

2 I'm Flying to Europe Next Week

Future *-ing*

Target patterns: *-ing* for a time in the future
The day/week after . . .
. . . from now

Communication skills: Asking/Talking about plans
Explaining how often we do things
Inviting

Language sets: Tomorrow, next week . . .

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Warm Up

Natural Conversation

Have a natural conversation with the students' plans. Ask "What are you doing ...?" questions about times in the future (for example: "What are you doing on Sunday?") and have short, relaxed conversations about each of their plans. If the students cannot answer, encourage them to ask you similar questions and learn from your answers. The students then ask each other what they are doing on Sunday, after class, next week, in the summer, etc., and have short natural conversations about each plan.

I'm Going to London

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

Anticipation questions

What's Sachiko doing next week?
What's David doing next week?

Follow-up questions

What's Sachiko doing on Thursday?
What are you doing on Thursday?
What's David doing this summer?
What are you doing this summer?

Comprehension – personalization

T: *Sachiko's flying to Australia next year.*
All students:
No! She's flying to Europe next week!
T: *On Monday she's going to New York.*
All students:
No! On Monday she's going to London!
T: *On Thursday she's going to Alaska.*

All students:
No! On Thursday she's going to the south of France.

T: *David isn't working next week.*

All students:

No! He's working every day next week!

T: *David's sleeping all summer.*

All students:

No! He's teaching all summer!

Write your real or imaginary plans for the coming week on the board. Then turn to face the students and pretend you are very absent-minded and can't remember who you have made appointments/dates with.

For example:

T: *On Sunday I'm playing golf with Tom.*

All students:

No! On Sunday you're playing tennis with Paul!

Personalization

The students ask each other about their plans for each of the next seven days, using the question "What are you doing on Monday/Tuesday/etc.?" . They can do this in pairs, groups or as a whole class, and can take turns asking the questions.

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Warm Up

Follow-Up Questions

Ask the students what they are doing this evening, on Saturday, etc ... and follow up each question with an invitation. The students then do the activity in pairs, taking turns to ask the questions.

What Are You Doing Today?

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

Anticipation questions

What's David doing today?
How do you think David is feeling?

Follow-up questions

Does David want to play tennis?

Do you want to play tennis?
What's the matter with David?
What's the matter with you?

Comprehension – personalization

T: *What does Manuel think of Mexico City?*
T: *What's David doing today?*
S1: *Nothing special.*
T: *What are you doing today?*
S2: *I'm . . .*
What are you doing today?
S3: *Nothing special.*
What are you doing today?
S4: *I'm . . .*

Personalization

The students take turns stating real or imaginary plans and inviting each other. When they state their plans, they use the pattern *I'm . . . -ing . . .*. For example, *"I'm going to the beach on Sunday," "I'm going to an Italian restaurant with some friends tonight," "I'm climbing Mount Everest next week . . ."*

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Word Building

Future Times

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'm meeting a friend tomorrow.
I'm playing soccer next week.
I'm going to Paris the week after next.

Controlled Practice

Plans

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *He's sleeping (going to the park) on Friday afternoon.*
3. *He's meeting his girlfriend (They are dancing) on Friday evening.*
4. *He's shopping (going to the supermarket) on Saturday morning.*
5. *He's watching TV (staying home) on Saturday afternoon.*
6. *He's working (going to the doctor) on Saturday evening.*

The students then do the practice exercise. They can

ask each other the questions in pairs or write their answers individually.

Sample answers

I'm staying home on Saturday morning.
I'm playing golf on Sunday afternoon.
I'm doing my homework on Monday evening.

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Warm Up

A Busy Schedule

Mime picking up a phone and get one of the students to do the same. Ask, *"What are you doing (tonight)?"* and help the student say he/she is busy doing something. Do the same for the next few days. The students then do the activity in pairs. One student asks the other's plans for the next seven days. The second student says he/she is busy each time and says what he/she is doing.

What Are You Doing Tonight?

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

Anticipation questions

How do you think Romeo is feeling?
How do you think Juliet is feeling?

Follow-up questions

What's Juliet doing tonight?
What are you doing tonight?

What's she doing on Saturday?
Who is she going with?
What are you doing on Saturday?

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

Put the students in pairs. They play the roles of famous people. Student A wants to meet Student B, but Student B doesn't want to meet Student A.

Student A asks what Student B is doing at many times over the following week or two, using the pattern *What are you doing . . . ?* Student B gives a different excuse in answer to each question.

Communication Activities

A. Superstar

Divide the class into two teams. One student chooses which “superstar” they are. A student from the other team asks, “*What are you doing (at 6:00 on Wednesday afternoon / next week etc...?)*”. The answer has to be given without hesitation, and previous answers cannot be repeated. If a whole team (or a certain number of students) answers questions successfully, they get a point. If a student cannot answer, the next team tries, and plays for two points. The points teams play for escalate until one team scores. The game is played at a fast pace.

B. No Pausing

In pairs, Student A invites Student B to do something at a certain time. B refuses with a reason, and invites A to do something at a different time. This continues until one student hesitates or repeats something.

C. Find Your Partners

Each student has an appointment calendar of the following week. They move around the class trying to find out who they are meeting each evening, asking questions like “*What are you doing (on Saturday evening)?*”

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

*I'm answering these questions.
I'm wearing a green sweater and brown pants.
I usually get up at about seven o'clock..
I'm going to a movie.
I'm a businessman.*

Puzzle sentences

*Would you like to come, too?
You shouldn't go to bed so late.
What are you doing tomorrow night?
How about sending her some flowers?
He goes to bed at five o'clock.*

You

*I like playing basketball.
I can speak Italian.
I have three dogs.
I should eat healthy food.
I shouldn't watch TV every evening.*

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 and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.