



Objectives

Grammar

Future forms: *going to* and *will*

Reading

Reading emails about weekend plans

Listening

Listening to telephone conversations

Speaking

Discussing plans on the phone

Writing

Writing an email about future plans

LESSON 1 SB page 11

Outcomes

- To talk about weekend activities
- To read emails about Tarek's and Hassan's weekend activities and to answer questions

Before using the book:

- Write the title of the unit **At the weekend** on the board and ask the students to tell you what they think they will study in the unit connected to the topic. Confirm any correct answers.
- Brainstorm a list of weekend activities. Ask them to work in teams and set a time limit.
- Ask the teams to read out their lists, and ask which of the activities they enjoy doing most at the weekend.

Lesson 1

1 Ask and answer

1 Which activities do the pictures below show?

go on a journey have a picnic
stay with relatives visit an ancient site

2 Do you do any of these activities at the weekend?



2 Read the emails. Which of the activities in exercise 1 are Tarek and Hassan going to do?

Hi Hassan,
I'm very excited about next weekend. We're going to go on a long journey to the countryside. We're going to stay with my grandparents on their farm! My dad's going to drive us there after school on Thursday. What are you going to do at the weekend? Have you got any plans?
Tarek

Hello Tarek,
I hope you enjoy yourself on the farm. Will you send me some photos?
Next Friday is going to be an exciting day for our family. We're all going to go to a big party at my uncle's house. My relatives from England are going to come. It will be fun to meet them for the first time.
On Saturday, we're going to visit an ancient site, the temples at Abu Simbel. I'm doing a project about them. Then we're going to have a picnic, too. Enjoy your weekend!
Hassan

3 Are these sentences true (T) or false (F)?

- ☒ Tarek lives on a farm.
- ☐ Tarek is going to travel far next weekend.
- ☐ Hassan is going to go to a party in England.
- ☐ Hassan's relatives all live in Egypt.
- ☐ Hassan is doing a project about a farm.
- ☐ Hassan is going to have a picnic.



1 Ask and answer

- 1 Draw attention to the Objectives box on page 11, which refers to the objectives of the unit, and explain in Arabic if necessary.
- 2 Ask the students to look at the pictures in exercise 1 and ask them to decide which of the activities in the box these represent.
- 3 Invite different groups to tell the rest of the class which of the activities they do. Encourage them to give as much information as possible about each of the activities they take part in, for example, who they go with, how they get there, where they go, etc.

Answers:

- 1 have a picnic, visit an ancient site
- 2 Students' own answers

2 Read the emails. Which of the activities in exercise 1 are Tarek and Hassan going to do?

- 1 Ask the students to look at the texts quickly and ask what kind of texts they are (*emails*).
- 2 Ask them what they think the emails might be

about, and then ask them to read the question and scan the texts quickly to find the answer.

3 Check the answers as a whole class.

Answers:

Tarek is going to go on a journey and stay with relatives.

Hassan is going to go to his uncle's house, visit an ancient site and have a picnic.

3 Are these sentences true (T) or false (F)?

- 1 Ask the students to read the sentences. Tell them that they are going to read the emails in exercise 2 again and say whether the sentences are true or false according to what Tarek and Hassan say. Ask them to look at the first sentence and say why it is false, referring to the appropriate part of the text.
- 2 Point out that they should write T or F in each box, as in the example.
- 3 The students read the text and find the answers. When they have finished, ask them to check their answers with a partner before checking them orally as a whole class, inviting the students to correct the sentences which are false.
- 4 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

- 1 F (Tarek's grandparents live on a farm.)
- 2 T
- 3 F (The party is at his uncle's house.)
- 4 F (Some live in England.)
- 5 F (The project is about an ancient site.)
- 6 T

LESSON 2 SB page 12 WB page 7

Outcomes

- To use future forms *going to* and *will*
- To talk about plans for the weekend



3

Lesson 2

1 Underline the future forms in these sentences

- 1 We're going to go on a long journey to the countryside.
- 2 What are you going to do at the weekend?
- 3 Will you send me some photos?
- 4 It will be fun to meet them for the first time.
- 5 Then we're going to have a picnic, too.

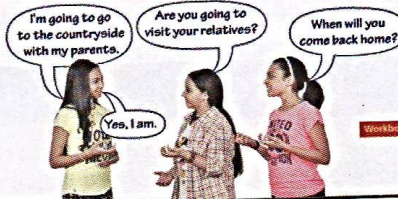
Future forms: *going to* and *will*

- We use *am-is-are + going to + infinitive* when we are sure about future plans, decisions and intentions:
We're going to stay with relatives this weekend. (We have decided this already). I'm not going to go to school today, because it's the weekend.
- We also use *am-is-are + going to + infinitive* to express prediction based on evidence:
Hassan's playing really well. He's going to win the game!
- We use *will + infinitive* for predictions without evidence, for offers and requests and to give factual information about the future:
I think it will be hot tomorrow. Will you send us some photos? The party will start at two o'clock.
- We also use *will + infinitive* when we decide to do something at the moment of speaking (quick decisions):
I'm tired. I think I'll go to bed now.

2 Write sentences with *going to* or *will*

- 1 I can't ride a bike very well. Oh no, I / crash! Oh no, I'm going to crash!
- 2 I / go / the park / with my parents at the weekend. Do you want to come?
- 3 "Can anyone help me carry this heavy box?" "Yes, of course. I / help / you."
- 4 Look at the sky! It's full of dark clouds. It / rain / soon.
- 5 Do you think / there / be / flying cars / in the future?
- 6 We / visit a museum tomorrow. I'm sure it / be / interesting.

3 Talk about next weekend



1 Underline the future forms in these sentences

- 1 Ask the students what they can see in the picture (*the countryside*). Ask *What can you do in the countryside?* (*go for walks, have a picnic etc.*)
- 2 Ask the students to read the first sentence and look at the underlined verb form. Ask *What do you think 'going to' means in this sentence?* (*a future plan which we are sure will happen*).
- 3 Ask the students to copy the sentences into their copybooks and underline the other examples of *going to*.
- 4 Go through the *going to* sentences, eliciting meanings (sentences 2 and 5 — *going to* for future plans).
- 5 Ask the students to look at sentences 3 and 4. Ask *What do you think the future form is in these sentences?* Ask them to underline *will + infinitive*.
- 6 Discuss each sentence as a class in a similar way, discussing the meaning of *will* in each case (sentence 3 — *will* to ask for something, sentence 4 — *will* for predictions).
- 7 Elicit the structures of the future forms (*will/will*)

not + infinitive without to; going to + infinitive without to). Point out that *will not* becomes *won't* when it is contracted.

- 8 Ask the students to read the Grammar box and to make an extra sentence for each of the grammar points in pairs. Then ask them to read them aloud for the rest of the class to check.

Answers:

- 2 What are you going to do at the weekend?
- 3 Will you send me some photos?
- 4 It will be fun to meet them for the first time.
- 5 Then we're going to have a picnic, too.

2 Write sentences with *going to* or *will*

- 1 Elicit the differences between *going to* (for future plans and when we're certain that something is going to happen) and *will* (for predictions and when we decide to do something at the moment of speaking).
- 2 Ask the students to look at the picture and ask *What's going to happen?* (the boy is going to crash).
- 3 Ask the students to work in pairs to complete the exercise, referring to the Grammar box if required. Go round and monitor while they are working, helping where necessary.
- 4 Invite different students to read out the sentences. Write their answers on the board and encourage the rest of the class to correct any errors.

Answers:

- 2 I'm going to the park with my parents this weekend. Do you want to come?
- 3 Yes, of course. I'll help you.
- 4 It's going to rain soon.
- 5 Do you think there will be flying cars in the future?
- 6 We're going to visit a museum tomorrow. I'm sure it will be interesting.

3 Talk about next weekend

- 1 Ask the students to read the speech bubbles. Model the activity with different students.
- 2 Students then work in small groups to discuss their plans for next weekend. Encourage them to use *going to* and *will* and to ask each other questions, as in the example. Go round and


monitor while they are working, helping where necessary.

- 3 Invite different groups to talk about their plans for the rest of the class to listen.

Answers:

Students' own answers.

WB Page 7




UNIT
3

Module 1

At the weekend

- 1 Choose the correct words
 - 1 Do you have any plans / planes for the weekend?
 - 2 How often do you go on / stay with relatives?
 - 3 We are going to have / go a picnic this weekend. Do you want to come?
 - 4 My grandparents often stay with / visit ancient sites.
 - 5 How often do you go on / have a long journey?
- 2 Complete these sentences with the correct form of *going to* or *will*
 - 1 Will your friend in England send you an email next week?
 - 2 It's six a.m. and it's already 30°C. It will be very hot today.
 - 3 We will take the train to Luxor next week. We already have our tickets.
 - 4 It's not very hot today. I think I will wear my sweatshirt to the park.
 - 5 Hamdi is very fast. I think he will be in the Olympic Games one day!
- 3 Answer the questions
 - 1 What are you going to do when you get home today?
.....
 - 2 What do you think you will do next Monday evening?
.....



1 Choose the correct words

- 1 Elicit any new vocabulary that the students remember from the lesson.
- 2 Ask them to read the example and explain that they have to choose the correct word to complete each sentence.
- 3 The students complete exercise in pairs. Then check answers as a whole class.

Answers:

- | | |
|-------------|---------|
| 2 stay with | 3 have |
| 4 visit | 5 go on |

2 Complete these sentences with the correct form of *going to* or *will*

- Elicit the rules for *going to* and *will*.
- Ask the students to complete the exercise individually before checking their answers with a partner.
- Invite different students to read out each completed sentence.

Answers:

- | | |
|---------------|----------------|
| 2 is going to | 3 are going to |
| 4 will | 5 will |

3 Answer the questions

- Ask the students to read the questions and invite several students to answer them orally.
- The students then complete their answers. Remind them to think about whether they need to use *going to* or *will*.
- Ask the students to read their partner's sentences and invite different students to tell the rest of the class about him/her.

Answers:

Students' own answers

LESSON 3 SB page 13

Outcomes

- To ask and answer about spending time with friends
- To listen to a telephone conversation and answer questions
- To practise phoning to make arrangements
- To carry out an internet search about telephone lines in Egypt



Lesson 3

1 Ask and answer

- How often do you meet your friends at the weekend?
- What do you and your friends usually do when you meet?

2 Listen to a telephone conversation. What are Huda and her family going to do?

3 Listen again and answer the questions

- Who answers the phone when Huda asks for Salma?
- Is Salma at home? Where is she?
- What time will she be home?
- What message does Huda give to Mrs Sabrine?
- When is Salma going to meet Huda and her family?

FUNCTIONS BOX

Making arrangements on the phone

Hello. (Huda) speaking.
Is (Salma) there, please?
Who's speaking, please?
May I speak to (Salma), please?
Yes, just a moment, please.
No, I'm sorry, (Salma) isn't here at the moment.
Can I take a message?
Can you ask (Salma) to phone me, please?
Thank you for calling back!

4 Practise phoning to make arrangements to do some of the following activities

play a game
watch a DVD
work on a project
go to a museum
go to the park with your family

May I speak to Ahmed, please?

Who's speaking, please?

Internet search

When did Egypt first have telephone lines?

1 Ask and answer

- Ask the students to look at the picture and ask *What game is this? (Chess). Can you play?*
- Ask the students to read the two questions and tell them that they are going to discuss them in small groups.
- When they have finished, invite different students to tell the class about someone in their group.
- Find out how many students do similar activities with their friends, and who does the most interesting or unusual activities.

Answers:

Students' own answers

2 Listen to a telephone conversation. What are Huda and her family going to do?

- Tell the students that they are going to find out what Huda and her family are going to do at the weekend.
- Play the recording for the students to listen and answer the question.

3 Check the answer.



Tapescript

Mrs Sabri: Hello.

Huda: Hello, Mrs Sabri. Is Salma there, please?

Mrs Sabri: Who's speaking, please?

Huda: This is Huda.

Mrs Sabri: No, I'm sorry, Salma isn't here at the moment, Huda. She's visiting her aunt.

Huda: When will she be home?

Mrs Sabri: I think she'll be home at about half past five. Can I take a message?

Huda: Yes, can you ask her to phone me, please?

Mrs Sabri: Yes, of course.

Huda: Thank you very much. Goodbye, Mrs Sabri.

Mrs Sabri: Goodbye, Huda.

(sound of phone ringing and being answered)

Ali: Hello, Ali speaking.

Salma: Hello, Ali. This is Salma. May I speak to your sister, please?

Ali: Yes, just a moment, please. (calling) Huda! Salma wants to talk to you. (pause)

Huda: Hi, Salma! Thank you for calling back! What are you going to do on Saturday?

Salma: I'll probably stay at home and read my book. Why? Are you going to do anything?

Huda: Yes, we're going to have a picnic in the park. Do you want to come?

Salma: Oh, yes, I'd like that! Thank you. What time shall I come to your house?

Huda: We're going to leave at about twelve o'clock.

Salma: OK. I'll be there at quarter to twelve.

Huda: See you then!

Answers:

They are going to have a picnic in the park.

3 Listen again and answer the questions

- 1 Ask the students how many conversations they heard (*two*). Ask why there were two conversations (*because Salma wasn't at home*).
- 2 Ask the students to read through the questions and then play the recording.

- 3 Ask the students to check their answers in pairs and then check the answers as a whole class, playing the recording again if necessary.

Answers:

- 2 Mrs Sabri
- 2 No, she isn't. She's at her aunt's house.
- 3 at about half past five
- 4 She asks Mrs Sabri to ask Salma to phone her.
- 5 At quarter to twelve on Saturday.

4 Practise phoning to make arrangements to do some of the following activities

- 1 Ask students to work in small groups to think of phrases which are used on the telephone, for example, *May I speak to ..., please?*
- 2 Then ask them to read the phrases in the Functions box. Play the recording again and ask them to listen out for the phrases.
- 3 Ask the students to look at the examples in the speech bubbles, and draw their attention to the list of activities.
- 4 Students work in small groups to practise making arrangements by phone. To help their listening skills, you could ask them to sit back to back on their chairs, so they can't see each other's faces.
- 5 Monitor as they are working, helping where necessary. Remind them to use the phrases from the Functions box.
- 6 Invite different groups of students to act out their phone conversations.

Answers:

Students' own answers



Internet search

- 1 Ask the students what they know about the invention of the telephone and when it might have first been used in Egypt.
- 2 Ask them to look at the Internet search box. Ask them to carry out an internet search to find out when Egypt first had telephone lines.
- 3 Ask the students to report their findings to the rest of the class.
- 4 Ask how often they use the phone and who they call.

LESSON 4 SB page 14 WB page 8

Outcomes

- To read about Wadi al-Hitan and answer questions
- To use critical thinking skills to discuss the importance of protecting ancient sites

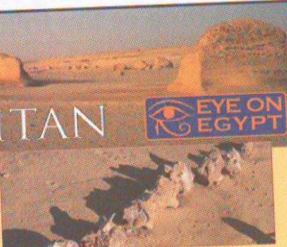
SB Page 14

3
Lesson 4

WADI AL-HITAN

Wadi al-Hitan is a large area in the Western Desert. It is a very important natural site because there are many whale bones, skeletons and fossils there. The fossils are 40–50 million years old.

- People first found the bones and fossils in 1902. At that time, there were not many visitors to the area because the desert roads were too difficult to drive on. By the 1980s, people could drive more easily through the desert and more visitors started arriving.
- In 2005, UNESCO* decided that Wadi al-Hitan should be protected.






There are other famous places like Wadi al-Hitan that UNESCO protects around the world. For example, the Jurassic Coast is an area in the south of England where some of the fossils are over 100 million years old.

* UNESCO looks after the world's most important places.

1 Match the words and the pictures

fossil
skeleton
whale

2 Answer the questions

- 1 Why is Wadi al-Hitan an important place?
- 2 Why didn't many people visit it before the 1980s?
- 3 Why do you think UNESCO wants to protect Wadi al-Hitan and the Jurassic Coast?
- 4 Which has the oldest fossils, Wadi al-Hitan or the Jurassic Coast?

3 CRITICAL THINKING

- 1 Do you think it is important to protect places like Wadi al-Hitan? Why? / Why not?
- 2 How can we help to protect Egypt's ancient sites?
- 3 Do you think UNESCO should protect all the important places around the world? Why? / Why not?

1 Match the words and the pictures

- 1 Ask the students to read the title of the reading text and look at the photographs. Ask *Where is this? What do you know about it?*
- 2 Pre-teach *fossil* and ask the students whether they have ever seen one and what they know about fossils.
- 3 Ask them to read the introductory paragraph. Then ask them to cover the paragraph and tell you what they remember.
- 4 Ask the students to read the whole text. Then ask *What does UNESCO do?* Draw their attention to the explanation, if they have not already read it.
- 5 Ask the students to look at the three pictures.

Ask *What can you see?* Then draw their attention to the words in the word bank, and ask them to match the words and pictures.

- 6 Check the answers as a whole class.
- 7 Ask *Have you ever seen a whale? Have you seen a skeleton? Where can you see these things? (in the ocean, in a museum).* Ask them why they think whale bones were found at Wadi al-Hitan. Explain that there was an ocean there millions of years ago.

Answers:

a whale b fossil c skeleton

2 Answer the questions

- 1 Ask the students to read the questions and try to answer the questions in pairs without referring back to the text. Invite them to share their ideas.
- 2 Ask the class to read the text again more carefully and to find the answers to the questions. Remind them not to worry about any unfamiliar words at this point.
- 3 Invite different students to give their answers, and to point to the part of the text where they found the information.
- 4 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

- 1 Because there are so many ancient whale bones, skeletons and fossils there.
- 2 Because the desert roads were too difficult to drive on.
- 3 Because they both have fossils which can teach us about the past.
- 4 The Jurassic Coast.

3 Critical thinking

- 1 Put the students into small groups to discuss the questions.
- 2 Monitor as they are working, helping where necessary.
- 3 Invite different groups to share their ideas, before holding a short class discussion about the importance of protecting ancient sites.
- 4 Ask the students which other ancient sites they have visited and why they were important. Ask

what they saw and did there, and what is being done to protect the sites.

Expected answers:

Yes, because we can learn a lot about animals from the past by looking at the fossils and skeletons.

We can stop too many tourists visiting them. We can help to stop air pollution which may damage the sites.

Yes, because they are all important./No, because they do not have enough money to protect all of them.

WB Page 8

1 Listen and choose the correct answer from a, b or c

- Mayar's school has classrooms.
a ten **b twenty** c twenty-two
- There are two in her school.
a computer rooms **b corridors** c laboratories
- At the end of the corridor, there is a
a playground **b library** c laboratory
- The is next to the computer room.
a library **b first floor** c playground

2 Match the words and their meanings

- ☒ fossil a information that you say or write to another person
- ☐ message b all the bones inside an animal or person
- ☐ skeleton c a very large sea animal
- ☐ whale d this rock was an animal or plant many years ago



3 Complete the sentences with words from exercise 2

- We saw a fossil of a big fish in the museum last week.
- In the science lesson today, the children counted the bones in the of a sheep.
- The blue is the largest animal in the world.
- There is a from Ali. He would like you to call him.

4 Complete the following dialogue

Youssef: Hello. Is Hazem 1 there, please?

Mother: I'm sorry, Hazem isn't here at the 2
Who's 3 please?

Youssef: It's Youssef.

Mother: Hello, Youssef. Can I 4 a message?

Youssef: Yes, can you ask Hazem to 5 me, please?

Mother: Of course. I think he 6 home at about four o'clock.

Youssef: Thank you. Goodbye.



1 Listen and choose the correct answer from a, b or c

- Ask the students to look at the sentences and options to prepare them for listening.
- Play the recording while the students listen and choose the correct options.
- Check the answers as a whole class.



Tapescript

Girl: My name is Mayar and this is my school. It's got twenty classrooms and two laboratories. We have a big library at the end of the corridor, next to the computer room.

Answers:

- 1 b 2 c 3 b 4 a

2 Match the words and their meanings

- Ask the students to look at the picture and elicit the word *fossil*. Then ask them to look at the example.
- Students then match the words and definitions.
- Check the answers as a whole class.

Answers:

- 2 a 3 b 4 c

3 Complete the sentences with words from exercise 2

- Ask the students to look at the example sentence.
- Allow time for the students to complete the rest of the sentences with words from exercise 2.
- Invite different students to read out the completed sentences.

Answers:

- 2 skeleton 3 whale 4 message

4 Complete the following dialogue

- Ask the students to look at the picture and elicit phrases for making arrangements on the phone.
- Then ask them to look at the dialogue and the example, and explain that they have to complete the dialogue by writing the correct phrase.
- Check the answers as a whole class.

Answers:

- 2 moment 3 speaking
4 take 5 phone
6 will be

Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using informal language in an email to a friend

Before using the book:

- Write **At the weekend** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 15

Review

Now you can ...

- talk about weekend activities

1 Match to make weekend activities


<p>• use going to or will to talk about the future</p> <p>2 Complete the sentences with the correct form of going to or will</p> <p>1 I'm not very hungry. I think I <u>will</u> have a salad.</p> <p>2 Next weekend, we <u>are going to</u> stay with our relatives in Port Said.</p> <p>3 I'm sorry you are ill. I'm sure you <u>will</u> feel better soon.</p> <p>4 "We need some more eggs." "I <u>am going to</u> go to the shops and get some."</p> <p>5 Hassan <u>is going to</u> spend the summer in Alexandria as he planned.</p>	<p>1 <u>go</u> a with relatives</p> <p>2 <u>have</u> b swimming</p> <p>3 <u>go on</u> c an ancient site</p> <p>4 <u>visit</u> d a journey</p> <p>5 <u>stay</u> e a picnic</p>
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• Talk on the telephone

3 Complete the dialogue with the phrases

ask him to phone me
isn't here
~~May I speak to~~
take a message
Who's speaking

Adel: Hello, Mr Badrawi.
Mr Badrawi: 1 May I speak to Imad, please?
Adel: 2 Who's speaking, please?
Mr Badrawi: This is Adel.
Adel: 3 ask him to phone me at the moment.
Mr Badrawi: Can I 4 take a message?
Adel: Yes, please. Can you 5 ask him to phone me when he comes home?
Mr Badrawi: Of course.



Writing skills

When we write an email to a friend, we use (1) key words to say what the email is about. Then we use informal language. Start the email with (2) *Hi* or *Hello* and use (3) contractions.

To: Dina

Subject: Next weekend

Hi Dina,

We're going to visit the museum next weekend. Please come with us! We're going to drive there in my uncle's car. It'll be fun! I'll phone you tonight and we can talk about it.

Amina

1 Match to make weekend activities

- 1 Elicit the weekend activities that the students have discussed in the unit.
- 2 Then ask the students to match the verbs with the phrases, as in the example.
- 3 Invite different students to read out each complete phrase.

Answers:

- | | |
|-----|-----|
| 2 e | 3 d |
| 4 c | 5 a |

2 Complete the sentences with the correct form of going to or will

- 1 Ask the students to give you some example sentences using *going to* and *will*, and check that they are using them correctly.
- 2 Then ask them to read the example sentence and check that they understand what to do.
- 3 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.

Answers:

- | | |
|----------------|---------------|
| 2 are going to | 3 will |
| 4 will | 5 is going to |

3 Complete the dialogue with the phrases

- 1 Ask the students to look at the phrases and ask what they relate to (*telephone conversations*).
- 2 The students complete the dialogue using the phrases.
- 3 Check the answers as a whole class and then invite different pairs of students to read out the dialogue.

Answers:

- | | |
|------------------|-----------------------|
| 2 Who's speaking | 3 isn't here |
| 4 take a message | 5 ask him to phone me |

Writing skills

- 1 Ask the students to think about the language that is used in emails to friends. Ask *Is it formal or informal?* (*informal*). Elicit phrases for beginning and ending emails to friends.
- 2 Ask them to read the Writing skills section and look carefully at the examples of each feature of informal writing and elicit further examples of each feature if possible.

Answers:

Students' own answers

1 Read the two emails. Which is the best email to send to a friend? Why?

a ☐

To: Amir
From: Imad
Subject: Next weekend

Hi Imad,
We're going to go to the park next weekend. Please come with us!
We're going to go there by bus. I'll phone you tonight and we can talk about it.
Amir

b ☐

To: Amir
From: Imad
Subject: Next weekend

Dear Amir,
Thank you for your email. I would love to go to the park with you.
What time does the bus leave? I am going to a museum this afternoon, but I will be home at about six o'clock. You can phone me then.
Yours,
Imad

2 Rewrite the second email using informal language and contractions

To: Amir
From: Imad
Subject: Next weekend

.....
.....
.....
.....
.....

3 Write an email to a friend. Tell him / her about your plans for the future

- Write about next weekend or next summer.
- Use *going to* when you are sure about your plans.
- Use *will* for predictions or to ask for information about the future.

Remember to write *to*, *from* and *subject*. Use informal language and contractions.

1 Read the two emails. Which is the best email to send to a friend? Why?

- 1 Elicit the features of informal emails.
- 2 The students then read the two emails and discuss them in pairs, deciding which is the best one to send to a friend.
- 3 Check the answer as a whole class and encourage students to explain why the email they chose is the best one.

Answers:

Email a, because it is more friendly and less formal.

2 Rewrite the second email using informal language and contractions

- 1 Ask the students why they wouldn't send the second email to a friend, and ask them to point out the more formal language features (Dear, long forms, Yours).
- 2 Ask them to rewrite the email using the same information but in a more informal way.
- 3 Ask confident students to read out their new emails.

Example answers:

Hi Amir,

Thanks for your email. I'd love to go to the park with you. What time does the bus leave? I'm going to a museum this afternoon, but I'll be home at about six o'clock. Phone me then.

Imad

3 Write an email to a friend. Tell him/her about your plans for the future

- 1 Tell the students that they are going to write an email about next weekend or next summer. Ask them to choose one to write about.
- 2 Ask them to look at the points and to plan their writing before they start.
- 3 They should write their answer in their copybooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their emails with a partner to read and check the spelling and grammar.
- 4 Finally, invite different students to read out their emails for the class.

Answers:

Students' own answers. Answers should include *to*, *from* and *subject*.