

UNIT

1

Making plans

Aims and objectives

In this unit, students will learn:

be going to

have to

words for jobs around the house

to talk about future plans

Warm-up

Ask students to talk about the picture. Ask: *Where are the characters?* (at home in their living room) *What are they doing?* (talking to one another, maybe watching TV or a DVD) *What is their mother doing?* (using a laptop)

2

1 Listen and read

Play the recording. Ask students to follow along in their books and check their answers to the questions in the warm-up. Ask some general questions to check comprehension:

Who is coming tomorrow? (Aunt Maria)

Whose sister is Maria? (Mrs. Elton's)

What does Dad have to do in the office first? (put all his books and papers away)

What jobs does Harry have to do? (put the DVDs back on the shelves and clean his room)

What does Sally have to do? (help her mom with cleaning the rest of the house)

What is Dad going to do before he cleans his office? (take out the garbage)

Tapescript

See SB3, page 4

Ask students to work in groups of four and practice the conversation. Have one or two groups perform the conversation for the class.

2 Put a check by the correct answer.

Model the first one for the class as an example. Then ask students to complete the task in pairs. Check answers.

Key

1 tomorrow 2 Dad 3 on the shelves in the living room 4 take out the garbage

Get talking
Talking about future plans**3 Match the words with the pictures.**

Ask students to complete the matching exercise individually. Then have them compare answers in pairs before completing a whole class check.

Key

1 c 2 b 3 d 4 a 5 e 6 f

3

4 Listen and repeat.

Play the recording. Ask students to listen and repeat each line. Then have them practice the dialogues in pairs.

Tapescript

See SB3, page 5

5 Work with a partner. Ask and answer about what you are doing this weekend.

Ask students to work in pairs and use the dialogues in Exercise 4 as models to make their own questions and answers. Ask several pairs to demonstrate their dialogues for the class.

Language Focus**Vocabulary****Jobs around the house****1 Look at the picture and complete the sentences with the correct names.**

Ask students to use the pictures to complete the sentences. If they don't know some of the vocabulary for jobs, ask someone who does to mime the action. Check answers by asking students to each read aloud a sentence.

Key

2 Dad 3 Sue 4 Mike 5 Steve 6 Abi 7 Mom
8 Tom 9 Sally

FOLLOW UP

Ask students to work in small groups of four to six. Tell them to imagine that they are living in a house together and that they each have to choose two of the jobs in Exercise 1. Ask them to discuss which jobs they want to do and to tell the class, e.g. *I am washing the dishes and taking out the garbage. Mark is doing the shopping and cooking dinner.* etc.

4 **2 Listen and write the correct number of ✓ and X in the boxes below.**

Draw students' attention to the words and phrases in the box. Tell them that the number of ✓ and X next to each one refers to how strong the emotion is, e.g. *love* is a lot stronger than *sort of like*, which is stronger than *don't mind* (*don't mind* = a neutral emotion). Play the recording. Ask students to fill in the boxes with the correct number of ✓ and X, according to the words the speakers use to describe their feelings about different jobs around the house.

Tapescript

A: I hate doing the shopping.

B: I love washing the dishes.

C: I sort of like doing the ironing.

D: I don't mind cooking dinner.

Key

A: ✓✓✓✓

B: ✓✓✓

C: ✓✓

D: X

3 **Talk about the jobs you like/hate doing at home.**

Read the speech bubbles with the class and ask them to use these as models for the pair-work exercise. They can use ideas from Exercise 1 and the dialogue on page 4. Find out afterward which jobs are most and least popular in the class.

FOLLOW UP

Ask students to work in pairs and say who does different jobs in their own home, e.g. *My dad does the shopping. My sister always cleans her room. My grandma cleans my room.* etc.

Grammar

Be going to

1 **Put the example sentences in order, and then check against the dialogue on page 4.**

Ask students to complete the exercise and then look back at the dialogue on page 4 to check if it is accurate. Read through the rules in the grammar box with students. Stress that *going to* has only one form whether used in affirmative sentences, negative sentences, or questions.

Key

1 He's going to take out the garbage.

2 Aunt Maria isn't going to stay in my room.

3 Is she going to sleep in my office?

2 **Write what these people are (not) going to do in the future.**

Ask students to complete the task in pairs if you think they need help. (✓ = *going to*, X = *not going to*) Check answers.

Key

1 Mark is going to buy a sports car.

* 2 Tony and Liz are going to go on a trip around the world.

3 I'm not going to learn to fly a plane.

4 Harry isn't going to move to another country.

5 Linda's going to have a big 18th birthday party.

* When the verb is *to go*, we often omit it in a *going to* construction: *I am going to go on a trip around the world.* = *I am going on a trip around the world.*

3 **Write questions. Then work with a partner and ask and answer.**

Ask students to write the questions on their own. Then have them ask the questions to a partner. Check answers by asking several pairs to read their questions and answers for the class.

Key

- 2 Is your family going (to go) on vacation this year?
 3 Is your father going to come to school tomorrow?
 4 Are you going to stay home tomorrow?

FOLLOW UP

Ask students to work in pairs and create more questions with *Wh-* and *going to* to ask their partners about future plans. They can ask about after-school activities for today or the rest of the week, weekend plans, or future plans in general. Model asking a few questions yourself to show them what to do. Write or elicit question words on the board: *Who / What / Why / When / How / Where*. Then make up questions to ask students, e.g. *Where are you going on vacation next summer? What are you going to do this evening at six o'clock? Who are you going to visit this weekend? What are you going to have for dinner tonight?* etc. Get students to ask each other their questions in pairs or small groups.

4 Talk about these people's plans with your partner. Use the words below.

Model the example dialogue for the class, pointing to picture 1. Ask students to make similar dialogues for the other pictures using the phrases in the box in their answers. Ask several pairs to demonstrate their dialogues for the class as a way of checking answers.

Key

- 2 What are they going to do? They're going to go grocery shopping.
 3 What are they going to do? They're going to play volleyball.
 4 What is she going to do? She's going to stay at a friend's house.

have to

5 Look at the dialogue on page 4 and complete the examples.

Ask students to look at the dialogue on page 4 again and find the answers to complete the examples. Read the rules in the grammar box with them. Stress that the negative form of *have to* is made with *don't* or *doesn't*, not *haven't/hasn't to*.

Key

- 1 have to 2 have to 3 has to

6 Complete the sentences with the correct form of (not) have to.

Ask students to complete the sentences. They should first decide whether the sentence requires an affirmative or negative use of *have to*. They can then refer to the grammar box to make sure they are using the correct form of *have to*. Check answers.

Key

- 2 I have to clean it up.
 3 We have to take it to the garage.
 4 He doesn't have to run.
 5 She doesn't have to study anymore.
 6 We have to invite all your friends over.

7 Work with a partner. Talk about what you have to do this afternoon.

Ask students to work in pairs. Make sure they understand that *have to* implies a certain obligation to do something, and *not have to* implies a lack of obligation to do something, whereas *going to* is used to talk about future plans generally, whether there is obligation or not. Ask pairs to demonstrate some of their sentences for the class.

FOLLOW UP

Ask students to work in pairs to write a list of school or classroom rules to give to a new student at the school. Encourage them to make some sentences using *have to* as well as *not have to*, e.g. *You have to come to school every day. / You don't have to wear a uniform.*

Skills

Listening

Warm-up

Ask students to guess, from looking at the pictures and the instructions in Exercise 1, what the phrase *on strike* means and what the story is going to be about.

5 **1** Listen to the sketch "On Strike" and write the time expressions under the correct picture.

Play the recording. Ask students to use the phrases given and write them under the correct picture as they listen. Check answers.

Tapescript

ANNOUNCER: "On strike." Scene One.

Friday evening.

SIMON: Look at this!

SALLY: Our jobs for the weekend.

SIMON: It's too much!

SALLY: Yes. Let's go on strike!

ANNOUNCER: "On strike." Scene Two. Later on

Friday evening.

MOM: What's going on here?

SIMON: We're on strike.

DAD: On strike?

SALLY: Yes. We're not going to clean our rooms!

SIMON: And we're not going to wash the dishes.

SALLY: I'm not going to take out the garbage.

SIMON: And I'm not going to do the vacuuming.

DAD: OK.

SALLY: Excuse me?

MOM: That's OK.

SIMON: Really? Great!

ANNOUNCER: "On strike." Scene Three. Saturday morning.

SALLY: Mom? Can I have scrambled eggs for breakfast, please?

MOM: Yes, but I'm not going to make them.

SALLY: Excuse me?

MOM: I'm on strike!

SIMON: Dad? I'm going to be late for the football game.

DAD: I know. But I'm not going to drive you there.

SIMON: Excuse me?

DAD: I'm on strike, too.

MOM: We're on strike this weekend. We're not going to do things for you.

DAD: That's right. We're only going to do things for ...

MOM/DAD: Us!!!

SALLY: Oh!

SIMON: What!

Key

1 later on Friday evening

2 Saturday morning

3 Friday evening

6 **2** Listen again and choose the correct answers to the questions.

Play the recording. Have students choose the correct answers. Remind them that more than one answer is needed in some cases. (Stronger students might want to try this exercise without listening first, and then listen only to check answers.)

Key

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

Reading

3 Sam is at a summer camp. Read his letter to his mom and place a check next to the correct pictures.

Many children attend summer camp, where they stay for a week or longer and take part in different sports and activities.

Ask students to read the letter. Ask some general questions to make sure they understand all the vocabulary words:

Does he like the camp? (yes)

Why? (There are so many things to do that it's never boring.)

How long did they spend in the canoes? (two hours)

Who is Jack? (the guide, person in charge of the trip)

What is Sam going to do tomorrow? (visit a car museum)

What is he going to take with him? (a camera)

What jobs do all the students have to do at the camp? (help in the kitchen and make their beds)

What don't they have to do? (wash dishes)

Ask students to choose the correct pictures to complete the sentences. Then check answers.

Key

1 A 2 B 3 A 4 A

- 4 **Imagine you are going on the perfect vacation. Ask and answer questions with a partner and make plans.**

Read through the questions with the class. Then put them in pairs to ask and answer the questions. Finally, have a whole class feedback session to find out what their plans are.

Key

Student's own answers

A Song 4 U**Hey, let's travel, here we come!**

- 7 5 **Listen and sing.**

Tell students that they are going to listen to a song and sing it. Play the whole recording through once. Then play it a second time, and encourage students to join in the singing.

Tapescript

See SB3, page 11

Writing for your Portfolio

- 6 **Imagine you are at summer camp. Write a letter to your parents. Start like this:**

This exercise can be assigned as homework. Ask students to continue the letter. They should write about the things they are going to do or not going to do at the summer camp. They should also try to use at least one *have to* structure and one *don't have to* structure. Encourage them to read the letter on page 11 again before they start, to use as a model. Ask students to exchange their work in pairs or small groups and read each other's writing.

MORE fun with Fido

Give students a few minutes to read the story. Ask students to say what their favorite relaxation activity is and when they are going to do this activity next. These could include activities such as yoga, meditation, exercise, or eating chocolate.

Learn MORE through English**Robots**

Read the key words aloud, and have students repeat them after you. Ask them to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any they don't know.

- 1 **What is a robot?**

Read the introduction text with the class and make sure they understand the language.

- 2 **Read the text.**

Ask students to read the text. Ask them to use the context to guess the meanings of new words. Ask some general questions to check comprehension:

Why do we (humans) use robots? (to make our work easier and quicker)

What kind of jobs do robots usually have to do? (dull, dirty and dangerous work—DDD)

Why are robots popular in factories? (because they can do the repetitive jobs that humans find difficult to do)

Why are robots used in volcanoes, space, or the ocean? (because these places are dangerous or impossible for humans to get to)

What is one example of a robot in our daily home lives? (washing machine)

What is the purpose of the robots in the picture at the RoboCup? (to show that robots are made for fun)

- 3 **Which of these are robots? Discuss in class.**

Draw students' attention to the speech bubbles so they know the criteria used for deciding whether something is a robot (can be programmed) or not. Then have a class discussion to decide which objects are robots.

Key

stoplight, DVD recorder, microwave, MP3 player, alarm clock, dishwasher

FOLLOW UP

Ask students to design a robot that will do the jobs they don't like doing, e.g. making a bed, doing dishes, etc. They can draw and write about the features of their robot or just write a description of what it can do so they don't have to do certain jobs at home. Example:

My robot has eight "vacuum cleaner arms," like an octopus, so that it can vacuum my carpet and at the same time it can clean my room in less than ten minutes.

Mini-project

- 4 Take note of the machines you use during the day. Look up the English names of the machines in a dictionary. Decide if they are robots. Write a diary for your day.**

Ask students to complete Exercise 4 of the mini-project for homework. They should write their diaries in their notebooks for a class discussion afterwards.

- 5 Ask and answer questions about the results.**

Then ask students to work together in pairs to discuss their diaries and answer the questions in Exercise 5. Have a whole class feedback session and compile a list of the most frequently used robots in students' everyday lives.