

1 What Are You Doing These Days?

Meeting a Friend

Target patterns: *I'm still . . .*
I heard that . . .
I'm thinking of . . .
I'm looking forward to . . .

Communication skills: Exchanging and reacting to news
 Arranging to keep in touch
 Talking about work

Language sets: Occupations
 Work words

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Warm Up

Catching Up with News

Say "Hello. What are you doing these days?" to a few students one by one. Encourage them to talk about their general situation (e.g. "I'm still a university student" "I'm playing a lot of baseball"). The students then do the activity in pairs, groups, or as a class.

It's Good to See You Again

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

Anticipation questions

What's Sachiko doing these days?
 What's Michelle doing these days?

Follow-up questions

What's Michelle thinking of doing?
 What are you thinking of doing?

Comprehension – personalization

T: *What's Sachiko doing these days?*
 S1: *She's still working as a stewardess.*
 T: *You.*
 S1: *What are you doing these days?*
 S2: *I'm . . .*

The students can ask each other the same question.

T: *(name of a person who used to be famous)*
 S3: *What's . . . doing these days?*
 S4: *I think he/she's . . .*

T: *Is Michelle thinking of going to China.*
 S5: *No, she isn't.*

What's she thinking of doing?
 S6: *She's thinking of going back to Switzerland.*
What are you thinking of doing?
 S4: *I'm thinking of . . .*

Personalization

The students ask each other what friends or family members or famous people are doing these days. The activity can be done in pairs, groups, or as a whole class.

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Warm Up

Gossip About Famous People

Tell the students some gossip about famous people and then encourage them to tell you gossip or recent news that they have heard. The students then do the activity in pairs, groups, or as a class. Encourage them to talk freely.

That's Great News!

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

Anticipation questions

What happened to Paula and Andy?
 What happened to Manuel and Carmen?

Follow-up questions

What is Sachiko looking forward to doing?
 What are you looking forward to doing?
 What's the great news?
 Do you know some great news?

Comprehension – personalization

T: *Sachiko's looking forward to fighting with everybody again.*

All students:

No! She's looking forward to seeing everybody again!

T: *She heard that Paula and Andy have a pet gorilla.*

All students:

No! She heard that Paula and Andy got married!

T: *She heard that Manuel and Carmen aren't playing tennis with each other.*

All students:

No! She heard that Manuel and Carmen aren't speaking to each other.

Personalization

In pairs or groups, the students exchange real or imaginary gossip about people around them. Encourage them to use humor.

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Language Builder

The students look at the sentences 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 still a university student.
I'm looking forward to going to the beach next week.
I'm thinking of getting a new job.*

Controlled Practice

These Days

The students make sentences about each picture.

Sample answers

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

2. *He's working in a restaurant every night.*
3. *He's playing baseball a lot.*
4. *They're looking for a new house.*
5. *He's taking care of his mother.*
6. *He's going to the gym a lot.*

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

Sample answers

*These days, I'm working hard every day.
These days, I'm playing soccer a lot.
These days, one of my friends is working in the same office as me.*

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Warm Up Follow-Up Questions

Bring a student to the front of the class and role play meeting him/her by chance in the street. Ask what he/she is doing these days and then ask natural follow-up questions. The students then do the activity in pairs, groups, or as a class. Encourage them to keep the conversations going with plenty of natural follow-up questions.

The Pay's Good

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

Anticipation questions

*Why is the robber healthy?
When is he usually home?*

Follow-up questions

*Why does the robber like his job?
What does the police officer think of his job?
What do you think of your job/school?*

*What's a good time to call the robber?
What's a good time to call you?*

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

In pairs, group or as a whole class, the students ask each other a series of questions about each other's work/school. Encourage them to ask many questions, and keep the conversation going.

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Communication Activities

A. Telling Lies

Each of the students makes statements about himself/herself. The other students try to guess whether a statement is true or a lie. If they think it's a lie, they try to guess the truth. If there is scoring, the student who challenges can get a point for each successful challenge and a minus point for an unsuccessful challenge.

B. Interviewing a Superstar

One student plays the role of a well-known superstar. The other students ask him/her questions.

C. Who Am I?

The names of famous people are pinned on the students' backs. The students move around the room asking *yes/no* questions to try to find out which famous person they are.

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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

Role play

Sachiko: *What are you doing these days?*
 You: *I'm still working for the same company.*

Sachiko: *Are you enjoying it?*
 You: *Not very much.*

Sachiko: *What are your plans?*
 You: *I'm thinking of moving to Brazil.*

Sachiko: *That's great!*
 You: *And I'm looking forward to meeting a lot of old friends this summer.*

Sachiko: *That's very nice! I have to be going*

now. It was good to see you again!

Picture prompts – sample answers

These days, she's studying very hard.
 These days, he's playing tennis a lot.
 These days, he's going fishing every weekend.
 These days, he's going camping a lot.
 These days, he's eating a lot of hamburgers.
 These days, he's fighting a lot of monsters.

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.