

15 I Take a Vacation Once a Year

Contrasting the Present Tenses

Target patterns:	Present simple vs. present continuous. I usually vs. Now
I'm	
every	Once a / Once
Communication skills:	Explaining how often we do things. Talking about free time.
Language sets:	Once, twice

Warm Up

Switching Tenses

Say "What are you doing?" to individual students, and follow up each question with "What do you usually do at (the current time) on (the day today)?" The students can then ask each other the same pairs of questions. The activity can be extended by asking what friends, family members, or famous people are doing and usually do at this time—answers will probably need to start with "I think"

I'm Just Looking

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's Manuel doing?
What does he usually do on Friday afternoon?

Follow-up questions

What's Carmen doing?
What are you doing?
What do you usually do on Sunday afternoon?

Comprehension—Personalization

T: What's Manuel doing?
S1: I'm not sure. Carmen thinks he's playing tennis.
T: You.
S1: What are you doing?
S2: I'm
T: (somebody the students know well)
S2: What's . . . doing?
S3: I think he/she's

T: What does Manuel usually do on Friday afternoon?
S5: He usually plays tennis.

T: You.
S5: What do you usually do on Friday afternoon?
S6: I
T: (somebody the students know well)
S6: What does . . . usually do on Friday afternoon?
S7: I think
T: (another person - always - Sunday morning)
S7: What does . . . always do on Sunday morning?

Personalization

The students ask each other "What does . . . always/usually do . . . ?" questions about friends or family members. If they are not sure how to answer, they can guess, using "I think"

Warm Up

Free Time

Have a natural conversation with students about what they do in their free time. Slip the patterns "How often . . . ?" and ". . . looking forward to" into the conversation. The students can then do the activity in pairs. Write *How often . . . ?* and *looking forward to* on the board, and encourage the students to use these patterns as much as possible in their conversations.

How Often Do You Go Back to Korea?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where is he going?
How often does he take a vacation?

Follow-up questions

What's he doing?
What are you doing?

How often does he go back to Korea?
How often do you go home?

Comprehension—Personalization

T: What's Jin-Woo doing?
S1: He's buying a ticket to Egypt.
T: How often does he take a vacation?
S2: Once a year.

- T: You.
 S2: How often do you take a vacation?
 S3 About

The students ask and answer in a chain.

- T: What's he looking forward to?
 S4: He's looking forward to his vacation.
 T: You
 S4: Wh.at are you looking forward to?
 S5: I'm looking forward to

The students ask and answer in a chain.

- T: How often does he go back to Korea?
 S6: About once every two months.
 T: How often do you (play baseball)?
 S7: . . .

Ask a few more "How often . . . ?" questions.

Personalization

Students ask each other "How often . . . ?" questions.

For example:

- How often do you play baseball?*
How often do you eat curry?
How often do you go to a movie?
How often do you use a computer?

Word Building

How Often . . . ?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I wash my hair every day.*
I go to the gym about twice a week.
I play basketball about once every two weeks.

Controlled Practice

How Often Do They . . . ?

The students make sentences about each picture.

Sample answers

- She does pottery once a week.*
- He meets friends three times a week.*
- She goes to the beauty salon once every three weeks.*

- He climbs a mountain two or three times a year.*
- He plays soccer once or twice a month.*
- She visits the USA once every two or three years.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I eat Chinese food about three times a week.*
I go to the beach about two or three times a year.
I play volleyball about once every two weeks.

Warm Up

Mixed-Up Dialog

Ask the students to close their books. Write the *Follow up* dialog in incorrect order on the board, and leave some blanks for the students to fill in. The students try to work out what the dialog is. If necessary, include the words *Horse* and *Cow* next to the lines that they speak or give additional hints.

I Usually Drink Dirty Water

The students can listen to the dialog, read it, or do both.

Anticipation questions

- Where does she usually eat?*
What is she drinking?

Follow-up questions

- How often does she eat out?*
How often do you eat out?

- What's her favorite restaurant?*
What's your favorite restaurant?

- What does she usually eat for dinner?*
What do you usually eat for dinner?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students ask each other about eating out.

For example:

How often do you eat out?

Where do you usually go?

Why do you go there?

What do you usually eat?

Communication Activities

A. Lifestyles

The students look at pictures of people and try and imagine their lifestyles. They make sentences that include adverbs of frequency.

B. How Often

Divide the class into teams. One student chooses something that people commonly do. Each student secretly writes down how often he/she does that thing. Each member of one team tries to guess the answer of each member of the other team.

C. Questionnaire

In pairs, the students ask each other the questions in the questionnaire. The questions review the whole book.

Review Exercises

Crossword

ACROSS
1. straight
7. ugly
8 piano
9. usually

13. some
16. can
17. takes
19. twice
21. help
22. kind
23. drive

DOWN

1. studies
2. any
3. get
4. top
5. near
6. look
10. speak
11. light
12. once
14. out
15. just
18. all
20. wake

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.