

1

Free time

Unit overview

TOPIC: Hobbies and interests, school subjects

TEXTS

Reading and listening: a text about an unusual hobby

Listening: to a teenager talking about his hobby

Reading: a text about after-school clubs and activities

Writing: an email to an e-pal

SPEAKING AND FUNCTIONS

Talking about hobbies

Expressing likes and dislikes

An interview about school

LANGUAGE

Grammar: Present simple (positive and negative); *like + -ing*; Present simple (questions and short answers)

Vocabulary: Hobbies and interests

Pronunciation: /n/ (*man*) and /ŋ/ (*song*)

1 Read and listen

Warm up

Refer students to the photos. Ask them what the girl is doing (looking after bees) and if they are afraid of bees. Do not discuss what Claire's hobby is at this point since this will be done in Exercise 1a.

- a** Pre-teach any vocabulary (*volleyball, beekeeping, hives*) or stronger students can use a dictionary to check the meanings. Ask students to read the two questions and predict the answers. Then students read the text quickly and find the answers to check their predictions. Remind students that they don't have to understand every word in the text to answer the questions. Check answers.

Answers

She's 15. Her hobby is beekeeping.

- b** ▶ **CD1 T6** Students read through the list of questions and check any vocabulary problems. Go through the first item as an example, if necessary. Play the recording for students to listen and read the text at the same time. Students complete the exercise and compare answers in pairs. Play the recording again, pausing as necessary for students to check or change their answers.

TAPESCRIPT

See the reading text on page 12 of the Student's Book.

Answers

- 1 She's from Wales.
- 2 Her friends play volleyball and go to the cinema; they like swimming and dancing. But Claire doesn't.
- 3 They are scared of the bees.
- 4 She loves reading about bees.
- 5 Because she wants to buy more bee hives.

* **OPTIONAL ACTIVITY**

Ask students if they are afraid of bees, spiders or any other creatures. They can tell the class how they feel when they see or feel the creature, what they do and what they say. Students may want to tell a story about the creature. This may be better done in L1 at this stage, since it requires the use of past tenses.

2 **Grammar*** **Present simple (positive and negative)**

- a** Books closed. Write an example sentence of your own on the board, e.g. *I come from Scotland. She doesn't come from Scotland.* In pairs, students think of another similar sentence. Write a few of their sentences on the board.

Students now open their books at page 13 and read through the examples from the reading text. Ask them what they notice about the verbs in each sentence (two end in *-s*). Ask them which verbs end in *-s* and elicit that they are the third person (*he/she/it*) forms.

Students complete the rule with the information they have. Check answers.

Answers

you; they; *-s*

* **OPTIONAL ACTIVITY**

If further practice with third person forms is needed, write the base forms from these examples on the board: *come, go, get, take*. Call out students' names and ask them to use each base form in a sentence about a friend.

LOOK!

There are certain third person singular spelling rules which it may be useful to explain to students once it is clear they understand the present simple. As follows:

- Verbs ending in *-sh*, *-ch*, *-x*, *-ss*, *-o*, add *-es* (e.g. *wash – washes*; *watch – watches*; *fix – fixes*; *kiss – kisses*; *go – goes*).
- Verbs ending in *-y*, change the *-y* to *-i* and add *-es* (e.g. *fly – flies*; *study – studies*).

Stronger classes: Ask them to give another example of each of these verbs in English.

Weaker classes: They can choose one of the sentences from the Look! box and produce a sentence about themselves.

Grammar notebook

Students should use a grammar notebook and note down the spelling rules. Some students may find it useful to write down the base forms and the *-ing* forms.

- b** Go through the first sentence as an example with students. Ask them why the answer to question 1 is *loves* and not *love* (because Sara is third person singular). Alternatively, you can write the first sentence on the board with two answer options, e.g. *Sara love/loves films*. Elicit the correct verb form and ask a student to come out and cross out the wrong form on the board. Students complete the exercise. Check answers.

Answers

2 hate 3 take 4 teaches 5 flies 6 reads 7 go

*** OPTIONAL ACTIVITY**

If you feel students need further practice of the present simple positive form, you can call out the first person of a verb (e.g. *I get up*) and ask a student to call out the next person. Continue like this with positive forms until you are sure students understand.

- c** Ask students to read through the words in the box first. Check they understand each item. Weaker students may find it more useful to match the words in the box with the pictures first. Explain to students what the verbs *like*, *love* and *hate* mean by giving examples of your own (e.g. *I like English. I love school. I hate Maths.*). Make faces to express each one as you say them. Go through the example with students, pointing out the third person verb and the boy in the picture.

Answers

2 I like bananas.
 3 She loves ice cream.
 4 They like cats.
 5 She hates winter.
 6 We love football.

- d** Students read through the examples on the page. They can look back at the text on page 12 to see the sentences in context, if necessary. Ask them what they notice about the verbs in these sentences compared to the verbs in the sentences in Exercise 2a. (These verbs use the negative auxiliaries *don't/doesn't* and the base form doesn't change.) Give students another example of your own if necessary (e.g. *I don't teach French.*). Ask some stronger students to give an example of their own.

Write *don't/doesn't* on the board and elicit the full forms *do not / does not*. Students fill in the table. Check answers.

Answers

Negative: don't; doesn't

Language notes

- 1 Explain to students that it is more common to use short forms when we speak and full forms when we write. Full forms tend to be more formal.
- 2 Students may produce statements like *She not like ... / She not likes ...*. Explain that English uses the auxiliary verb *do/does* in present simple negative statements. Ask students if the same or a similar thing occurs in their own language.

- e** Go through the first item as a class, reminding students that *like* becomes *don't like* in the negative. Remind students to use short forms. Students complete the exercise. Check answers.

Answers

2 We don't eat a lot of meat at home.
 3 My parents speak French.
 4 I don't know his phone number.
 5 My brother gets up late at the weekend.
 6 My father doesn't drive to work.

*** OPTIONAL ACTIVITY**

If you feel students need more practice, call out base forms and ask students for the positive or negative form of it in a person of your choice (e.g. *I, he, you*).

- f** Check students understand all the sentences. Go through the first item with students as an example, making sure students realise that they must make the sentences negative. Students complete the exercise. They can compare answers in pairs before a whole class check.

Answers

2 I don't get up early on Sunday.
 3 My sister doesn't watch a lot of TV.
 4 I don't buy my CDs in that shop.
 5 You don't know the answer.

3 Vocabulary

* Hobbies and interests

- a** ▶ **CD1 T7** Students look at the pictures. Go through the first item with students as an example. In pairs, students complete the exercise. Play the recording, stopping to check their answers. Now play the recording again, pausing it for students to repeat the words.

TAPESCRIPT/ANSWERS

- A 3 swimming
 B 7 listening to music
 C 6 dancing
 D 5 playing computer games
 E 1 going to the cinema
 F 2 reading
 G 9 running
 H 4 painting
 I 8 playing the guitar

- b** Ask students to look at the table. Give an example of your own from the table to check students understand what to do (e.g. *My brother plays computer games*). Explain that you have chosen a person, a verb in the correct form and an activity and that this sentence is true about your brother. In pairs, students make sentences and tell their partner. Monitor, making sure students are using the correct verbs for each person.

Vocabulary bank

Refer students to the vocabulary bank on page 112. Read through the words and phrases in open class and check understanding. For further practice, divide the class into pairs and ask students to ask each other questions starting with *How often do you ... ?* (e.g. *How often do you go for walks?*). Circulate and help as necessary. Listen to some of their ideas in open class as feedback.

Vocabulary notebook

In their vocabulary notebooks, students start a section called *Hobbies and interests*. They should note down any new vocabulary from this section and should add any new words as they come across them.

* OPTIONAL ACTIVITY

See if students can think of one hobby for each letter of the alphabet.

4 Grammar

* like + -ing

- a** Go through the examples from the reading text with students. Ask them what they notice about the verbs in bold (they all end in *-ing*). Then ask them to look at the verbs which go before the *-ing* forms (*loves/enjoy/like/hate*).

Students complete the rule with the information they have worked out.

Answer
 -ing

Check students have understood the rule by giving them an example of your own, e.g. *I like teaching English*. Ask one or two students to give examples of their own using *like/love/enjoy/hate*.

LOOK! 🔍

Read through the information in the Look! box with students and explain that there are certain spelling rules when we add *-ing* to a verb in English:

- 1 If a verb ends in *-e*, we drop the *-e* before adding *-ing* (e.g. *dance – dancing; smile – smiling*).
- 2 If a verb ends in a vowel + a consonant, double the final consonant before adding *-ing* (e.g. *swim – swimming; run – running*).

Language notes

It may only be appropriate to give your students rules 1 and 2 (from the Look! box) at the moment but note the further rules 3–5 below.

- 3 Verbs ending in *-y*, *-x* and *-w*, add *-ing* (e.g. *play – playing; fix – fixing; show – showing*).
- 4 If a verb has two or more syllables and ends in a vowel + a consonant, and if the stress is on the final syllable, double the final consonant and add *-ing* (e.g. *begin – beginning*).
- 5 If a verb has two or more syllables and ends in a vowel + a consonant, but the stress is not on the last syllable, add *-ing* (e.g. *listen – listening*).

- b** Check students understand the verbs in the box. Go through the example with students. Students complete the exercise. Check answers.

Answers

2 playing 3 riding 4 running 5 talking 6 going

* OPTIONAL ACTIVITY

Stronger classes: Ask students to decide which *-ing* spelling rule applies to each verb.

Weaker classes: Put the infinitives of the verbs in Exercise 4 on the board and ask students to see what patterns they can see when *-ing* is added to each.

5 Speak

- a** Remind students of the hobbies mentioned in Exercise 3 (*going to the cinema, reading, swimming, painting, playing computer games, dancing, listening to music, playing the guitar, running*).

Give students an example of your own with one of the verbs (e.g. *I love going to the cinema*). In pairs, students make statements and note down what their partner says. Students should try to use each verb at least once.

- b** Students report what their partner said to a different partner. Ask some stronger students to tell the class about their partner.

6 Listen

- a** ▶ **CD1 T8** Explain that students are going to hear a teenager talking about his hobby. Students must decide which of the pictures shows his hobby (picture 2). Play the recording. Check answers.

Weaker classes: This recording could be played through once and then paused after each section, allowing students time to note down their answers. Remind students they need to be listening for the key words they see in the table in their book and any *like/love/hate* words.

- b** ▶ **CD1 T8** Read through the sentences with students and check understanding. Explain that students must decide if the sentences are true or false. Play the recording again. Students compare answers with a partner before feedback in open class.

TAPESCRIPT

Interviewer: Mark, you've got an unusual hobby.

Mark: Yes, I'm a magician.

Interviewer: Do your friends know about it?

Mark: Yes, they do. They like watching my tricks at home. And they sometimes come to my shows.

Interviewer: Oh, how often do you give a show?

Mark: Once a month, at the youth club. It's great. I love showing my tricks.

Interviewer: How do you learn new tricks?

Mark: I talk to other magicians. I read books about magic tricks, and I have some DVDs. It's easy to get information about magic tricks. But it's not easy to learn them!

Interviewer: So does it take a long time to learn a new trick?

Mark: Yes, it does. I practise three times a week, on Monday, Tuesday and Wednesday. Sometimes I hate practising, but of course it's important to do it.

Interviewer: Do you tell your friends how the tricks work?

Mark: No, of course not. Magicians never do that! I don't tell my friends, and I don't tell my brother.

Interviewer: Your brother? Does he want to become a magician too?

Mark: No, he doesn't. He only wants to know how the tricks work!

Answers

1 T 2 F 3 F 4 F

7 Pronunciation

See notes on page 111.

8 Grammar

* Present simple (questions and short answers)

Warm up

Books closed. Write the following sentences on the board.

Yes, I do.

No, I don't.

Ask students to give you as many questions as possible for which these sentences are the answers. You may like to give some examples of your own to get students started. As students give answers, write some examples on the board and point out the inversion of auxiliary verb and subject in questions. Pay close attention to ensure correct word order and intonation as you elicit.

- a** Books open. Read through the sentences with students and check understanding. Ask students to complete the table using the correct form of the auxiliary verb. Feedback in open class.

Answers

Do; don't; Does; does; does

- b** Look at the example with students and point out that they must complete the sentences with auxiliary verbs and positive or negative answers. Students complete sentences and check answers with a partner before feedback in open class. Circulate and monitor to check that students are on track.

Answers

2 Do 3 Do 4 Does 5 Do

B responses are students' own short answers

Culture in mind

9 Read and listen

If you set the background information as a homework research task, ask the students to tell the class what they found out.

BACKGROUND INFORMATION

National Curriculum: Introduced into England, Wales and Northern Ireland for students aged 5 to 16 in state schools in 1988, this ensures that certain basic material and subjects are covered by all pupils.

Warm up

Ask students what their favourite subjects are at school. Help with translations if they do not know the English words. Ask them which subjects they don't like as well.

- a** Tell students they are going to read a text about three girls who go to school in England. Introduce the idea of curriculum (the subjects taught in the school) and extra-curricular activities. Ask them to read the text quickly to find the different subjects and clubs. Tell them not to worry about understanding every word, but to focus on the task. Check the answers.

Example answers

1 English, Maths, History, Geography, Games, ICT (Information and Communication Technology), French, Spanish, Biology, Chemistry, Physics, Music, Technology, Drama
2 Horse-riding, Gymnastics, Theatre, School Orchestra, Pottery, Sailing

- b** Look at the pictures with students. Students decide which of them are subjects and which are clubs. Check answers.

Answers

school subjects: D, E, F, H, J
 clubs: B, C, G, I

- c** ▶ **CD1 T11** Students read the text again and listen. They decide if the sentences are true or false. Allow students to ask questions about difficult vocabulary at this stage. Students compare answers with a partner before feedback in open class. If the sentence is false ask students to say why.

Answers

1 T **2** F (they study two or three languages)
3 F (some of the clubs meet at lunchtime) **4** T
5 T **6** F (some of the clubs get help from parents) **7** F (all of them are free) **8** F (Sarah is hoping they will start a photography club soon)

- d** In pairs or small groups, students discuss the question. Circulate and help with vocabulary as required. As this is a free practice activity, encourage students to focus on fluency and not worry if they make a mistake. In open class, ask some pairs for their ideas and write them on the board.

10 Write

- a** Explain to students that they are going to read an email from a new e-pal. Before they reply, they must read it quickly and answer the question.

Answers

sports, painting, taking photographs, riding her bike, watching sport on TV, listening to music, going to the cinema

- b** This can be set for homework. Ask students to read the email again and find examples of each of the four points.

Tell students that there are no set rules when writing an email, but that they should follow the email in the book as a good example of how to give information. Point out that the information is separated into three paragraphs. You may like to elicit a few further ideas for starting emails. (Opening lines: *Hello! / Dear ...*)

- Paragraph 1: Elicit the kind of information this gives (introduction, name, age, nationality).
- Paragraph 2: Elicit what information this gives (details of hobbies she likes).
- Paragraph 3: Elicit what information this gives (about her best friend and her favourite actor).
- Closing lines: Elicit other ways of ending an informal email or letter (e.g. *Love, / Keep in touch, / Hope to hear from you soon.*).

Students plan and prepare their reply. They can bring their emails into class the next day for checking.

11 Speak

- a** In pairs, students think of five questions to ask Sarah. With weaker classes, you may like to ask students to write down questions in order to check accuracy and then allow them to read their questions.

- b** Students act out an interview. It is a good idea to ask and answer a couple of questions yourself to give an example of the type of answers expected. Invite different pairs to act out their dialogue for the class.

Memo from Mario



Free time

Sentence completion competition

- ▶ This exercise is designed to follow the work on 'An unusual hobby' (page 12) that the authors prescribe. It could also be used as a review activity later in the course.
- ▶ Put the students into groups of three. Tell them to close their books. Explain that you will read them the text 'An unusual hobby', sentence by sentence but that you will stop one word before the end of each sentence.
- ▶ They shout out the missing word. The first student in each group to shout out the word correctly gets a point. Each student records how many points he/she has won. If there is a dead-heat, both or all three students get a point.
- ▶ Do your first reading ending each sentence with an upward intonation on the second-to-last word. e.g. 'An *unusual* ...'
- ▶ The student with most points in each group now opens the book on page 12 but sits so the other two cannot read or see the text.
- ▶ This student takes over the teacher's role and reads each sentence with the last word omitted for the other two students to fill in.
- ▶ Round off the exercise yourself, reading the sentences, but this time leaving off the last two or three words for the students to supply.

RATIONALE

Learning words and short lexical chunks is something good language learners tend to do a lot on their own. Learning by heart is central to most of the major educational traditions in the world, though it is currently less popular in Western educational systems. Mild competition seems to be something teenagers thrive on.

Acknowledgement

This activity is a modification of a technique Robert O'Neill used in the 1970's.