

LESSON5

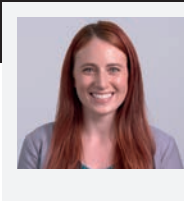
WRITE AN EMAIL TO MAKE PLANS

1 BEFORE YOU WRITE

- A

Think about a time when a friend visited you for a few days. What did you see and do?
- B

Read Sarah’s email. How does Sarah feel about Maria’s visit?



SARAH GOLD

@SarahG

My friend is visiting Toronto next month. Any ideas for things we could do?

Re: plans for your visit

From: Sarah Gold

To: Maria

Hi, Maria!


I’m excited to see you next month!

What do you want to do when you get here on Friday? I’m working that day, so I’m busy in the afternoon. But my sister Ana is free, and she’s looking forward to seeing you again. Why don’t you two meet at the Royal Ontario Museum? I can meet you both there after work. Then we can have dinner. There’s a great Korean restaurant near the museum. I can make a reservation. On Saturday, let’s go on a tour of the city. We can sightseeing in the morning and later do some souvenir shopping, too. I’m sure you’d like to buy some gifts for your family. Afterward, I’d love to see a play. Would you? I can try to get tickets for Saturday night.

On Sunday, why don’t we take a walk by the river before you leave? We can get some brunch, too.

Let me know what you’d like to do. I can’t wait to see you!

Sarah



- C

Read the email again. What do you think of Sarah’s suggestions? What things would you or wouldn’t you like to do? Complete the chart.

Things I like	Things I don’t like

2 FOCUS ON WRITING

- A

Read the Writing Skill.

WRITING SKILL Use transition words for time

Transition words for time can show *when* something happened. Use these words to make your writing clearer. Then the reader will know the order events happened.

Transition words for time include: *while, after, when, during, next, then, so far, later, soon, sometimes, afterward, following, whenever, etc.*

Look at this example: *I went to the store. Then I had some lunch. Later, I went to the library. While I was at the library, I saw José.*

- B

Reread Sarah’s email. Underline all the transition words for time.

- C** Read the email again. Complete the chart. Write the activities from the email in the order they will happen.

Friday	Saturday	Sunday
Arrive in Ontario		

### 3 PLAN YOUR WRITING

- A** Your friend wants to visit you for the weekend. Where will you go? What will you do? Write the activities in order.

Friday	Saturday	Sunday

- B PAIRS** Tell your partner about your plans.

*On Saturday morning, we will go to a nice restaurant and have breakfast. Then we will go for a walk in the park.*

### 4 WRITE

Write an email to your friend using your plans from 3A. Remember to use transition words for time. Use the email in 1B as a model.

### 5 REVISE YOUR WRITING

- A PAIRS** Exchange emails and read your partner's email.

1. Underline all the transition words for time.
2. Did your partner explain the plans in order?
3. Did your partner include information for all three days?

- B PAIRS** Can your partner improve his or her email? Make suggestions.

### 6 PROOFREAD

Read your email again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** ▶01-22 Listen or watch. What is Yu talking about?



**B** ▶01-22 Listen or watch again. Answer the questions.

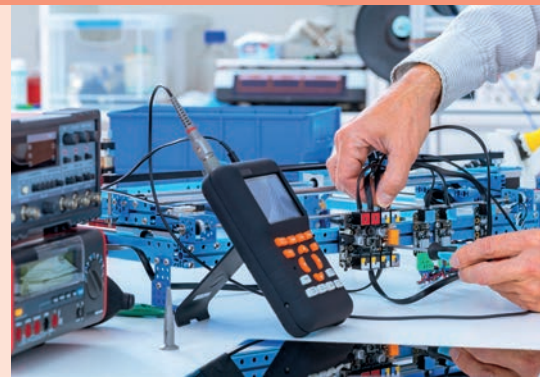
1. What is Yu doing these days? \_\_\_\_\_
2. Where is Yu living these days? \_\_\_\_\_
3. What does Yu do on the weekends? \_\_\_\_\_

**C** Show your own photos.

**Step 1** Think about what you've been doing lately. Choose 3-4 photos that show what activities you are doing or no longer doing.

**Step 2** Show your photos to the class. Talk about the activities.

**Step 3** Answer questions about your photos. Get feedback on your presentation.



## 2 LEARNING STRATEGY

### LEARN GRAMMAR IN PHRASES AND SENTENCES

Choose a grammar point that you want to learn. Practice the grammar point in phrases and sentences to help you speak more fluently. Write phrases and sentences using this grammar in your notebook. Read them aloud to memorize them.

Find grammar phrases in the unit that help listeners understand connections between ideas. For example, *these days* helps listeners know that you're talking about what you've been doing lately. Write a sentence with each phrase to practice. Read the sentences aloud when you study.

Where are you living these days?

I'm still living with my parents.



## 3 REFLECT AND PLAN

**A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

### Speaking objectives

- ☐ Talk about what you're doing
- ☐ Talk about your family
- ☐ Make and respond to invitations

### Vocabulary

- ☐ Activities
- ☐ Life events
- ☐ Tourist activities

### Pronunciation

- ☐ Main stress
- ☐ Thought groups

### Grammar

- ☐ Present continuous for temporary situations
- ☐ Simple past + *when, before, and after*
- ☐ Suggestions with *Let's* and *Why don't*

### Reading

- ☐ Find the topic

### Writing

- ☐ Use transition words for time

**B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

