

# MODULE 3 Making plans

## UNIT 1

### What are you going to do at the weekend?

#### Listening and vocabulary

##### Preparation

- Ask students what day it is today and the date. Then write “Weekend” on the board. Ask what the days are to elicit “Saturday” and “Sunday”. Put “Saturday” and “Sunday” on different parts of the board.

- Tell students to talk about what they usually do at the weekend in pairs, and then hand out chalks to 5-6 students in the room.

- Tell them to run up and write an activity under one of the days, then run back and pass the chalk to other students in the class.

- When both days are full of activities, check that these are activities students do every weekend. Then correct any mistakes with the class.

- Ask today’s date again, and then look at “Saturday” and “Sunday”. Ask students what the dates are to elicit “next weekend” which indicates the future.

- Model a sentence using one of their activities. (e.g. We’re going to watch TV next weekend.) Ask students to repeat chorally.

- Practise teacher-student questions and answers. (e.g. What are you going to do on Saturday? We’re going to...)

- Students ask each other in pairs.

#### 1. Listen and match the words and expression from Box A with the word and expressions from Box B.

- Ask the class to read through the words and expressions and try to match them.

- Play the recording and ask students to listen and

check their answers.

- Play the recording again and ask them to go through the answers.

- Ask students to check their answers with a partner.

- Elicit answers from the whole class.

#### Answers

check—my email  
go over—lessons  
have—a piano lesson  
see—a movie  
help—with the housework  
have—a picnic

#### Tapescript

1. check my email
2. go over lessons
3. have a piano lesson
4. see a movie
5. help with the housework
6. have a picnic

#### 2. Match the expressions in Activity 1 with the pictures.

- Read through the expressions in Activity 1 with the students.

- Put students in pairs to talk about what these expressions mean.

- Ask students which ones they aren’t sure about, then teach and check the meaning.

- Ask students to match the expressions in Activity 1 with the pictures and then check with a partner.

- Check answers with the whole class.

#### Answers

1. go over lessons
2. help with the housework
3. see a movie

- 4. check my email
- 5. have a piano lesson
- 6. have a picnic

### 3. Listen and read.

- Tell students they are going to listen to Betty, Daming and Tony talking about next weekend.
- Ask students to just listen first and decide if it is going to be a quiet or busy weekend and how many students have plans for the weekend.
- Play the recording through. Ask students what kind of weekend it is going to be. Elicit the answer “A busy weekend.”
- Play it again. Then tell students to talk in pairs about how many students have plans.
- Elicit the answer from the class.

### Now answer the questions.

- Ask students to read the questions and have a guess without looking at the conversation.
- Play the recording and tell students to listen and read again. Tell them to underline what everyone is going to do at the weekend.
- Tell them to read the questions again, answer individually by going back to the conversation, and then check in pairs.
- Read the questions aloud and ask students to repeat chorally with intonation.
- Ask for answers by having students ask and answer the questions across the class.

### Answers

1. He's going to check his email, do his homework and help with the housework.
2. She's going to see a movie.
3. Lingling.
4. In the park.

### 4. Complete the conversation with the correct form of the words from the box.

- Read the words in the box with the students. Demonstrate, teach and check the meaning of all the words. Ask students to repeat them chorally.

- Ask students to read the conversation and answer the question “What are Betty and Tony going to do next weekend?” Elicit the answer “They are going to have a picnic in the park.”

- Ask students to read the conversation again and complete it individually, and then check their answers in pairs.

- Ask two students to read the conversation. Then divide the class into “Betty” and “Lingling” sides to read out the conversation together.

### Answers

1. Nothing 2. alone 3. fantastic 4. silly 5. else

### Pronunciation and speaking

#### 5. Listen and repeat.

- Explain that this activity focuses on some English sounds which are difficult to pronounce for Chinese speakers.
- Tell students to listen to the sounds and play the recording once without stopping.
- Play the recording again and stop at the end of each line. Ask the class to repeat.
- Do the same again and ask individual students to repeat.
- Ask the students to practise the sounds in pairs: A says the sound and B the words, then B the next sound and A the words.

#### 6. Work in pairs. Ask and answer questions about your plans at the weekend.

- Read through the example with the students so they know what to do.
- Ask the class, “What are you going to do on Saturday afternoon?” And the students answer it.

#### Now complete the diary with notes.

- Ask students to fill in the table on their own. Students think about their own plans for the weekend.
- Then in pairs they ask and answer, and fill in the chart for their partner.
- Put pairs in groups to ask and tell each other their plans and perhaps make some plans together.
- Report back to the class.

## UNIT 2

### We're going to cheer the players.

#### Reading and vocabulary

##### Preparation

- Introduce “look forward to” with a story about next weekend. Tell students you are going to climb a mountain, have a picnic on the mountain and fly a kite. You look excited and ask students if you like doing these things. Elicit the answer “Yes.”
- Then you say, “I’m looking forward to the weekend. I’m looking forward to climbing a mountain.”
- Ask students about a time they are looking forward to and why.

#### 1. Read the passages and match the people with the pictures.

- Ask students to look at the three pictures first and ask what they can see.
- Ask them to read the three paragraphs quickly and decide which picture goes with which individual paragraph.
- Ask students to check with their partner.
- Elicit the answers and ask why.
- Tell students to read the passage again and decide what they are all looking forward to doing.

##### Answers

1. A 2. C 3. B

#### Learning to learn

- Read the information in the box with the class. Explain the meaning.
- Tell students to remember to look at the pictures first before they read the passage.

#### 2. Check (✓) what they're going to do.

- Ask students to read the activity, talk about it in pairs and guess the answers.

- Ask them to read the passage again and use their finger to skim through and underline what Martin, Zhang Sijia and Lucy are going to do.
- Tell students to check what they are going to do individually.
- Then ask them to check in pairs and elicit answers from the whole class.

##### Answers

	Martin	Zhang Sijia	Lucy
watch a football match	✓		
spend time with family and friends		✓	
go on a summer camp			✓
collect litter		✓	
stay with an Australian family			✓
meet other football fans	✓		

#### 3. Work in pairs. Ask and answer the questions.

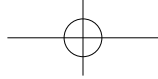
- Tell students to read the questions and talk about them in pairs. Teach the word “hope”. (e.g. I hope it's sunny tomorrow.)
- Ask students to read the passages again to find the answers on their own.
- Tell students to ask and answer the questions in pairs to check their answers.
- Elicit the answers from the whole class in open pairs.

##### Answers

1. Tomorrow.
2. He hopes his team will win the match.
3. Because she's going to do a lot of things during the holiday.
4. Because usually she spends the summer holiday at home, but this year she's going on a summer camp in Sydney, Australia.
5. She's going to stay with an Australian family.

#### 4. Complete the passages with the correct form of the words from the box.

- Read through the words in the box with the class.
- Ask students to read the passage on their own and



complete it with the correct form of the words in the box.

- Ask students to check their answers in pairs and help each other correct any mistakes.
- Elicit answers from the whole class.

#### Answers

1. cheer	2. players	3. fun
4. hope	5. wins	6. swimming
7. litter	8. collect	9. During
10. camp	11. Australian	12. beach
13. sightseeing	14. forward	

#### Writing

##### 5. Look at the question and answer.

- Read through the example with the class. Demonstrate how to put “looking forward to” ideas together simply with “because”. (e.g. I’m looking forward to the weekend because I’m going to climb a mountain.)
- Put students in groups to ask questions with simple answers about the weekend, the summer holiday or the day after tomorrow.
- Circulate and monitor their work.
- Elicit answers from the groups.

##### Now write answers to the questions. Use *because*.

- Ask students to do the activity individually, and then check with a partner.
- Ask the whole class to give their answers.

#### Answers

1. Zhang Sijia is going to a park near her friend’s house because there is a lot of litter in the park and they’re going to collect it.
2. This summer holiday is going to be very different for Lucy because usually she spends the summer holiday at home, but this year she’s going on a summer camp in Sydney, Australia.

##### 6. Work in pairs. Ask and answer the questions.

- Ask students what they are looking forward to this weekend, what they are going to do and why they are going to do it.

- Then have them ask each other in pairs and make notes of the answers.

- Circulate and monitor their work.

##### Now write about your partner.

- Ask students to write this individually.
- Then tell students to exchange their writing and help each other correct factual and language mistakes.
- Circulate and monitor their work.

## UNIT 3

### Language in use

#### Language practice

- Go through the practice box with the students.
- Make sure that students understand that we use “be going to” when we talk about intentions, things we want or expect to do, or plans for the future that are sure/definite.
- Look at the examples in the box and check the meaning by asking, “Are you sure you are going to check your email?” Students answer, “Sure.”
- Do the same with the other examples.

##### 1. Work in pairs. Look at the table. Ask and answer questions about weekend plans.

- Ask students to read the list of activities.
- Say it isn’t now, but next weekend. Elicit a question about Saturday morning. (e.g. What are you going to do on Saturday morning?) Model and repeat it for pronunciation. Prompt questions from students around the room by changing the time (e.g. Saturday afternoon, Sunday morning).
- Tell students to work in pairs and ask each other about their weekend plans as well as their parents’ and friends’ plans.
- Elicit answers from the pairs.

**2. Complete the sentences with the correct form of the words and expression from the box.**

- Read through the words and expression in the box and have students say them after you.
- Check that they know all the words and expression, then ask them to complete the sentences individually.
- Ask students to check with their partner.
- Elicit answers in complete sentences.

**Answers**

- |                 |         |             |         |
|-----------------|---------|-------------|---------|
| 1. see          | 2. play | 3. buy      | 4. have |
| 5. stay; get up | 6. walk | 7. go; make |         |

**3. Put the words in the correct order to make questions.**

- Read through the words in each sentence and check that students understand them all.
- Ask students to work individually and put the words in the correct order to make complete sentences.
- Ask students to check their answers with their partner. Remind them to count the words to make sure they haven't missed any.
- Elicit complete sentences from the whole class.

**Answers**

1. Are you going to check your email?
2. Are they going to collect litter in the park on Sunday?
3. Is Betty going to buy some new clothes?
4. Are you going to see a movie this evening?
5. Is Tony going to play a computer game?

**Now complete the answers to the questions. Use short forms.**

- Ask students to look at the questions again and then complete the short answers.
- Check answers with the whole class.

**Answers**

1. am 2. are 3. No 4. aren't 5. is

**Around the world: Talking about your weekend plans**

- Ask students to look at the picture and tell you what they can see.
- Read the caption to the students. Check they have understood by asking some questions. (e.g. What do young people in the UK like to do on Saturdays? What do they like to do on Saturdays afternoon? When do they have lunch with their family? When do they do their homework?)
- Ask students if they think young people in the UK are similar to young people in China. Elicit why and why not.

**Module task: Talking about your weekend plans**

**4. Work in groups of three. Talk about what you're going to do at the weekend.**

- Read through the three sentences with the class.
- Put students into groups of three to take one role each.
- Ask and answer questions about themselves in that role. Tell them to make a note of their language for delayed feedback/remedial work after.
- Circulate and monitor their production.

**Now write down your ideas.**

- Ask students to write down their ideas.
- Elicit the answers by asking students to read out their ideas.

**5. Make plans to do things together with the others in your group. Make a group diary for next weekend.**

- Ask students to complete the diary with what they are going to do next weekend. If they don't have any plans, they can add things they would like to do and could possibly do. Tell them to write notes, not full sentences.
- Circulate and monitor as they work. Answer questions if needed.
- Tell students to work in pairs to find out what their partner is going to do.
- Then put students into groups of 4-6 to ask each



other about their weekend plans.

- Find someone in the group they can make arrangements with to do something together.

#### **6. Talk about your group diary to the whole class.**

- Tell students to use the notes to write a paragraph about what they are going to do.
- Elicit the answers in groups.

#### **Possible answer**

On Saturday, we're going to get up early and go swimming. In the afternoon, we're going to go shopping and buy some new clothes. In the evening, we're going to watch television. On Sunday morning, we're going to the mountain for a walk. In the afternoon, we're going to meet at Betty's house. We're going to have a homework club and do our homework together. In the evening, we're going to play computer games.



外语教学与研究出版社  
<http://www.fltrp.com>



外语教学与研究出版社  
<http://www.fltrp.com>