

Speaking • Making plans and suggestions

Aim

Practise making plans and suggestions.

THINK!

Read the question with the class and ask students to note down three things they do with their friends at the weekend. Put students into small groups to ask and answer the question and find out who has similar answers. Ask some students to tell the class what they do and who in their group does similar things.

ANSWERS

Students' own answers.

Exercise 1

Allow students time to read the programme. Students can use their dictionaries to check the meanings of new words. With **weaker classes**, read the programme with the class and explain any new words. Ask individual students which activities interest them and which don't interest them.

ANSWERS

Students' own answers.

Exercise 2 1-25

Allow students time to read through the gapped dialogue. Play the video or audio for students to watch or listen and complete the dialogue. Play the video or audio again for students to check their answers. Check answers with the class, then ask the question to the class and elicit the answer about what Daisy and Gareth decide to do.

ANSWERS

1 cooking class 2 concert 3 disco
4 dance competition 5 disco
They decide to go to the dance competition and the concert, and the disco in the evening.

Optional activity: Speaking

Write the following words and phrases on the board:

Mmm Well, No? Right, Yes, OK.
Ask students to find the words and phrases in the dialogue. Ask: Which ones show that you agree? (Right, Yes, OK.) Which ones do you use while you think? (Mmm, Well,) Which do you use when you're surprised? (No?)

Tell students to listen carefully for the intonation of these words and phrases so that they can copy it when they practise the dialogue.

Exercise 3 1-25

Play the audio or video again. Tell students to listen carefully for the pronunciation and intonation. Students work in pairs to practise the dialogue.

2 SPEAKING • Making plans and suggestions

I can make plans and suggestions.

THINK! What do you usually do with your friends at the weekend?

Daisy Hi. It's International Day at the school on Saturday.
Gareth Oh yes. What's on?
Daisy A lot of things. Look!
Gareth Mmm. What do you want to do?
Daisy Well, I'm not really interested in the 1.....
Gareth No? I like the sound of the 2..... in the afternoon.
Daisy Right, and what about the 3.....?
Gareth Yes, OK. Let's go to the 4..... and the concert. Then we can go to the 5..... in the evening.
Daisy OK. Great.



1 Look at the programme for *Special days at Highfield School*. Check any new words. Which activities interest you? Which don't interest you?

Special days at Highfield School
Come with your family! All welcome.

International Day Saturday 11 th	Family Fun Day Saturday 25 th
Morning dance competition cooking class	Morning family sports face painting
Lunch barbecue	Lunch barbecue
Afternoon culture quiz music concert	Afternoon costume competition mini zoo
Evening disco	Evening fireworks

2 Watch or listen and complete the dialogue. What do Daisy and Gareth decide to do?

3 Watch or listen again. Then practise the dialogue.

4 Study the Key Phrases. Then complete the mini-dialogue. Use some of the ideas from the Family Fun Day programme in exercise 1.

A It's Family Fun Day at the school on Saturday.
What do you?
B I like the of the
A Right, and what about the?
B OK. Let's go to the and the

KEY PHRASES

Making plans and suggestions

What's on?
What do you want to do / see?
I'm not really interested in (the) ...
I like the sound of (the) ...
What about (the) ...?
Let's go to (the) ...

5 USE IT! Work in pairs. Look at the cinema programme. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the Key Phrases.

Vista Cinema		
Saturday 25 th	The Hunger Sports Part One	2 p.m.
	Ocean Paradise	2 p.m.
	Beautiful Life	2.15 p.m.
	Ironwoman	2.30 p.m.

30 Days



ANSWERS

Students' own answers.

Exercise 4

Read through the key phrases with the class. Ask students to find the key phrases in the dialogue, and check they understand everything. Remind students that they should try to learn key phrases. Students complete the mini-dialogue. With **weaker classes**, students could work in pairs to complete this activity.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

With **stronger classes**, students could work in pairs and make a poster for a special day at their school. Monitor and help while they are working. They could swap posters with another pair and practise a new dialogue using the poster they have been given. Ask some pairs to perform their dialogues for the class.

More practice

Student book page 37
Practice Kit