

- talk about leisure activities, likes, and dislikes
- use the Present Simple tense, gerunds, and infinitives

By the end of this lesson, you'll be able to!



New Words

play go do

ice hockey
jogging
scuba diving
crochet
board games
rock climbing
cross stitch
cooking



1

go scuba diving



2



3



4



5



6



7



8

- b. With your partner, write the new words in the table. Add more words you know. Which activities do you do? Share with the class.

I play board games and...

games	sports	arts and crafts	other activities
board games	ice hockey	crochet	jogging



Listening

- a. Alice is asking questions for a survey about leisure activities. Listen and write "True" or "False".

- The boy likes to play ice hockey. True
- The boy doesn't like doing arts and crafts. _____
- The girl doesn't like to play board games. _____
- The girl doesn't want to try rock climbing. _____



- b. Circle the correct words. Listen again and check.

The speakers say:

- Do you like playing/play sports?
Is there anything else you enjoy *doing/to do*?
- What games do you like to *playing/play*?
Is there anything you want *trying/to try*?



Useful Language

Listen then practice.

Do you like playing sports?
What sports do you like to play?
Is there anything else you enjoy doing?
Is there anything you want to try?

Yes, I do.
I like to play ice hockey.
Yes, I enjoy doing cross stitch.
Yes, I want to try rock climbing.

Note

In English we don't use "do" with some verbs:
e.g.
cook/paint/draw
I like to cook.
I like painting.



Grammar

Fill in the blanks with the correct form of the verbs. Check with a partner.
Practice asking and answering.

- | | |
|---|----------------------------|
| 1. Do you like (do) <u>doing</u> arts and crafts? | Yes/do |
| 2. Is there anything you want to (try) _____? | Yes/want/try/rock climbing |
| 3. Do you like (play) _____ games? | Yes/do |
| 4. What games do you like to (play) _____? | like/play/video games |
| 5. Are there any other activities you enjoy (do) _____? | Yes/enjoy/do yoga |



Pronunciation

Sound Changes

a. "...do you like..." often sounds like /djəlaɪk/.

c. Now listen again and repeat. 

b. Listen to the sentences and notice how the underlined sounds change. 

Do you like playing sports?
What sports do you like to play?



Practice

Practice the conversation. Swap roles and repeat using the words in the boxes.

Tom: Do you like playing sports?

Anna: Yes, I do.

Tom: What sports do you like to play?

Anna: I like to play soccer.

Tom: Are there any other activities you enjoy doing?

Anna: Yes, I enjoy doing yoga.

Tom: Is there anything you want to try?

Anna: Yeah, I want to try bowling.

sports

basketball
ice hockey

arts and crafts

crochet
cross stitch

games

video games
board games

other activities

cooking
reading

want to try

rock climbing
scuba diving



Speaking

What Leisure Activities Do You Do?

a. You're helping your youth center choose new activities for the summer. Work in fours. First, complete the survey with your own information, then ask three friends.

	Me	_____	_____	_____
Sports				
Arts and crafts				
Games				
Activities				
Want to try				

b. Which activities are the most popular? Share with the class.

In our group, the most popular leisure activities are...

Now you can talk about what leisure activities people like to do.



New Words

a. Write the words in the table. Some words can be used more than once. Check with a partner. Listen and repeat. 

quiz extreme sports art pottery carnival dance

competition	show	exhibition	class	other
	quiz			

b. With your partner, write more words in the table. Discuss which activities you think sound interesting. Share with the class.

I think the extreme sports competition sounds interesting.



Listening

a. Two friends are talking about plans for the weekend. Listen and circle "Yes" or "No". 

- Bella is making plans for the weekend. ☒ Yes/No
The art exhibition is on Sunday. Yes/No
- There's a fashion show on the weekend. Yes/No
They can't go to the carnival. Yes/No



b. Fill in the blanks. Listen again and check. 

The speakers say:

- What time does it open?
My class doesn't finish _____ 11:30.
- What time does it _____?
Why don't we go to the carnival _____ Sunday?

until
on
does
start



Useful Language

Listen then practice. 

Why don't we go to the dance competition? When is it?
It's on Sunday. What time does it start?
It starts at 5 p.m. and finishes at 7 p.m. Sorry, I can't because art club doesn't finish until 7:30 p.m.

Note

We use:
"start" and "finish" for competitions, shows, and classes.
"open" and "close" for exhibitions.



Grammar

Circle the mistakes and correct them. Check with a partner.

Practice saying the sentences.

1. When does it? _____ is _____
2. The art exhibition open at 9 a.m. _____
3. What time is the quiz show start? _____
4. The pottery class finish at 10 a.m. _____
5. The dance competition is at Sunday. _____
6. I'm sorry, I can't because my class doesn't finish at 4 p.m. _____



Pronunciation

Intonation

a. Intonation for Wh-questions goes down.

When is it?

c. Now listen again and repeat. 

b. Listen to the sentences and notice how the intonation goes up or down. 

When is it?

What time does it start?



Practice

Work in pairs. Practice asking and answering using the prompts.

Why don't we go to pottery class?

When is it?

Sorry, I can't.

pottery class
extreme sports competition
carnival
quiz show
dance competition
art exhibition

Fri, 3 p.m. – 5 p.m.
Sun, 8 p.m. – 11 p.m.
Sat, 9 a.m. – 4 p.m.
Mon, 1 p.m. – 4 p.m.
Thu, 12 p.m. – 11 p.m.
Wed, 10 a.m. – 12 p.m.

That's a bit late.
My class doesn't finish until 5:30 p.m.



Speaking

Asking for Information

a. You want to do some fun activities with your friend next week. Work in pairs. Student B, turn to page 104, File 1. Student A, look at the table below and ask your friend to join you in the activities in orange. If they agree to go with you, tick (✓) the box.

MON	TUE	WED	THU	FRI	SAT	SUN
Math class 9:00 – 10:00	<input type="checkbox"/> Pottery class 9:30 – 10:30	Art class 9:00 – 10:00	Basketball practice 8:30 – 9:30	English class 10:00 – 11:00	<input type="checkbox"/> Video game competition 9:00 – 10:30	Basketball practice 8:30 – 9:30
Physics class 3:30 – 4:30	Art exhibition 3:00 – 4:00	Talent show 4:00 – 5:00	<input type="checkbox"/> Quiz show 4:00 – 5:30	Free ----- -----	English club 3:30 – 4:30	<input type="checkbox"/> Carnival 5:00 – 6:30

b. Which activities did you agree to do together? Share with the class.

We are going to go to...



Now you can ask for information about events and activities.

Can you...?

- arrange when and where to meet a friend
 - use adverbial phrases of time and place
- By the end of this lesson, you'll be able to!



New Words

a. Fill in the blanks with the activities from the box. Check with a partner. Listen and repeat.

go mountain biking go skateboarding play table tennis have a barbecue go swimming go fishing

1. I love to go fishing on the weekends. I caught a big fish last time.
2. We _____ in our garden every month. My dad makes awesome burgers.
3. I _____ with my friends once a month in the mountains near my house.
4. I _____ with my brother all the time. I usually win.
5. We _____ a lot in the summer. There's a pool near my house.
6. I love to _____ in the park. I go so fast down the hill.



I went skateboarding yesterday.

b. With your partner, talk about which of the activities you've done recently. Share with the class.



Listening

a. Two friends are inviting each other to do things. Listen and circle "True" or "False".

1. Mandy has to do her homework after school.
☒ True False
 Mandy wants to invite John and Tina.
☐ True ☐ False
2. Bill likes skateboarding.
☐ True ☐ False
 Mandy and Bill are going to meet at Bill's house.
☐ True ☐ False



b. Circle the correct words. Listen again and check.

The speakers say:

1. Do you want to go/do rock climbing after school?
 Let's meet in/at the school gates.
2. I'm not doing nothing/anything.
 Do you want to do/have a barbecue?



Useful Language

Listen then practice.

Are you busy later?
 Do you want to play tennis after school?
 Where do you want to meet?

No, I'm free.
 Sure, sounds good.
 Let's meet next to the park.



Grammar

Fill in the blanks. Check with a partner. Practice the conversation.

Tim: Are you busy this weekend?
 Mike: No, I'm not doing (1) anything. Why?
 Tim: Do you want to (2) _____ fishing (3) _____ Saturday morning?
 Mike: That would (4) _____ nice.
 Tim: (5) _____ do you want to meet?
 Mike: Let's meet (6) _____ the river.

where
 go
 next to
anything
 be
 on



Pronunciation

Sound Changes

a. "...do you want to...?" often sounds like /djəwɒnə/.

c. Now listen again and repeat. 

b. Listen to the sentences and notice how the underlined sounds change. 

Do you want to play tennis after school?
 Where do you want to meet?



Practice

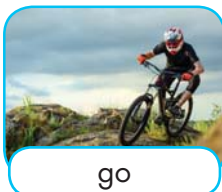
Practice the conversation using the pictures and prompts. Swap roles and repeat.

Tim: Hi, Mike. Are you busy later?
 Mike: No, I'm free.
 Tim: Do you want to go skateboarding?
 Mike: Sure, sounds good. Where do you want to meet?
 Tim: Let's meet in front of the school.

later after lunch this weekend before school

next to
 at
 in front of
 near
 behind

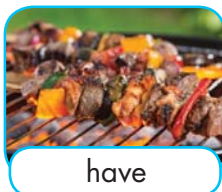
the amusement park
 the zoo
 my house
 the school gates
 the bus stop
 the school



go



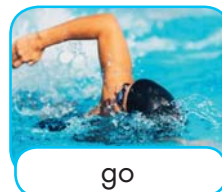
play



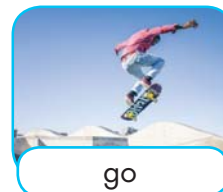
have



go



go



go



Speaking

Where and When Do You Want to Meet?

a. You want to plan some activities with your friend. Work in pairs. Student A, choose an activity, time, and place and invite your friend. Student B, confirm the place by pointing at the map. Write down the details in your diary. Swap roles and repeat.



Do you want to go skateboarding after lunch?

Sure. Where do you want to meet?

Let's meet in front of the cafe.

You mean here?

Date: _____

1. _____
2. _____
3. _____
4. _____

b. Turn to another partner and tell them about your plans.



Now you can talk about when and where to do different activities with friends.

Theme 1 FREE TIME

SOCIAL STUDIES

LESSON 4

Can you...?

- talk about the daily routine of a child in the country
- use the Present Simple tense

By the end of this lesson, you'll be able to!



New Words

a. Fill in the blanks. Check with a partner. Listen and repeat.



1. look after 2. feed 3. take 4. collect 5. daily routine 6. chores

- a. I help my parents look after my little brother after school because they're at work.
 b. I clean my bedroom, water the plants, and walk the dog. I have so many _____!
 c. I help my dad _____ water from the river so we can wash our clothes.
 d. My dog eats so much food! I _____ him three times a day.
 e. It's too far to walk to my school, so I _____ the bus.
 f. My _____ begins at 7 a.m. That's when I wake up. Then, I eat breakfast and brush my teeth.



b. With your partner, talk about what chores you do at home. Share with the class.



I feed my cat and clean my bedroom.



Listening

a. You will hear two children talking about their daily routines. Listen and write "Yes" or "No".



1. Zia has to ride her bicycle to school. No
 Zia has to clean the house. _____
 2. Wilma has to wake up at 7:45 a.m. _____
 Wilma helps her mom wash the clothes. _____



b. Circle the correct words. Listen again and check.



The speakers say:

1. I have/has to wake up at 6 a.m.
 I help my father collect/collecting drinking water.
 2. I have to ride/rode my bicycle to school.
 I have to feed/feeds the dogs.



Useful Language

Listen then practice.



When do you have to wake up?
 How do you get to school?
 What chores do you have to do?

I have to wake up at 7:15 a.m.
 I have to take the bus. It takes 20 minutes.
 I have to feed the chickens and help my mom.



Reading

a. Read about a teenager from Kenya. Underline Issa's daily activities.



DAILY ROUTINE OF A KENYAN TEENAGER

Anna Taylor, June 1

Issa is from Samburu, Kenya, and his daily routine is the same as many other teenagers who live in the Kenyan country(*).

His routine begins very early. Every morning he wakes up at 5:00 a.m. He helps his parents do chores on the farm. He has to feed the chickens and then helps his family sell bananas at the market. At 6:30 a.m., Issa has to walk to school. In the afternoon, Issa helps his mom look after his brother. After dinner, Issa has to wash the dishes and get ready for bed. Issa has to do many activities every day like most teenagers in the country of Kenya.



Issa selling bananas at a market

(*Note:

In American English, "country" may have the same meaning as "countryside" in British English.

b. Read the article again and circle "True" or "False".

1. Issa lives in a city in Kenya. True/False
2. He wakes up at 5:00 in the morning. True/False
3. He helps his parents with the farm work. True/False
4. Issa's father takes him to school in the car. True/False
5. Issa helps his mom wash the dishes before going to bed. True/False



Speaking

Daily Routines around the World

a. You want to find out about people's daily routines in different countries. Work in pairs. Student A, you're from Sudan. Student B, turn to page 104, File 2. Find out where your partner is from and talk about your daily routines.

Where are you from?

I'm from Sudan.

When do you have to wake up?

I have to wake up at 6:45 a.m.

Name & Country	Rita Sudan	Carlos	Me:	My friend:
wake up	6:45 a.m.			
school	walk, 1 hour			
chores	- collect water - clean classroom			

b. Now, complete the table with your own information, then ask your partner for theirs. Who has the busiest day? Share with the class.



Writing

a. Read the email. Look at the email model on page 125. Label the parts.

Send

To: adamatkins@hotmail.com

Subject: My routine

Hi Adam,

Thanks for your email telling me about your daily routine. Let me tell you about my daily routine. On weekdays, I wake up at 6:15 a.m. I have to walk to school. It takes 25 minutes. After school, I have to do some chores. I clean my bedroom and help my dad cook dinner. I usually go to bed at 9:30 p.m. My parents let me stay up late on the weekends.

Email me back and tell me more about yourself.

Your friend,
John

b. Now, in your notebook, write a similar email about your daily routine.

- different leisure activities
- daily routines



Review

You have five minutes to review the Useful Language and New Words from the theme, then play "Letter Race". Turn to page 124 to read the game rules.



Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For question (1-5) put a tick (✓) under the right answer.

Example:

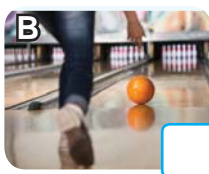
What does Emily like doing in her free time?



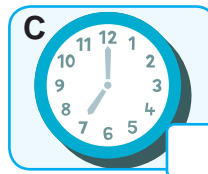
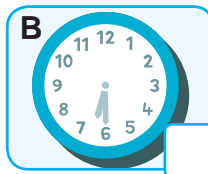
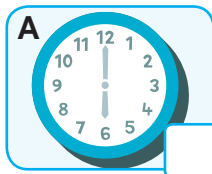
1. What else does Emily enjoy doing?



2. What does Emily want to try?



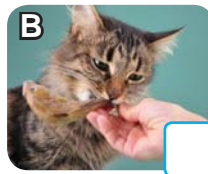
3. What time does Mark have to wake up for school?



4. How does Mark get to school?



5. What chores does Mark have to do?



Reading

Complete the conversation. What does Mia say to Matt?
For questions 1-5, mark the correct letter A-H.

Example:

Matt: Hey Mia, let's do something this weekend!

Mia: 0

Answer:

0	A	B	C	D	E	F	G	H
---	---	---	---	---	---	---	---	---

Matt: Yeah, why don't we go to the carnival?

Mia: 1

Matt: It's on Saturday.

Mia: 2

Matt: Well. It starts at 2 p.m. and finishes at 6 p.m.

Mia: 3

Matt: OK. Let's find something else to do.

What about going to the art exhibition on Sunday?

Mia: 4

Matt: It opens at 11 a.m. and closes at 6 p.m.

Mia: 5

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H

A OK, that sounds good.
When is it?

B I hate dance shows.

C What time does it open?

D Sure, what do you want to do?

E Great! I'm free then. Let's go!

F Oh, sorry, I can't because my class doesn't finish until 5:30 p.m.

G I like playing hockey.

H What time does it start?



Speaking Play the "Block Buster" game.

Play the game to win The Most Talented Teenager Award

Block Buster

vs. - Pairs take turns.

- Winning pair goes first.

- Choose a block.
- Ask and answer correctly.
- Mark the block as yours.

Win the game

The first pair to mark blocks and connect their sides wins.

Tip: Use a pencil and an eraser to play again.



Pair 1

Pair 2

Block 1: A: Do you want...? B: ...

Block 2: A: Is there anything you want to try? B: Yes,...

Block 3: A: What sports... like to play? B: ...

Block 4: A: Do you want...? B: ...

Block 5: A: When... wake up? B: I have to... A: How... get to school? B: I...

Block 6: A: Do you want...? B: ...

Block 7: A: Why don't we...? B: What time... start? A: It... B: Sorry, I can't because...

Block 8: A: What chores... do? B: I have to...

Block 9: A: Why don't we go...? B: When...? A: It's... B: I...

Block 10: A: Where... want to meet? B: Let's... A: How... get to school? B: I...

Block 11: A: Why don't we...? B: What time... start? A: It... B: Sorry, I can't because...

Block 12: A: What chores... do? B: I have to...

Block 13: A: Where... want to meet? B: Let's... A: How... get to school? B: I...

Block 14: A: Do you want...? B: ...

Block 15: A: Is there anything you want to try? B: Yes, I...

Block 16: A: Do you want...? B: ...

★ : Use your own ideas/imagination.



Writing a. Read the email about different activity schedules.

Send

To: stephensmith@hotmail.com

Subject: Plan for the weekend

Hi Stephen,

Do you want to do something this weekend? Are you free on Saturday? Why don't we go to the dance competition on Saturday? It starts at 6 p.m. and finishes at 8 p.m. Do you want to go to the carnival on Sunday, too?

It starts at 10 a.m. and finishes at 3 p.m. I think it will be fun!

Let me know what you want to do.

Your friend,

Bruce

b. Now, in your notebook, use your own ideas to write a similar email. Use the email model on page 125 to help you.