TEACHER’S NOTES

WHAT ARE YOUR PLANS?

INTRODUCTION

This unit is aimed at teaching students of English about how to talk about their future plans. Students are encouraged to use vocabulary related to free time activities and sports and to use the Present Continuous tense to refer to their plans. Also, they will learn about some future time expressions.

GENERAL OBJECTIVES

- Understand simple and brief oral and written messages.
- Produce simple oral messages.
- Write correctly simple texts in English.
- Identify English sounds.
- Learn about uses and forms of English vocabulary and grammar.

SPECIFIC OBJECTIVES

- Understand different messages about people’s plans.
- Learn about vocabulary related to sports and free time activities.
- Learn about the use and form of the Present Continuous with a future meaning.
- Distinguish between actions in progress and future plans.
- Produce oral messages in a guided conversation.
- Read and understand a text about two boys talking about their plans.
- Produce a written text about a girl’s plans for Sunday.

CONTENTS

NOTIONAL – express future plans using the Present Continuous tense.

SOCIOCULTURAL – rise students’ awareness of the time they spend with their peers doing different activities.

LEXICAL – vocabulary related to sports and free time activities.

GRAMMAR – use of the Present Continuous in simple affirmative, negative and interrogative sentences to refer to future plans.

PHONETICS – distinguish full and contracted forms (He’s / He is, They’re / They are, etc).

DISCURSIVE – recognise and produce simple narrative texts and take part in oral interactions based on questions and answers.

EVALUATION CRITERIA

Students’ evaluation will be positive if they manage to achieve the general and specific objectives stated above. Students must do all the activities in the unit correctly, including the worksheets and the extra activities, which they have to send to their teacher. They must show that they have assimilated the contents and they can produce and understand messages referring to their own or other people’s plans during their free time.
HOW TO USE THE UNIT

In the front page and by clicking on the Instructions button, students will find some instructions to learn about how to use the buttons and icons they will see throughout the unit. From this page and by clicking on the Start button or the right arrow, students will access the index of the unit. From here, they can access any of the three chapters and the Test section. At the beginning of each chapter, students can check the contents by moving their mouse over the image. Before students do the activities, they should click on the Task button to know exactly what they have to do in each case. Remind them that they can get some help by clicking on the Help and the A-Z buttons.

STRUCTURE OF THE UNIT

This unit is divided into three chapters, each one containing several activities aimed at developing students’ linguistic skills in EFL.

Next, you are presented with the explanation of the activities within each chapter.

CHAPTER ONE: FREE TIME ACTIVITIES

ACTIVITY ONE

Vocabulary presentation. Students click on each expression to open the image that illustrates it. They click on the right arrow to read more expressions related to free time activities and sports.

ACTIVITY TWO

Students click on Play and listen to several sentences. They must drag and drop each sentence under the right image. They can see their results by clicking on the Check button or they can click on Clear to do the activity again.

ACTIVITY THREE

Students have to match the verbs on the left with the expressions on the right. Every time they make a matching pair, an image will be shown. They can click on Clear and start the activity again.

CHAPTER TWO: MY PLANS FOR THE WEEKEND

ACTIVITY ONE

In this activity, students click on Play and listen to a boy talking about his plans for the weekend. As they listen, they must type the missing words in the editable gaps. Students can get some extra help if they click on the Question mark buttons. If they have any difficulties in understanding the text, they can click on Text to read the audio script. Then, they can check
their results by clicking on the Check button or they can click on Clear to do the activity again.

ACTIVITY TWO

Students watch the pictures and complete the sentences using the verbs in the Present Continuous tense. They can obtain some help regarding the information they must type in the gaps if they click on the Question mark buttons. Then, they can click on Check to see their results and on Clear to start the activity again. After completing the first three sentences, they must click on the right arrow to complete more sentences.

ACTIVITY THREE

Here, students click on Play and listen to a question. Then, they must drag and drop the words in the right order in the gaps under the yellow chart. Students must click on the Present action button or on the Future plan button according to the sentence meaning. Students can see their results if they click on Check or they can do the activity again if they click on Clear. If they click on the right arrow, they will be able to listen to more questions.

CHAPTER THREE: I’M GOING OUT, AND YOU?

ACTIVITY ONE

Students read the text and click on the right arrow to do an activity related to it. In this activity, students must read the definitions and type the missing words in the editable spaces. Then, they can click on Check to see their results and on Clear to start the activity again.

ACTIVITY TWO

Oral interaction. Students click on Play and listen to the questions. Then, they must answer the questions according to what they have read in the text from the previous activity. Their answers must be recorded by using the microphone icon. On clicking the question marks, students can read some helpful words to answer. After recording their voice, they can listen to themselves by clicking on the Speaker icon. After having answered the four questions, students can click on the Run dialogue button to listen to the whole conversation.

ACTIVITY THREE

Students watch the image and, in the blank space, they write a short and simple text on Marian’s plans for Sunday. They are required to use the vocabulary and grammar they have learnt in this unit. After completing their writing task, they must click on the Send button and send their teacher their writing composition via e-mail.
TEST

Test_1

Crossword. In this activity, students revise and practise some vocabulary of the unit. They must read the across and down clues to know exactly what the missing words are. They must type a letter in each square of the crossword. They can check their results by clicking on the Check button and they can start the activity by clicking on Clear. On clicking the Solve button, they can see the answers.

Test_2

Multiple choice. Here, students read the sentences and choose the right answer out of three possibilities. They must click on the right arrow to read and answer more sentences. In order to see their results, students must click on the Check button and on the Clear button, if they want to start the activity again.

Test_3

Sentence completion. Students must click on every Play button and listen to some verbs in the Gerund form. Then, they must type the correct form of this verb using the Present Continuous tense. After completing all the sentences, they can see their results by clicking on the Check button and they can do the activity again if they click on Clear.

After completing the activities and the test section of the unit, students can have some extra practice if they open the worksheets that can be found at the end of the unit. Besides, in the text folder of the unit, you can find a set of extra activities related to the main language contents. Tell your students to complete these extra activities and send them back to you for correction and for their assessment.
ANSWER KEY

CHAPTER ONE

Activity One (Vocabulary presentation)
Do homework; Go to the cinema; Go jogging; Go to a party; Go shopping; Go swimming; Listen to music; Meet friends; Play computer games; Play cards; Play football; Play tennis; Ride a bike; Rollerskate; Study music; Watch TV.

Activity Two

He goes swimming in the morning.

He meets his friends at the park.

He goes to the cinema in the evening.

He plays computer games at his friend’s house.

He listens to music in his bedroom.

Activity Three

RIDE a bike

PLAY computer games
    cards
    tennis
What are your plans?

GO
- jogging
- swimming
- shopping

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CHAPTER TWO

Activity One

1. John is rollerskating at 10 on Saturday.
2. In the afternoon, John and his friends are going shopping.
3. They are going to the High Street to buy some clothes.
4. John is doing his homework on Saturday evening.
5. On Sunday, John and his father are going jogging.
6. John is meeting his friends at four on Sunday.
7. He is watching TV in the evening.

Activity Two

1. They are going to a party.
2. She isn’t going rollerskating.
3. We aren’t studying music.
4. He is watching TV.
5. Jim and I are going shopping.
6. My brother isn’t meeting his friends.

Activity Three

1. Where are you going tonight? FUTURE PLAN
2. Is Paul watching TV this evening? FUTURE PLAN
3. Are they coming to the party tomorrow? FUTURE PLAN
4. What is Peter doing now? PRESENT ACTION
5. Are you studying now? PRESENT ACTION
CHAPTER THREE

Activity One

Reading comprehension
1- A social network on the Internet: Twitter
2- The opposite of funny: Boring
3- Without any company: Alone
4- My father’s mother: Grandmother/Grandma
5- The day after today: Tomorrow
6- The opposite of staying in: Going out
7- A group of people playing to win a football match or other games: Team
8- A place where you can see a great variety of animals: Zoo
9- "Talking" on the Internet: Chatting

Activity Two

Speaking. Students should answer the questions with sentences similar to the following ones.

What is Harry doing on Sunday morning? He’s visiting his grandma.
What are Harry and his family doing on Sunday afternoon? They are going to the zoo.
What are Tom and Joe doing at 7:00 on Sunday? They are playing computer games.
What is Tom doing on Sunday morning? He is playing football.

Activity Three

Writing composition
Students’ own answers.

TEST

Test One (Crossword)

Across
1. You play poker with them. CARDS
3. You listen to... on your MP3 Player. MUSIC
5. You go to this place and see films. CINEMA
What are your plans?

Down
2. You play this sport with a small ball and a racket. **TENNIS**
4. You use these for rollerskating. **SKATES**
6. You ride it and cycle. **BIKE**

Test Two (Multiple choice)

1. I’m going home now.
2. She isn’t **studying** music this afternoon.
3. Are they having a party tonight?
4. I’m not doing anything special **next** weekend.
5. I’m learning English at the **moment**.
6. 6. They are **coming** to see me tonight.

Test Three (gap filling)

1. I am jogging in the park.
2. You are running along the street.
3. Peter and Mary are **playing** cards.
4. My cousin isn’t going / is not going home.
5. Anne is watching a film.
6. We aren’t doing / are not doing homework.
7. They aren’t riding / are not riding a horse.

WORKSHEETS

1

<table>
<thead>
<tr>
<th>Add –ing</th>
<th>double final consonant</th>
<th>omit final –e and add -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>listening</td>
<td>Swimming</td>
<td>Dancing</td>
</tr>
<tr>
<td>going</td>
<td>Jogging</td>
<td>Having</td>
</tr>
<tr>
<td>playing</td>
<td>running</td>
<td>riding</td>
</tr>
<tr>
<td>watching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are your plans?

2
Read – a novel, a comic.
Watch – a video.
Listen – to the radio, to the teacher.
Go – jogging, rollerskating, to a place.
Do – homework.
Play – tennis, cards with friends.

3
I am going to the cinema tonight.
What are you doing this evening?
We aren’t coming to the party.
Peter is staying at home tomorrow.
Are they watching a film now?

4
1 John is playing football.
2 Anne and Jane are going shopping.
3 Peter is meeting his friends at the park.
4 Tom and Jim are going jogging.
5 David is going rollerskating.
6 Daniel is doing his homework.

5
1 John is not / isn’t playing football.
2 Anne and Jane are not / aren’t going shopping
3 Peter is not / isn’t meeting his friends at the park.
4 Tom and Jim are not / aren’t going jogging.

5 David is not / isn’t going rollerskating.

6 Daniel is not / isn’t doing his homework.

6

Students’ own answers.

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EXTRA ACTIVITIES

1

<table>
<thead>
<tr>
<th>Going to ...</th>
<th>Harry</th>
<th>Anne</th>
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</thead>
<tbody>
<tr>
<td>England</td>
<td>England</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Going with ...</th>
<th>Harry</th>
<th>Anne</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother</td>
<td></td>
<td>parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things to do</th>
<th>Harry</th>
<th>Anne</th>
</tr>
</thead>
<tbody>
<tr>
<td>go shopping</td>
<td></td>
<td>visit museums (British museum; Tate gallery)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sports activity</th>
<th>Harry</th>
<th>Anne</th>
</tr>
</thead>
<tbody>
<tr>
<td>rollerskating</td>
<td></td>
<td>rollerblading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month of holiday</th>
<th>Harry</th>
<th>Anne</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td></td>
<td>August</td>
</tr>
</tbody>
</table>

2

1 are playing
2 is buying
3 are going
4 am going

3

2 The children aren’t studying.
3 Peter isn’t watching a film.
4 We are playing tennis.
5 Alex is watching TV.
What are your plans?

4
1 Is Tom riding a bicycle tomorrow?
2 Are John and Lisa playing tennis?
3 Is Maria having a party in the garden?
4 Is Joe dancing?

5
Students’ own answers.

AUDIOSCRIPTS

Chapter One

Vocabulary presentation

Do homework; Go to the cinema; Go jogging; Go to a party; Go shopping; Go swimming; Listen to music; Meet friends; Play computer games; Play cards; Play football; Play tennis; Ride a bike; Rollerskate; Study music; Watch TV.

Drag and drop sentences

- He goes swimming in the morning.
- He meets his friends at the park.
- He goes to the cinema in the evening.
- He plays computer games at his friend's house.
- He listens to music in his bedroom.

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Chapter Two

Listening

Friday at last! Let's see what my plans for the weekend are. Um! Tomorrow is Saturday and I'm going rollerskating with Rob to the park. I like the idea. Then, in the afternoon, I'm going shopping with all my friends. We are going to the High Street where there are a lot of fantastic clothes shops. I love shopping! Well, in the evening, I'm doing my homework. Yes, I must study hard to pass my exams! On Sunday morning, my dad and I are going jogging. We like doing exercise a lot; it's good for our health! At four on Sunday, I'm meeting my friends
Rob and Anne and, in the evening, I’m watching TV before I go to bed at half past ten. A cool weekend, isn’t it?

Order questions
-Where are you going tonight?
-Is Paul watching TV this evening?
-Are they coming to the party tomorrow?
-What is Peter doing now?
-Are you studying now?

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Chapter Three
Speaking
Questions:  -What is Harry doing on Sunday morning?
            -What are Harry and his family doing on Sunday afternoon?
            -What are Tom and Joe doing at 7:00 on Sunday?
            -What is Tom doing on Sunday morning?

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Test_3
• jogging
• running
• playing
• going
• watching
• doing
What are your plans?

2011

- riding