writing an invitation
- Writing Plus: Paragraphs

GETTING STARTED



OPTIONAL LEAD-IN

Ask students to imagine they're going on holiday to one of the countries on SB p. 9. Give them a few minutes to write a list of four items to take with them. Tell them to move around the classroom trying to find someone who's chosen the same country as them and compare lists. Take feedback as a class.

a



4.54



Elicit an initial response to the picture.

Do students think it's funny? Why? Put students into pairs to look at the picture and discuss questions 1–4. Monitor and notice whether students attempt to use *going to* in questions 1 and 3 but don't correct any errors at this stage. Take feedback as a class and write students' suggested answers on the board. If you wish, give students information from the Culture notes.

Play the recording for students to listen to other people talking about the picture. Do the two speakers have the same ideas as on the board? Check as a class, underlining any of the ideas on the board that the two speakers say.

Audioscript

- | | |
|--|--|
| <p>A Do you think this family are going to go on a long or a short holiday?</p> <p>B Oh, a long holiday. They have lots of things! Are they going to go somewhere near or far?</p> <p>A I think somewhere far. You don't take lots of things when you're going somewhere near.</p> <p>B That's true. Are they going somewhere hot?</p> <p>A Yes, I think so. There are things for the swimming pool.</p> <p>B Oh yes.</p> <p>A Do you think they're going to stay in a hotel?</p> <p>B Maybe, yes. A hotel with a swimming pool.</p> <p>A OK. And are they going to drive to the airport?</p> <p>B No, I don't think so.</p> <p>A I agree. They can't take all those things on an aeroplane.</p> <p>B No, they are going to drive all the way to the hotel.</p> <p>A What did this man do a month before the holiday?</p> | <p>B Maybe he booked the hotel online?</p> <p>A Yes, good idea.</p> <p>B And a day before?</p> <p>A Maybe he packed the suitcases?</p> <p>B No, I think he did that on the morning of the holiday.</p> <p>A Yeah, maybe. What do you think they're going to do on holiday?</p> <p>B I think the children are going to play with their toys, and maybe the man's going to play golf.</p> <p>A So, what about the girl?</p> <p>B Yeah, how does she feel? Bored?</p> <p>A Maybe. Bored because they're late?</p> <p>B Yeah.</p> <p>A When you go on holiday, do you pack too much or not enough?</p> <p>B Well, I usually forget things! I forgot all my socks last time!</p> <p>A I always pack too much! Lots of clothes and I only wear some of them.</p> |
|--|--|



EXTRA ACTIVITY

Write these sentences on the board:

A *Maybe he booked the hotel online?*

B *I always pack too much!*

C *Maybe the man's going to play golf.*

D *They have lots of things!*

E *I usually forget things!*

F *A hotel with a swimming pool.*

Play the recording again for students to listen and number the sentences in the order they hear them. Check answers as a class, pausing the recording after each of the six sentences and writing the number on the board (A3, B6, C4, D1, E5, F2).



CULTURE NOTES

The word *staycation* is a combination of the words *stay* and *vacation*. It is used to talk about holidays (or vacations) that people take in their own country or at home, rather than travel and stay in another country. Instead of going away or booking a hotel, the person might visit local tourist attractions, or eat at local restaurants.

The advantages of a *staycation*, apart from being cheaper than travelling far away, is that it is more environmentally friendly, and allows the holidaymaker to see parts of their own country or area that they wouldn't normally visit.



b Check students understand *pack*, using mime if necessary. Teach or elicit *too much* by drawing a simple suitcase on the board and saying: *I'm going on holiday for two days. I want to take ten books, five DVDs, six pairs of shoes, five pairs of jeans. It is too much or not enough?* (too much). Then, say: *I'm going on holiday for two weeks. I want to take one T-shirt, one pair of jeans and that's all. Is it too much or not enough?* (not enough).

Put students into pairs or small groups to answer the questions. Take feedback as a class, encouraging students to tell the class what their partners said.

12A I'm going to have a long hot bath



OPTIONAL LEAD-IN

Write these statements about holidays on the board:

- *I go on holiday every year.*
- *I always go on holiday with other people.*
- *I never go to other countries on holiday.*
- *I sometimes go on holiday alone.*
- *I like TV programmes about travelling.*
- *I went on a good holiday last year.*
- *I would like to travel somewhere new this year.*

Give students one minute to think about whether these statements are true or false for them. Put students into pairs or small groups to compare their ideas for two minutes, giving more details where possible. Take feedback as a class.

1 READING

a Give students time to think about things that are important to them. Put them into pairs to talk for one minute. Take feedback as a class.

At the end of this lesson, students will be able to:

- understand a text about a TV reality show
- use *going to* in positive statements correctly
- use a lexical set of months and future time clauses correctly
- use ordinals correctly to say the date
- understand three people talking about holiday plans
- use *going to* in negative statements correctly
- talk about holiday plans

b Point to the picture and ask: *What are they doing?* (They're walking in the mountains.). Tell students to look at the question. Check students understand *fun* (something that you enjoy), *dangerous* (it can hurt or kill you) and its opposite, *safe*. Give one minute for students to read *Outside the comfort zone* quickly for general meaning and to answer the question. Check the answer as a class. Point out that *comfort zone* is a situation you know well and includes the kinds of things they talked about in 1a.

Answer

2

- c Give students two minutes to read the text again in more detail and answer the questions. Students compare answers in pairs. Check answers as a class. Teach the phrase *reality TV* for programmes like this. If you wish, give students information from the Culture notes. Ask students to name some reality TV shows. Ask: *Do you sometimes watch TV programmes like this? Why / Why not?*

Answers

- 1 They go and live in the mountains.
- 2 No, they don't. Every day they do something difficult and sometimes dangerous. It's usually cold and wet and they don't have a lot of food.
- 3 A prize of £25,000.



CULTURE NOTES

Reality TV is a genre in which ordinary people (non-celebrities) are filmed for TV in unscripted situations.

The genre began in the 1940s with shows like *Candid Camera*, in which unsuspecting members of the public were secretly filmed by hidden cameras while practical jokes were played on them. Later, in the 1970s, programme makers started producing observational documentaries like *The Family*, which recorded the day-to-day activities and conversations of ordinary people.

It was from the year 2000 onwards that reality TV became really popular, with the debut of shows like *Big Brother* in which ordinary people in unfamiliar environments face increasingly difficult challenges. Contestants are voted for by the public until one winner is left. In talent shows like *The Voice* and *American Idol*, professional judges are involved, as well as the TV audience.

Some people criticise reality TV for not being as 'real' as it claims to be. Situations are often deliberately created by the programme makers to generate conflict, and editing can change the appearance of what really happened in order to add drama to a show. In other cases, programme makers may even actually stage fake scenes which are then presented to the viewer as 'real'.

- d Students read the people's ideas for after the programme and choose the best one. In pairs, students compare their opinions. Take feedback as a class. Which idea do most people in the class like best?

2 GRAMMAR *going to*: positive

- a 4.55 Books closed. Write on the board: *I'm _____ to have a big cup of coffee.* and ask: *What's the missing word? Can you remember Shelley's sentence?* Try to elicit the gapped word (*going*). If you can't, ask students to look again at SB p.96. Books open. Students complete Mick's sentences with the words in the box. Play the recording for students to listen and check their answers. Check answers as a class.

Answers

- 1 going
- 2 to
- 3 are

- b Discuss the question as a class. Make sure all students understand *the future* (after now) by comparing with *now* and *the past* (before now).

Answer

the future



CAREFUL!

When using *going to*, students at this level often miss out *be*, e.g. *We going to start at 3:30.* (Correct form = *We're going to start at 3:30.*). They may also use *go* instead of *going*, e.g. *I'm go to have a sandwich.* (Correct form = *I'm going to have a sandwich.*). They may omit *going* completely, e.g. *I'm to do my homework.* (Correct form = *I'm going to do my homework.*). Another common error is using the verb form *to* + *-ing* instead of the infinitive form, e.g. *I'm going to working on a farm.* (Correct form = *I'm going to work on a farm.*). Some students may use *will* where *be going to* would be correct, e.g. *I will have a hot bath.* (Correct form = *I'm going to have a hot bath.*).

- c 4.55 **Pronunciation** Play the recording again for students to listen to the sentence stress and pronunciation of *going to* and answer the questions. Check answers as a class. In pairs, students practise saying the sentences. Monitor and check students are pronouncing the sentences correctly.

Answers

- 1 the main verb
- 2 No, we can't.

- d 4.56 Students read the information in Grammar Focus 12A Part 1 on SB p.130. Play the recording where indicated and ask students to listen and repeat. Students complete exercise a in Part 1 on SB p.131. Check answers as a class. Tell students to go back to SB p.96.

Answers (Grammar Focus 12A Part 1 SB p.131)

a

- 1 going to eat
- 2 going to have
- 3 going to watch
- 4 going to wear
- 5 going to go



FAST FINISHERS

Ask fast finishers to think of different sentences with *going to* for 1–5 in exercise a, e.g. *I'm hungry. I'm going to make lunch. It's very hot. I'm going to open the window.*

- e Give students one or two minutes to write three sentences with *going to* about their plans for after class. Write some verbs on the board if you think students need support (e.g. *meet, eat, have, watch, play, phone, speak to, drive, take*). Monitor and help or correct as necessary.
- f Put students into small groups to compare their sentences. If space allows it, get the students moving around the classroom and talking to other students. Take feedback as a class, asking students to report who has the same plans as them.



EXTRA ACTIVITY

Remind students of the everyday objects and activities they talked about in 1a. Say: *Imagine you are on the TV show 'Outside the comfort zone'. What are you going to eat or do after the programme finishes? Choose three things.* Put students into pairs to talk about their plans with *going to*, e.g. *I'm going to eat lots of chocolate.* Take feedback as a class, asking students to report their partner's plans to the class, e.g. *Anita's going to watch TV in bed.*

3 VOCABULARY

Months and future time expressions; Ordinal numbers

- a** Remind students that *9 am* means nine o'clock in the morning, and *9 pm* means nine o'clock in the evening. Point to *Monday am* on the timeline and say: *It's Monday morning*. Individually, students put the future time expressions 1–6 in the correct place on the timeline. They write the numbers under the relevant square or squares on the timeline. Check answers as a class.

Answers



Language Plus The date

Give students time to read the information. Point out the use of *on* with dates, e.g. *on 30th April*. Drill the dates in the book (*the fifth of August, the twentieth of March*). Make sure students pronounce *the* and *of* as weak forms /ðə/ and /əv/ by clapping your hands on the numbers and months to show that they're stressed words. (Note that we pronounce *the* as /ðə/ before every ordinal number except *eighth, eleventh, eighteenth, eightieth*, etc., when *the* is pronounced /ði:/ because of the vowel sound in the ordinal numbers.)

Write today's date on the board in numbers and ask students to say it. Elicit or teach the ordinal numbers *first, second, third, fourth* and *fifth*.

Write on the board: *1st–5th March*. Use the thumb and fingers of one hand to count out and drill *the first of March, the second of March, the third of March, the fourth of March, the fifth of March*.

- b** ▶ 4.57–4.59 Students complete the exercises in Vocabulary Focus 12A on SB p.147. Play the recording for exercise a (Months and future time expressions) for students to listen and repeat the months. In exercise b, students talk about the seasons in their country. Take feedback as a class. Play the recording in exercise c for students to listen and repeat the time expressions. Students do exercise d individually. Check answers as a class. Give students one minute to think and write their answers in exercise e. Put students into pairs to compare their sentences. Take feedback as a class.

Play the recording for exercise a (Ordinal numbers) for students to listen and repeat the ordinal numbers. Point out that we always pronounce the *th* at the end of ordinal numbers as /θ/. Put students into pairs for exercise b. Monitor and check students are pronouncing *th* correctly. Tell students to go back to SB p.97.

Answers (Vocabulary Focus 12A SB p.147)

d

- 1 Thursday 2 Thursday, June, winter, year
3 three months, June, winter 4 Thursday, June, winter, year

- c** In pairs, students ask and answer the questions. Monitor and check students are using *on* and pronouncing the dates correctly. Take feedback as a class.

EXTRA ACTIVITY

Write these dates on the board as figures in day/month format: *19/10, 02/01, 31/05*. Elicit the spoken form (*the nineteenth of October, the second of January, the thirty-first of May*). Give students one minute to write five dates that are important to them in the same day/month format. Put students into pairs to talk about why each date is important to them. Monitor and check students are saying *the* and *of* correctly when saying dates, and that they're pronouncing the ordinal numbers and months correctly.

4 LISTENING

- a** ▶ 4.60 Point to the three pictures and ask: *What things and places can you see?* (e.g. a boat on the sea, fruit in a garden, a kitchen). Play the recording for students to listen for general meaning and answer the question. Check the answer as a class.

Answer

P picture c Y picture a N picture b

Audioscript

PAOLA This summer, I'm not going to have a normal holiday. I'm going to do something different. I read about a cooking school in the mountains. I'm going to learn how to cook really well. It's a two-week course. I think it's going to be fun!

YAZ Every summer my family normally gets a house near the beach and we spend the holiday there. But we aren't going to do that this year. For a change, we're going to go on a trip to Norway. There's a boat that goes along the coast of Norway. They say it's a very beautiful trip.

NIKITA Most summers I go to another country – last year I went to Munich in Germany. This summer, I'm not going to travel abroad. I'm going to stay in this country. I'm going to stay on a farm and I'm going to work there. They aren't going to pay me, but it's not important for me. I want to do something different and be outside all day.

- b** ▶ 4.60 Give students time to read the three sentences and make sure they understand the meaning of *trip* (a journey to another place and back). Play the recording again for students to listen in more detail and decide if the statements are true or false. Students compare answers in pairs. Ask them to correct the false statement. Check answers as a class.

Answers

- 1 F (This is Paola's first cooking course.) 2 T 3 T


- c** Put students into pairs to discuss the questions. Take feedback as a class.

5 GRAMMAR *going to: negative*

- a** ▶ 4.61 Ask students to complete the two sentences. Play the recording for students to check their answers. Ask: *Do we stress the word 'not' and 'aren't' in these sentences?* Play the recording again for students to listen and check (Yes, we do.). Play the recording again for students to listen and repeat.


Answers

- 1 I'm not going to have a normal holiday.
2 We aren't going to do that this year.

- b**  **4.62** Students read the information in Grammar Focus 12A Part 2 on SB p.130. Play the recording where indicated and ask students to listen and repeat. Students complete exercises a and b in Part 2 on SB p.131. Check answers as a class. Put students into pairs to practise the conversation in b. Tell students to go back to SB p.97.


Answers (Grammar Focus 12A Part 2 SB p.131)

- a**
- 1 He's going to do his homework at the weekend.
 - 2 We aren't going to visit my parents next week.
 - 3 I'm going to have a party on Friday night.
 - 4 They aren't going to play football on Saturday.
 - 5 She isn't going to cook dinner this evening.
 - 6 We're going to meet some friends tomorrow evening.
- b**
- 1 'm going to stay 2 'm going to cook 3 'm not going to watch
 - 4 'm going to read 5 'm not going to cook 6 'm going to get
 - 7 'm going to go 8 'm going to have

- c**  **4.63** Individually, students complete the conversations. Play the recording for students to listen and check their answers. Check answers as a class.

Answers and audioscript

- 1**
- A** After class, I'm not going to do my homework.
B Why not?
A I'm tired. I'm going to do it tomorrow.
- 2**
- C** After class, I'm not going to go home.
D Why not?
C I'm going to meet friends in a café.

- d**  In pairs, students practise the conversations in 5c. They then change the conversations, using their own ideas. If students need help thinking of ideas, write these words and phrases on the board: *use my phone, do anything, eat anything, speak English, go outside*. Ask a couple of stronger pairs to say their versions in front of the class.


6 SPEAKING

- a** Tell students that they can now practise using all the language from the lesson. Give them one minute to write two things they're going to do on their next holiday, using the ideas in the book. Monitor and help as necessary.



LOA TIP MONITORING

Speaking activities work best when students are motivated. This can be achieved by ensuring all students feel confident that they have prepared plenty of things to say. Monitoring at the preparation stage can be a useful way to find out which students need a bit of extra support when preparing ideas. Go round the class looking out for anyone who isn't making many (or any) notes. Stop and take time to give them some ideas or suggest places in the book where they might find their own. The Vocabulary Focus section at the end of the Student's Book is often a good source of ideas, especially as by this stage in the course, students have completed almost all the exercises there. For exercise 6a and the Extra activity at the end of the lesson, direct students who need extra support to Countries and nationalities (1A and 1B) on SB p.132, Places in a town (5A) on SB p.148, Hotels (5B) on SB p.149, Daily routine (6B) on SB p.137, Clothes (7B) on SB p.152, Free time activities (8B) on SB p.138, Transport (9A) on SB p.153 and Abilities (11B) on SB p.140.

- b** Give students another minute to write two things from their everyday life they *aren't* going to do on their next holiday. You may wish to remind them about Alessandro's trip on SB p.73 (*He didn't stay in a hotel, he didn't go to big cities, he didn't drive, he didn't check his emails, etc.*). Monitor and help as necessary.
- c**  Put students into small groups to tell other students about their holiday plans. Do they all have the same ideas? Take feedback as a class.



EXTRA ACTIVITY

Divide the class into three or four groups and give them 5–10 minutes to plan a holiday together in either a very hot or a very cold country. Write these questions on the board for the groups to think about:

- *Where are you going to stay?*
- *What are you going to take on holiday? What aren't you going to take?*
- *What kinds of transport are you going to use? What aren't you going to use?*
- *What are you going to do there? What aren't you going to do?*

Monitor as the groups prepare their ideas. Stop and get involved with each group for a short time. Show enthusiasm for their ideas and suggest other ideas to get them thinking. The more motivated students are at this stage, the more successful the speaking stage itself will be (see Monitoring). After five or ten minutes, ask one person in each group to tell the rest of the class about their group's holiday plan. They should try to persuade the other groups that theirs is a good plan. The other groups listen carefully and ask one or two questions about the plan. Encourage all group members to answer the questions, not just the presenter. Notice whether students are attempting to use questions with *going to*, but don't correct errors at this stage.

At the end of all the presentations, take a class vote to find out which holiday is the most popular (students can't vote for their own holiday).

ADDITIONAL MATERIAL

- ▶ Workbook 12A
- ▶ Photocopiable activities: Grammar p.157, Vocabulary p.164, Pronunciation p.172

12B What are you going to do this weekend?

OPTIONAL LEAD-IN


Books closed. Write *TIME* on the board with these words around it: *afternoon, minute, season, day, hour, week, year, month, weekend*.

Ask students to put the words in order from a short period of time to a long period of time. You may wish to draw a horizontal line on the board and put *minute* at the left end and *year* at the right end. Check answers as a class (from short to long: *minute, hour, afternoon, day, weekend, week, month, season, year*).

Ask the following questions:


- How many minutes are there in an hour? (60)
- How many hours are there in a day? (24)
- How many days are there in a week? (7)
- How many months are there in a year? (12)
- How many weekends are there in a year? (52)
- How many hours are there in your weekend?

1 READING

- a  Put students into small groups to read the sentences and tell each other which are true for them. Take feedback as a class.
- b Give students one minute to read *Only 4,000 weekends in your life!* for general meaning and choose the sentence in 1a which matches the writer's main idea. Students compare answers in pairs. Check the answer as a class.

Answer

3 It's important to use the time well at the weekend.

- c  Put students into pairs to talk about which things in the picture Laura says are good to do at the weekend and which aren't good to do. Tell students to look at the text again if necessary. Check answers as a class.

Answers


Good things: a play some music, c plan three to five activities to do and write them down, e go for a run

Not good things: b sit on the sofa and watch TV, d clean your house or flat

- d Give students one minute to read Wendy, Dermot and Rini's plans for the weekend and match them with the first three ideas in the text. Check answers as a class.

Answers

1 Rini 2 Dermot 3 Wendy

- e  Put students into pairs to discuss what they think about Laura's ideas. Tell them that the information comes from a real book about managing your free time, called *What the most successful people do on the weekend*. (You may wish to point out that *on the weekend* is more common in American English; in British English it's more common to say *at the weekend*.) Ask: *Would you like to read the book? Why / Why not?* If you wish, give students information from the Culture notes.

At the end of this lesson, students will be able to:

- understand a text about using your weekends well
- use a lexical set of common verbs and collocations correctly
- understand a conversation between friends about plans for the weekend
- use *going to* in questions correctly
- ask and talk about plans for the future

EXTRA ACTIVITY

Remind students about this idea from Laura's book: *Write a list of 100 'big' things you'd like to do in your life*. Tell students that some people call this a *bucket list* (see Culture notes).

Give students two minutes to write a short bucket list of five 'big' things they'd like to do in their life. Put them into groups to compare their lists. If you have space, get the students up and walking round the classroom to do this. If students hear good ideas, they can add them to their lists.

Take feedback as a class, asking students if there is one thing on their list they can do this weekend.

CULTURE NOTES


Time management and 'bucket lists'

In her self-help book about time management, *What the most successful people do on the weekend* (2012), Laura Vanderkam suggests ways to help you make the most of your free time by focusing on what really matters to you and setting time aside to do it.

One way of identifying personal priorities is to write a 'bucket list' (a list of things to do before you die). This word comes from the informal expression *kick the bucket* (to die). Typical items on a bucket list include travelling to interesting places, travelling by unusual forms of transport, learning new skills and doing extreme sports.

2 VOCABULARY

Common verbs and collocations

- a  4.64 Students match the verbs in the box with the words and phrases to make common verb phrases and collocations. Play the recording for students to check their answers. Check answers as a class.

Answers

1 do 2 invite 3 visit 4 make 5 paint 6 clean
7 use 8 go

- b Give students one minute to read the text and lists on SB p.98 again and find examples of each verb in 1a. Check answers as a class.

Suggested answers

- 1 do yoga
- 2 invite some friends for dinner
- 3 visit Paris
- 4 make a cheesecake
- 5 paint my room
- 6 clean your house or flat
- 7 use your computer
- 8 go for a (long) run

- c Give students time to think about what they always/often/sometimes/never do at the weekend. Put them into pairs to compare and discuss their ideas. Take feedback as a class, asking students to tell the class what they and their partner both do, or do differently at the weekend.

- d 4.65 Students go to Vocabulary Focus 12B on SB p.141. Play the recording for exercise a for students to listen and repeat the verbs and their past forms. Students complete exercise b. Check answers as a class. Give students one minute to do exercise c. Tell them to use the past simple with a past time expression (e.g. *I visited a friend yesterday*), the present simple with *always/sometimes/never* (e.g. *I always use a computer*) or *going to* + a future time expression (*I'm going to go to the beach tomorrow*). Monitor and help as necessary. Students tell a partner their sentences. Are any of their sentences the same? Take feedback as a class. Tell students to go back to SB p.99.

Answers (Vocabulary Focus 12B SB p.141)

b

- 1 does
- 2 invite
- 3 paint
- 4 visited
- 5 make
- 6 does
- 7 use

e Sound and spelling /v/ and /w/

- 4.66 For exercise 1, play the recording for students to listen to the pronunciation of the two sounds and words. Ask: *Are your teeth on your lips for the /v/ sound or the /w/ sound? (/v/)*. Play the recording again for students to listen and repeat.

- 4.67 For exercise 2, play the recording for students to listen to the words and practise saying them.

3 LISTENING AND GRAMMAR

going to: questions

- a 4.68 Point to the picture of Lee and Marcus (the two men) in the picture. Say: *Lee and Marcus are talking to their friend Jessica about their plans for the weekend*. Ask: *Do they know exactly what they are going to do?* Point to *No plan* and elicit *No*. Ask the question again and point to *Clear plan* to elicit *Yes*. Play the recording for students to listen and write Lee and Marcus's names on the line. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

no plan ← Lee → Marcus → clear plan

Audioscript

CONVERSATION 1

JESSICA What are you going to do this weekend, Lee?

LEE Oh, I don't know. Nothing much.

J Are you going to go out?

L I'm going to see a film.

J What film are you going to see?

L I don't know yet. I don't know what's on.

J What about Sunday?

L Well, I'm going to go out somewhere ... maybe. See what the weather's like.

CONVERSATION 2

JESSICA So what are you going to do this weekend, Marcus?

MARCUS Well, on Saturday I'm going to get up early and I'm going to go for a run. Then I'm going to go shopping.

J What are you going to buy?

M Well, I want to buy a new jacket and some shoes. And in the evening I'm going to meet some friends for a meal.

J Where are you going to go?

M There's a new restaurant called *Sandy's*. We're going to go there. And on Sunday, I'm going to play tennis.

- b 4.68 Play the recording again for students to listen and tick the things they know from listening to the conversations. Students compare answers in pairs. Check answers as a class.

Answers

- 3 Marcus's shopping plans
- 4 the name of the restaurant Marcus is going to go to
- 5 Marcus's plans for Sunday

- c 4.69 Individually, students choose the correct questions. Play the recording for students to check their answers. Check answers as a class. Play the recording again for students to listen and repeat. Monitor and check students are pronouncing the questions correctly.

Answers

- 1 a
- 2 b

- d 4.70-4.71 Students read the information in Grammar Focus 12B on SB p.130. Play the recording where indicated and ask students to listen and repeat. Students complete exercises a and b on SB p.131. Check answers as a class. Tell students to go back to SB p.99.

Answers (Grammar Focus 12B SB p.131)

a

- 2 What are you going to do this evening?
- 3 Are they going to go to Italy next summer?
- 4 When are you going to have lunch?
- 5 How is she going to get to the airport?
- 6 When are we going to clean the flat?

b

- 1 Are you going to stay
- 2 is she going to buy
- 3 Are you going to go
- 4 are they going to invite
- 5 Is he going to watch




FAST FINISHERS

Put students into pairs to practise saying the five conversations in exercise b. Tell them to repeat the conversations, using their own ideas to change the answers, e.g. *A: Are you going to stay at home tonight? B: Yes, we are. We're going to watch a film*. Ask some pairs of students to read one or two of their new conversations to the class.

- e 4.72 Individually, students put the words in the correct order to make questions. Play the recording for students to listen and check their answers. Check answers as a class.

Answers

- 1 What are you going to do this weekend?
- 2 Are you going to go out?
- 3 What film are you going to see?
- 4 What are you going to buy?
- 5 Where are you going to go?

- f**  Divide the class into pairs and assign A and B roles. Student A is Lee. Student B is Marcus. Ask: *Who doesn't have clear plans for the weekend?* (Lee). Elicit or teach some of the expressions Lee uses to show this (*Oh, I don't know. Nothing much. I don't know yet. I'm going to go out somewhere ... maybe.*). Write these expressions on the board and drill them. Then drill some of Marcus's 'clear' statements, e.g. *I'm going to go shopping. I'm going to play tennis.* Put students into pairs to have the conversations. Student B asks Lee questions 1, 2 and 3 in 3e, Student A asks Marcus questions 1, 4 and 5 in 3e. Monitor and check students are saying the questions correctly and that they are expressing Lee's uncertainty and Marcus's certainty in their answers. When they've finished, correct any errors as a class and drill the 'clear' and 'not clear' statements again. Then ask students to repeat the conversations, taking the opposite roles this time.

4 SPEAKING

- a** Tell students that they can now practise using all the language from the lesson. Give them two minutes to write questions to ask their partner using the ideas in the book and *going to*. Monitor and check they're forming the questions correctly.



Suggested answers

What are you going to do this evening?
What are you going to do at the weekend?
What are you going to do on your next birthday?



FAST FINISHERS

Ask fast finishers to write more *going to* questions to ask their partner (e.g. about holidays, next week, next year). Encourage them to use other question words too, e.g. *How* are you going to get home after class?, *When* are you going to do your homework?

- b**  In pairs, students ask and answer their questions in 4a. Remind them to use expressions like *Nothing much, I don't know* and *Maybe* if they don't have clear plans. Students listen to their partner and mark their plans on the line in 3a. Monitor and note down any errors with the target language to deal with at the feedback stage.
- c**  Ask students to compare their lines with other students'. Who has clear plans for the future? Who doesn't? Take feedback as a class, asking students to give some examples of their partner's plans.



LOA TIP REVIEW AND REFLECT

Write these things on the board:

- 1 look again at all the grammar in Units 1–12
- 2 look again at all the vocabulary in Units 1–12
- 3 study English at A2 level
- 4 visit an English-speaking country
- 5 take exams in English in the future
- 6 use English for study in the future
- 7 use English for work in the future
- 8 use English for fun in the future

Then write this key:

✓ = yes

? = maybe

X = no

Give students time to look at each point on the board and mark them according to the key.

Put students into pairs to ask and answer questions with *going to* about the ideas on the board, e.g. *Are you going to study English at A2 level?* *Maybe.*

Take feedback as a class. Nominate a few pairs to tell the class the things they *are* both going to do and the things they both *aren't* going to do.

ADDITIONAL MATERIAL

- ▶ Workbook 12B
- ▶ Photocopiable activities: Grammar p.158, Vocabulary p.164

120 Everyday English

Would you like to come for dinner?

OPTIONAL LEAD-IN

Books closed. Write on the board:

INVITATION



dinner party

8 pm @ my house

Say to students: *You're going to have a dinner party at your house. You can invite five people, famous or not famous, from the past or from now. Who are you going to invite? Why?*

Give students one minute to make a list of dinner guests. Put students into small groups to compare and talk about their guest lists. Take feedback as a class. Ask: *Which of these dinner parties would you like to go to? Why?*

1 LISTENING

- a** Give students time to think about their answers and encourage them to think of anything else they do when they have a dinner party. Check they understand *fixed* (not changing).
- b**  Put students into pairs to talk about their ideas in 1a. Take feedback as a class.
- c** Point to the pictures and ask: *What's Sophia doing? Why do you think James is calling her? Elicit students' ideas and write them on the board. Don't confirm the answer at this point.*
- d**  **4.73** Play Part 1 of the video or audio recording for students to listen for the general meaning and check if their guess in 1c was correct. Check the answer as a class. Ask: *When James invites Sophia to his flat for dinner, does Sophia say yes or no? (She says no, because she invites James to her flat for dinner.)*

Answer

James wants to invite Sophia to his flat for dinner.

Video/Audioscript (Part 1)

SOPHIA Hi, James!

JAMES Hello, Sophia!

S How are you?

J I'm fine. How about you?

S Yes, really good. I bought some more things for my flat today and I'm just putting them away.

J Oh, great. Oh, so, mm, I wanted to ask you ... Would you like to come for dinner? You know, at my flat.

S Well, that's really kind of you, James. I'd love to, but ...

J Oh, good.

S No, I'd love to, but I just think ... you've helped me so much. You know, you met us at the station, the clock ...

J Oh, that was nothing.

S No, but I'd like to say thank you. So, would you like to come for dinner at my flat?

J Oh, well, yes. I'd love to come. Thank you.

S Are you free on Friday?

J Oh, no. Sorry, I'm busy then, a work thing, but Saturday's OK.

S Great! Come on Saturday.

J OK.

S See you then.


J See you then.

S Bye.

J Bye.

At the end of this lesson, students will be able to:

- understand conversations in which people make and accept invitations
- use appropriate phrases for making and accepting invitations
- recognise the way in which the letters *oo* can sound
- invite other people to do something
- use paragraphs correctly
- write an invitation


- e**  **4.73** Play Part 1 of the video or audio recording again for students to listen and underline the correct words. Check answers as a class.

Answers

1 new 2 thank James 3 is


2 USEFUL LANGUAGE

Making and accepting invitations

- a**  **4.74** Individually, students categorise the six expressions. Play the recording for students to listen and check their answers. Check answers as a class. Drill the expressions. Elicit some possible ways to finish *I'd love to, but ...* (e.g. *I'm busy then. I'm going to go shopping with Anna then*).


Answers

1 a 2 c 3 b 4 a 5 c 6 b

- b**  **4.75** Individually, students complete the conversation with the words in the box. Play the recording for students to listen and check their answers. Check answers as a class by asking one pair of students to read out the conversation.

Answers

1 like 2 love 3 Thank 4 free 5 sorry 6 busy 7 OK

- c**  In pairs, students practise the conversation in 2b. Ask them to repeat it a few times, changing the place and the days.



LOA TIP ELICITING

Books closed. Combine the ideas from Sophia and James's conversation and the Useful language to build a simple elicited dialogue on the board. This is the conversation you're going to elicit:

James: Would you like to come for dinner at my flat?

Sophia: I'd love to, but...

J: Oh, good.

S: But I want to thank you. So, would you like to come for dinner at my flat?

J: Oh, well, yes. I'd love to come. Thank you.

S: Are you free on Friday?

J: Oh, no. Sorry, I'm busy then. Saturday's OK.

S: Great!

Use the questions below to elicit the conversation. If students get stuck, give the first words or letters as prompts. If absolutely necessary, supply whole words, phrases or sentences yourself. Keep the class engaged in the eliciting process, encouraging them to self-correct and/or to correct each other.

What was James's invitation to Sophia?

What did Sophia say?

James thought Sophia said 'yes'. He was happy. What did he say?

How did Sophia change the conversation?

What was her invitation to James?

What did James say?

What day did Sophia suggest?

How did she suggest it?

Did James accept or say no? What did he say?

What day did he suggest?

How did Sophia finish the conversation?

When the whole dialogue is on the board, put students into pairs to practise saying it.

S I wasn't sure about staying in London.

J Oh?

S No. But now I feel like I have new friends – here, so ... So last week I decided. I'm going to stay.

M Oh, that's wonderful news.

J Yeah, great!

M Oh, that's so nice.

S Yes, yes it is. Now let's have dinner.

J Great ...

S OK, sit down, both of you, and I'll bring the food.

M Lovely!

J Thank you, Sophia.

- c** **4.76** Play Part 2 of the video or audio recording again for students to listen in more detail and tick the correct answer. Check the answer as a class.

Answer

3 She's going to stay in London.

- d** Students make sentences about the story using words and phrases in the box. Students compare answers in pairs. Check answers as a class.

Answers

1 b 2 a 3 d 4 c



EXTRA ACTIVITY

As this is the last episode of Sophia's story, ask these questions as a class to see how much students can remember and what they think might happen next:

- 1 *Where did Sophia and Megan meet?* (at work)
- 2 *Did Sophia meet James at work?* (no, he's Megan's cousin)
- 3 *Who was the first visitor to Sophia's new flat, Megan, James or both?* (Megan)
- 4 *What did Sophia and Megan do together at the weekend?* (They went to Henley.)
- 5 *What did James help Sophia with?* (the clock)
- 6 *Do you think Megan is going to invite Sophia for dinner at her flat in the future?* (Students' own answers)
- 7 *What about James? Is he going to invite Sophia for dinner? Why do you think so? / Why not?* (Students' own answers)
- 8 *Are Sophia and James going to be good friends? Why do you think so? / Why not?* (Students' own answers)

3 LISTENING

- a** Put students into pairs to look at picture c on SB p.101 and think about their answers to the questions. Elicit ideas, but don't confirm the correct answers at this point.
- b** **4.76** Play Part 2 of the video or audio recording for students to listen for the general meaning and check if their guesses in 3a were correct. Check answers as a class.

Answers

- 1 He's going to Sophia's flat for dinner.
- 2 He bought the flowers for Sophia.

Video/Audioscript (Part 2)

SOPHIA Hi. Is that you, James?

JAMES Yes, it is.

S OK. Come on in!

J These are for you.

S Oh ... thank you. They're beautiful.

J Oh, Megan – you're here too. Hi.

MEGAN Hi, James. You look smart!

J Er, yes. Thank you.

S Good – now you're both here.

J Yes, we're both here.

S Well, I just ... I wanted to say thank you – to both of you. It was my first month in a new city and you really helped me a lot. And ... well ... I'm really feeling at home here now.

M Great.

4 PRONUNCIATION

Sound and spelling: oo

- a** **4.77** Play the recording for students to listen how oo is pronounced in the two marked words. Check answers as a class. Drill the two words. Point out that there is no rule about whether oo is pronounced /ʊ/ or /u:/. Students need to listen and learn each word.


Answers

1 /ʊ/ 2 /u:/

- b** **4.78** Play the recording for students to listen and put the words in the correct place in the table. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class. Drill all the words.

Answers

Sound 1 /ʊ/	Sound 2 /u:/
cook, look, book, football	cool, spoon, soon

- c  In pairs, students practise saying the words. Monitor and check they're pronouncing them correctly. Correct any errors you hear.

5 SPEAKING

▶ Tell students that they can now practise using all the language from the lesson with a partner in a conversation. Divide the class into pairs and assign A and B roles. Student As look at the task and diary information on SB p.108, and prepare what to say. Student Bs do the same on SB p.113. Monitor as students talk and note down any errors with the language from this lesson to correct at the feedback stage. Tell students to go back to SB p.101.

6 WRITING

- a Give students one minute to read the invitations and replies to see if Jon and Emma say yes or no. Check answers as a class.

Answers

Jon says no because he isn't here. He's in Sheffield and he's staying there till Sunday.

Emma says no because she's working till 6:30.

- b ▶ Students go to Writing Plus 12C on SB p.159. Go through the information in exercise a as a class. Tell students to look at exercise b. Explain that the lines in 1 and 2 are missing paragraphs. Which paragraph is missing from each invitation, a or b? Students complete the exercise. Check answers as a class. Give students two minutes to individually rewrite the invitations in exercise c. Monitor and check students' work. Tell students to go back to SB p.101.

Answers (Writing Plus 12C SB p.159)

b

1 a 2 b

c

1 Do you have any plans for the weekend? I'd like to see a film.

We could meet at the cinema at 6:30. Is that OK for you?

2 It's my birthday next Friday. I'm going to be 30!

Would you like to come here for a meal on Saturday? I'm going to invite a few friends.

- c Give students 5–10 minutes to read the notes and write an invitation. Remind them to use paragraphs. Monitor and help as necessary.

- d Students swap their invitation with a partner and read their partner's invitation. They then write a reply, using expressions from the lesson, and give the reply to their partner. Take feedback as a class. Ask: *What did you invite your partner to do? Did he/she say yes or no?*

ADDITIONAL MATERIAL

- ▶ Workbook 12C
- ▶ Unit Progress Test
- ▶ Personalised online practice
- ▶ Photocopiable activities: Pronunciation p.172



FAST FINISHERS

Ask fast finishers to look at Sophia's email on SB p.93, count the paragraphs and write the topic of each paragraph by the side of it in a few words. Check answers by looking at what they've written (It has four paragraphs: Paragraph 1: thanking Lisa; Paragraph 2: life in London; Paragraph 3: Sophia's flat; Paragraph 4: her friends and family.).

UNIT 12

Review

1 GRAMMAR

- a Write this statement on the board: *Emily's going to visit Minna*. Give students 30 seconds to read Emily's email to check if the statement is true or false. Check the answer as a class (False. Minna's going to visit Emily.). Give students two or three minutes to read the email again and complete it with the correct form of *be going to* and the verbs in brackets. Check answers as a class.


Answers

- 1 'm going to study 2 'm going to work 3 'm going to cook
4 is going to cook 5 'm not going to work 6 're going to arrive
7 is going to have 8 isn't going to invite 9 'm not going to do
10 aren't going to go

- b Individually, students correct the error in each sentence. Check answers as a class.

Answers

- 1 'Are you going to watch TV this evening?' 'No, I'm not.'
2 Is your mum going to cook your dinner this evening?
3 'Are you going to clean your bedroom?' 'Yes, I am.'
4 What are you going to wear tomorrow?
5 'Are your friends going to visit you today?' 'Yes, they are.'
6 What are you going to do next summer?

- c  In pairs, students ask and answer the questions in 1b. Take feedback as a class.

2 VOCABULARY

- a Say *January, February ...* and elicit the rest of the months of the year. Put students into pairs to practise saying the months together. Let them look at Vocabulary Focus 12A on SB p.147 if they need help. Ask: '*in*', '*on*' or '*at*' *January?* (*in*). Individually, students cross out the answers which are not possible. Check answers as a class.

Answers

- 1 tomorrow / ~~on tomorrow~~ 2 this / ~~in~~ / next / on Friday
3 at / ~~in~~ the weekend 4 ~~on~~ / this / in / next June
5 next / ~~at~~ weekend 6 on / ~~in~~ Sunday
7 in / ~~on~~ three weeks 8 this / ~~at~~ afternoon

- b Individually, students complete the ordinal numbers. Check answers as a class.

Answers

- 1 second 2 thirtieth 3 twenty-first 4 third 5 fifteenth
6 ninth

- c Individually, students complete the questions with the words in the box. Check answers as a class.


Answers

- 1 visit 2 make 3 do 4 clean 5 use 6 invite



FAST FINISHERS

Ask fast finishers to replace the nouns in the questions in 2c with different nouns, e.g. *Do you often visit your family?* *Are you going to make bread at the weekend?* They can use their own ideas or ideas from Vocabulary Focus 12B on SB p.141. Tell them to use these new questions in 2d.

- d  In pairs, students ask and answer the questions in 2c. Take feedback as a class.



EXTRA ACTIVITY

Write this task on the board:

Find someone who ...


- *does a lot of sport / the washing / yoga.*
- *doesn't use the Internet / a computer every day.*
- *went to the beach / cleaned their room / visited a friend yesterday.*
- *can make a cake / bread / pizza.*
- *is going to visit a friend / invite someone for a meal / do their homework after this class.*

Tell students to choose ONE idea in each line and make a question about it to elicit the answers *yes* or *no*. For example, *Do you do yoga? Did you use the Internet yesterday?*

Put students into large groups or get them moving around the classroom to ask their five questions to different people. If someone answers 'yes', they make a note of that person's name and ask one or two questions to find out more information.


Take feedback as a class. Ask students to tell the class what they found out about other students.

3 SOUND AND SPELLING

- a  4.79 Play the recording for students to listen and circle all the /v/ sounds and underline all the /w/ sounds in the phrases. Check answers as a class. Play the recording again for students to listen and practise saying the phrases. Put students into pairs to practise saying the phrases. Monitor and check they are pronouncing /v/ and /w/ correctly.

Answers

- 1 Visit in the evening 2 we never invite Wendy
3 I love weekends in winter 4 win video games every week
5 watch TV with Vicky and William
6 on Wednesday the twelfth of November

- b  4.80 Play the recording for students to listen and put the words in the right place in the table. Check answers by playing the recording again and pausing it after each word. Put students into pairs to practise saying the words. Monitor and check that they are pronouncing *oo* correctly.

Answers

/ʊ/	/u:/
good, book, football, look	boots, cool, school, soon

In some words *oo* is a short sound and in others it is long.



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.