

GETTING STARTED

It's right up my street!

THIS UNIT INCLUDES:

VOCABULARY

Leisure activities

PRONUNCIATION

Clusters: /br/ and /pr/

GRAMMAR


Verbs of liking + gerunds

Verbs of liking + to-infinitives

COMMUNICATION

Talking about leisure activities

Organising your ideas


 Listen and read.

Mai: Check out this book, Phuc. 'My Mini Guide to Dog Training'.

Phuc: Sounds great! Max'll like it too. Last weekend we learnt some tricks. I love to watch him. It's so much fun... Have you found your craft kit?

Mai: Yes, I've found this one. It's got everything: beads, stickers, wool, buttons... I don't know, it'll take all my savings.

Phuc: But it's right up your street! Nick, what's that?

Nick: It's a CD of Vietnamese folk songs. I'll listen to it tonight.

Mai: And you'll be able to improve your Vietnamese!

Nick: Ha ha, not sure about that. But I think I'll enjoy listening to the melodies.

Phuc: Look at the language website I sent you. It'll help you learn Vietnamese more easily.

Nick: Yes, I liked reading Doraemon comics while I was learning Japanese.

Phuc: Stop reading comics! I'll bring you my favourite short story this Sunday when we play football.

Mai: Sorry but we have to hurry. Mum and dad are waiting. We need to buy some tools to build a new house for Max this weekend.

Objectives:

By the end of this unit, students can:

- pronounce words containing the clusters /br/ and /pr/ correctly in isolation and in context
- use the lexical items related to the topic of leisure activities
- use verbs of liking that are followed by gerunds
- use verbs of liking that are followed by *to*-infinitives
- read for general and specific information about the positive and negative effects of using computers
- talk about 'good' and 'bad' sides of leisure activities
- listen for specific information about ways of spending time with friends
- write to discuss an opinion about leisure activities

GETTING STARTED

It's right up my street!

Introduction

Prepare photos or magazine cut-outs about some popular leisure activities including those you often do in your spare time. Ask Ss to describe them in English. Then ask them to guess which activities you enjoy doing. Encourage Ss to do the same in pairs: One student writes a short list of activities and the other guesses.

- 1** Ask Ss to open their books to the picture. Introduce Mai, Phuc, and Nick. Ask Ss to guess where they are and what they are doing. For more able classes, brainstorm questions with Ss and write them on the board. Questions may include:

What can you see in the picture?

Why do you think Mai, Phuc, and Nick are there?

What are they holding in their hands?

What are they talking about?

Can you guess what Mai, Phuc, and Nick like doing in their free time?

etc.

Accept all possible answers from Ss and do not provide correction at this stage. Play the recording and have Ss follow along. Then come back to the earlier questions and have Ss answer them. Again, do not give correction at this stage.

a Circle the correct answer.

1. Phuc, Mai, and Nick are in a library/ bookstore/ sports club.
2. Phuc is looking for a book/ dog/ craft kit.
3. Max is Phuc's cat/ goldfish/ dog.
4. Mai has found a book/ CD/ craft kit for herself.
5. Nick's CD is of folk music/ pop music/ rock music.
6. Nick is trying to learn Vietnamese/ Japanese/ English.

b Which leisure activities do you think Phuc, Mai, and Nick have? Tick (✓) the boxes. Then find the information from the conversation to explain your choice.

	Phuc	Mai	Nick
1. pet training			
2. making crafts			
3. reading			
4. listening to music			
5. learning languages			
6. playing sports			
7. helping parents with DIY projects			

Learning tip

DIY: Do It Yourself: Work on the house that you do yourself without the help of experts, e.g. painting a room, fixing the garden fence, building a dog house, etc.

c Answer the questions.

1. What does Mai mean when she says 'Check out this book'?
2. What does Phuc mean when he says 'It's right up your street!'?



2 Find words/ phrases in the box to describe the photos. Then listen to check your answers.

playing beach games texting
 playing football visiting museums
 making crafts doing DIY
 playing computer games



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

3 Complete the following sentences with the words in the box. In some cases, more than one answer can be relevant.

good relaxing fun
 satisfied exciting boring

1. You do leisure activities in your free time and they make you feel _____.
2. You can do _____ activities such as yoga, or _____ ones such as mountain biking or skateboarding.
3. Hobbies such as making crafts or collecting things are _____.
4. You can surf the Internet but some people say this is _____.
5. You can spend time with family and friends, or become a volunteer for the community. This will make you feel _____.

4 GAME: CHANGING PARTNERS

Choose one leisure activity from **2** or **3**. In pairs, talk about it. Try to keep going for one minute each. When the time is up, find a new partner and talk about another activity.

You may:

- describe the leisure activity
- say if you have done this activity or not
- share your feelings about the activity

- a** Ss work individually to circle the correct answer. Ss compare their answers with a partner and then discuss as a class. T goes through each statement and asks Ss how the text and the visual in the dialogue support their answers. After the discussion, T writes the correct answers on the board.

Key: 1. bookstore 2. book 3. dog
4. craft kit 5. folk music 6. Vietnamese

- b** Go through the list of activities mentioned. Encourage Ss to explain what they are and to give examples. Ask Ss if they have done any of these activities, or if they know anyone who does these in their free time. Have Ss do this task individually first, then compare the answers with their partner. They should be able to give ideas from the text that support their answers.

Key:

	Phuc	Mai	Nick
1. pet training	✓		
2. making crafts		✓	
3. reading	✓		✓
4. listening to music			✓
5. learning languages			✓
6. playing sports	✓		✓
7. helping parents with DIY projects	✓	✓	

- c** Draw Ss' attention to the contexts when Mai said 'Check out this book' and Phuc said 'It's right up your street!'. Together with Ss elicit the meaning of these two expressions.

To check out something means to examine something or get more information about it in order to be certain that it is suitable (or true, or safe).

If something is *right up your street*, it is the type of thing that you are interested in or that you enjoy doing.

Ask Ss for examples of something they can check out, and something which is right up their street. For a more able class, ask Ss to make a 2-turn dialogue in which they use these expressions.

- 2** Ss work in pairs to match the words/ phrases in the box to the photos, then they listen together to check their answers.

Key: 1. playing computer games 2. playing beach games 3. doing DIY
4. texting 5. visiting museums 6. making crafts

If time allows, ask Ss to use adjectives to say what they think of these activities, eg. exciting, interesting, etc.

- 3** Ss work individually to do the task then compare their answers with a partner. Tell Ss they need to look for the surrounding keywords in order to complete the task. Note that 'good' and 'satisfied' fit both items 1 and 5. Acknowledge this point with Ss who have them the other way round.

Key: 1. satisfied 2. relaxing, exciting 3. fun 4. boring 5. good

4 Game: Changing partners

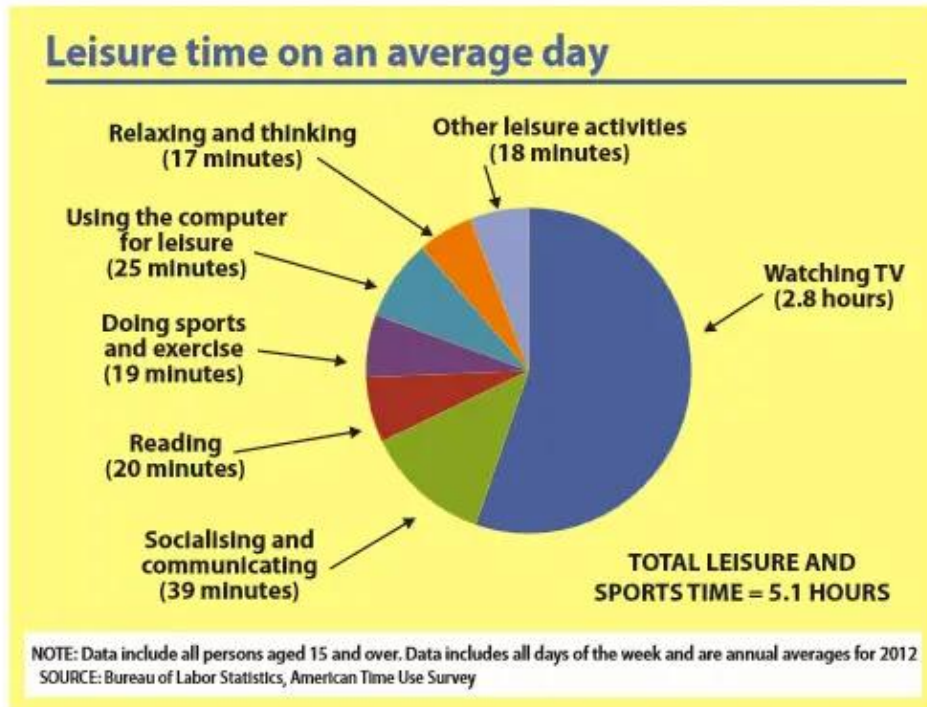
This game can be done in groups of four or six, or as a mingle activity.

If your classroom is large enough, ask Ss to stand in two lines facing each other. Each pair will talk about one activity for one minute. When the time is up and T calls out 'Change!', they will move one step to the left/right to meet a new partner and talk about another activity.

A CLOSER LOOK 1

Vocabulary

1 Look at the following pie chart on leisure activities in the US and answer the questions.



- How much leisure time did people in the US have on an average day in 2012?
- What did they do in their leisure time?
- What were the three most common activities?



2 Complete the table with information from the pie chart.

Name of activity	Verb
relaxing	relax

3 Look at the words. Match them to the category labels.

- skateboarding, football, badminton
- a novel, poetry, a magazine
- the news, a reality show, a comedy
- a new language, a skill
- collecting stamps, making origami
- going to local performances, visiting museums
- visiting relatives, going shopping, doing DIY
- texting, going to the cinema, hanging out

a. Learning something interesting

b. Reading

c. Spending time with family

d. Having hobbies

e. Playing sports

f. Watching TV

g. Socialising with friends

h. Going to cultural events/ places

Now add more words to each category.

4 How much time do you spend a day on leisure activities? What are the three activities that you do the most? Share your ideas with a partner.

A CLOSER LOOK 1

Introduction

Before starting the lesson explain what a 'pie chart' is and how each slice can be calculated as a percentage of the whole. Give Ss some simple statistics and make a pie chart with them as a class.

Vocabulary

- 1** Ask Ss to work in pairs to examine the pie chart closely in order to understand its contents, including the heading, subheadings, figures, colour codes, source, and notes. Allow enough time for this step. Do not give correction. Then ask Ss to answer the questions that follow the chart.

If necessary, T may elicit information by asking questions such as:

- *What is the pie chart about? Where can you find the information?*
- *What do the different coloured sections of the chart refer to?*
- *How are these sections calculated?*
- *What does the 'Note' tell you?*
- *What does the 'Source' tell you?*

Key:

1. In 2012, people in the US spent 5.1 hours a day on sports and leisure activities.
2. The main activities they did include watching TV, socialising and communicating, reading, participating in sports and exercise, using computers for leisure, relaxing and thinking.
3. The three most common activities were watching TV, socialising and communicating, and using computers for leisure.

- 2** Have Ss work individually to complete the task. After giving corrective feedback, draw their attention to the part of speech of the words mentioned (e.g. *relaxing* comes from the verb *relax* with *-ing* added, and it refers to the activity).

Then introduce the concept of gerund (a noun made from a verb by adding *-ing*). Give Ss some examples where a gerund is transformed from a verb and used as a noun. For a more able class, ask Ss to make their own sentences.

Key:

Name of activity	Verb
relaxing	relax
thinking	think
using	use
doing	do
watching	watch
reading	read
socialising	socialise
communicating	communicate

- 3** For a more able class, ask Ss to cover the category labels. Have Ss look at the words and try to guess what these words have in common. T may elicit answers from Ss by asking questions, for example:

What is the common verb we often use with these? How can we use this verb to describe the activity?

Who do we often do these with? Where do we often do these? etc.

Do not give correction at this step. Ask Ss to work in pairs to complete the task. Once they have finished and T has given corrective feedback, encourage them to add more words in each category.

Key: 1. e 2. b 3. f 4. a 5. d 6. h 7. c 8. g

- 4** Have Ss work in small groups. Allow them enough time to think about what their average day may look like (including study and work) and how much time is spent on leisure activities. If there is plenty of time, encourage them to calculate these times as percentages and put them in a simple pie chart similar to **1**.

Alternatively, this task can be done as a mingle activity. Have Ss write down how much time they spend on leisure activities on an average day, and the three activities they do the most. Ss move around and talk with at least three other classmates to find out who spends most time on leisure and what the most popular activities in the class are.

Pronunciation

Clusters: /br/ and /pr/

- 5 Complete the words under the pictures with /br/ or /pr/. Listen to check your answers and repeat.



1. a ___icot



2. ___ridge



3. ___acelet



4. ___ead



5. ___incess



6. ___esident



7. ___esent



8. ___occoli

- 6 Listen and repeat.

1. She loves making apricot jam.
2. My dad likes making bread in his free time.
3. Hien is our club president.
4. Mai keeps all her bracelets in a beautiful box.
5. You will need a brush if you want to paint your room.
6. This is a wonderful present. Thanks so much!

A CLOSER LOOK 2

Grammar

Verbs of liking + gerunds

Verbs of liking + to-Infinitives

If we want to follow a verb with another action, we must use a gerund or an infinitive.

- 1 Read the conversation in Getting Started again. Underline verbs that are followed by a gerund.

Look out!

The verbs *love*, *like*, *hate*, and *prefer* can be used with both gerunds and to-Infinitives without much change in meaning.

She *loves* going out with her friends.
= She *loves* to go out with her friends.



Learning tip

Verbs of liking

adore
love
like, enjoy, fancy
don't mind
dislike, don't like
hate
detest

Degree




- 2 Tick (✓) the appropriate box. Then listen to check.

	followed by gerund only	followed by both gerund and to-Infinitive
1. love		
2. enjoy		
3. detest		
4. prefer		
5. fancy		

Pronunciation

Clusters: /br/ and /pr/

- 5 Have Ss work individually to complete this task. Once they have finished, Ss work in pairs to compare their answers. Play the recording for Ss to check and then repeat. Pause the recording to drill difficult items.

 **Audio script:** 1. apricot 2. bridge 3. bracelet 4. bread
5. princess 6. president 7. present 8. broccoli

Ask Ss to add more words which contain these clusters. For a more able class, Ss may make sentences with these words and practise saying them.

- 6 Have Ss practise the words with the clusters first. Then ask them to repeat the whole sentence. If time allows, ask Ss to cover their books and listen to the recording. If they hear the word with cluster /pr/ they have to raise up their left hand, if it is cluster /br/ they raise up their right hand.

 **Audio script:**
1. She loves making apricot jam. 4. Mai keeps all her bracelets in a beautiful box.
2. My dad likes making bread in his free time. 5. You will need a brush if you want to paint your room.
3. Hien is our club president. 6. This is a wonderful present. Thanks so much!

A CLOSER LOOK 2

Grammar

Verbs of liking + gerunds, Verbs of liking + to-infinitives

- 1 Remind Ss of the concept of the gerund from **A CLOSER LOOK 1**. Ask them how the gerund is formed and how it functions grammatically. Draw Ss' attention to 'love to watch' and 'enjoy listening' which appear in the text in **GETTING STARTED**:

- I love to watch him ...

- But I think I'll enjoy listening ...

Explain that in English if we want to follow a verb with another action, we must use a gerund or an infinitive. There are certain verbs that can only be followed by one or the other, and these verbs must be memorised.

Read or play the recording in **GETTING STARTED** for Ss to listen and ask them to underline the verbs of liking followed by gerunds or to-infinitives that they find in the text. For a more able class, T may ask Ss to cover the text and just listen to identify these verbs.

Key: love (to watch) enjoy (listening) liked (reading)

Go through the **Look out!** box with Ss. Tell Ss that verbs of liking/disliking are often followed by gerunds, but verbs such as *love*, *like*, *hate*, *start* and *prefer* may go with gerunds or to-infinitives with almost no change in meaning.

Give some examples for both cases. Encourage Ss to give their own examples.

Introduce Ss to the **Learning tip** box, where they can differentiate the difference in terms of degree these verbs of liking/disliking. Alternatively, T may write these verbs on the board with a really happy smiley face at the top of the board and a really unhappy smiley face at the bottom and then ask Ss to rearrange them in a particular order without looking at the **Learning tip** box.

- 2 Ss work individually and then compare the answers with their partners.

Key:

	followed by gerund only	followed by both gerund and to-infinitive
1. love		✓
2. enjoy	✓	
3. detest	✓	
4. prefer		✓
5. fancy	✓	

Then play the recording for Ss to check their answers.

 **Audio script:**
1. I love eating spicy food.
I love to eat spicy food.
2. Jane enjoys running.
3. Phong detests doing DIY.
4. I prefer reading poetry.
I prefer to read poetry.
5. Do you fancy watching TV?

3 Write the correct form of the verbs.



1. Mai enjoys _____ (make) crafts, especially bracelets.
2. People in Britain love _____ (watch) TV in their free time.
3. Do you fancy _____ (skateboard) in the park this Sunday?
4. Nick likes _____ (learn) Vietnamese.
5. Ngoc hates _____ (sit) at the computer for too long.

4 Write sentences about what you like or don't like doing in your free time, beginning with the following. Then share what you have written with your partner.

1. I adore _____.
2. I love _____.
3. I fancy _____.
4. I don't mind _____.
5. I don't like _____.
6. I detest _____.

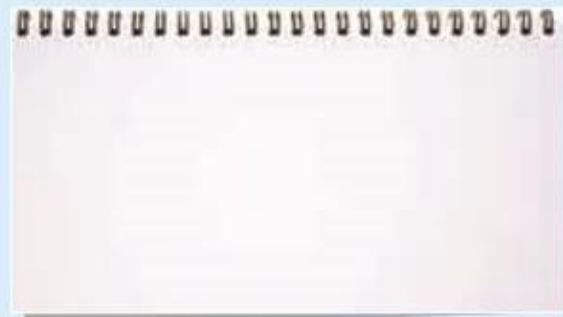
5 Look at the following email that Minh Duc wrote to a new penfriend.



a There are six grammar mistakes in his email. Can you find and correct them?

b Answer the questions.

1. How many activities does Duc mention in his email?
2. Which two activities do you think he enjoys the most?
- 6 Write a similar email to tell your friend about your free time, using the verbs of liking + gerunds or verbs of liking + to-infinitives. Swap your work with a partner and check for mistakes.



3 Ss work in pairs to complete this task, then T gives feedback to Ss as a class.

Key: 1. making 2. to watch/watching 3. skateboarding
 4. to learn/learning 5. sitting

4 This task can be done in groups of five or six. Give Ss time to work individually at first and write each sentence on a strip of paper, then in their group mix up the strips. Each student picks up and reads out a sentence, then they guess who wrote that sentence.

5 Have Ss quickly familiarise themselves with the email by asking: *Who wrote this email? To whom? What is it about?* Have Ss scan the email to find the answers.

a Ss work individually and compare their answers with a classmate.

Key:

Hi, my name's Duc.

How are you? This is what I like do in my free time. I often play video games or watch TV. Or I go to the park and play football with my friends. I enjoy do this very much! I sometimes help my parents too. If I have homework, I'll try to finish it first before I do anything else. But I don't like have lots of homework ☹! I don't mind to do homework but I hate spend all evening on it! On Saturday or Sunday, I love eat out with my family. The food is delicious!

What about you?

Best,

Duc

like do → like to do/ like doing

enjoy do → enjoy doing

don't like have → don't like to have/don't like having

don't mind to do → don't mind doing

hate spend → hate to spend/ hate spending

love eat out → love to eat out/ love eating out

b Ask Ss to read the email again and answer the questions.

Key:

- The activities Duc mentions in his email are: playing video games, watching TV, going to the park, playing football, helping his parents, doing homework, and eating out with his family.
- The two activities he enjoys the most are playing football with his friends, and eating out with his family.

6 Ss work individually to write the email then exchange it with their partners and check for mistakes. If there is time, have them ask and answer about the emails afterwards, using the questions in **5b** as a guide. If there is not enough time, this task can be done as a group-writing task.

COMMUNICATION

Extra vocabulary
 window shopping to sound weird
 to be hooked on something to be addicted to something

1 Read the following article on the magazine **4Teen** website.

This week 4Teen has opened a forum for friends around the world to share how they spend their free time.



Hang
(Phan Thiet, Viet Nam)

I love hanging out w/ my best friend Helen in my spare time, like going 'window shopping'. J4F! We also work as volunteers for an animal protection organisation. 2moro we r going to a farm.
posted Tue 3.20 pm



Emily
(Perth, Australia)

This may sound weird, but I adore cloud watching. Find an open space, lie on ur back, n' look at the clouds. Use ur imagination. EZ! DYLI too?
posted Wed 8.04 pm



Linn
(Umeå, Sweden)

This year my city is the European Capital of Culture, so lots goin' on. At weekends my bro n' I go 2 our city community centre where we dance, paint, and do drama. I'm hooked on drama! <3 it!
posted Thu 6.26 pm



Minfi
(Sa Pa, Viet Nam)

I like doing sports – I'm in my school's football team. But what I mostly do in my free time is help my aunt. She has cooking classes 4 small groups of tourists. It's WF 4 me!
posted Fri 7.19 pm



Manuel
(Buenos Aires, Argentina)

I've been kind of addicted to the net. I just love sitting in front of my computer for hours! But now my mum has said it's NUFF! I'll start my judo class this weekend. It's OK. WBU?
posted Fri 8.45 pm

2 Can you understand the abbreviations in the text? Use this 'netlingo' dictionary if necessary.

2moro	tomorrow
4	for
<3	love
bro	brother
DYLI	Do you love it?
EZ	easy
J4F	just for fun
goin'	going
n'	and
NUFF	enough
r	are
ur	your
w/	with
WBU	What about you?
WF	way fun

Now add to the dictionary other abbreviations used for online chatting/texting that you know.

3 Find information in the text to complete the table.

Who?	What activity is mentioned?	What does he/she think of it?
Emily		

4 Work with your partner and put the activities in 3 in order from the most interesting to the most boring. Then compare your ideas with other pairs.

COMMUNICATION

Introduction

Find a leisure activity a bit unusual (from you, your friends or someone you know) and talk about it to the class. Ask Ss for their opinions about this activity: *boring, interesting, strange, challenging, etc.* Ss may start talking about what they know about their friends' free time activities and say what they think of these activities.

Refer to any words in the **Extra vocabulary** box that Ss do not yet know and ask Ss to try to guess what the meaning is, and how that may relate to leisure activities.

- 1 Explain to Ss that they are going to read about some activities teenagers do in their spare time. Have Ss cover the text and just look at the photos (with name and country). Encourage Ss to guess what these students in the photos like doing as leisure activities.

Then set a reading time limit and have Ss speed read the text. Close books and play a memory game dividing Ss into competing groups to tell how much information they can remember from the text. Motivate Ss by counting every detail they remember! Do not check comprehension at this point.

- 2 Ask Ss if they notice any other particular features of the text. Elicit answers from Ss by drawing their attention to the form of the text (e.g. its layout and the abbreviation). Explain that this is from a webpage and that these abbreviations are informal language that is used online and in texting messages. Introduce the first abbreviation. Then have Ss work in pairs to complete the task.

Next encourage Ss to add to the 'netlingo' dictionary with any other abbreviations they know that are used online. Ss may work in pairs to create their own mini dictionary, then ask other pairs to guess the meaning.

If time allows, have Ss write short texts or messages in which they use these abbreviations and/or their newly added ones and send them to each other.

- 3 Have Ss work in pairs or small groups to complete the table. Allow Ss to read the text more closely to fill in the table.

Key:

Who?	What activity is mentioned?	What does he/she think of it?
Emily	<ul style="list-style-type: none">• hanging out with friends (window shopping)• working as a volunteer	She loves it.
Hang	<ul style="list-style-type: none">• cloud watching	She adores it. It's easy.
Linn	<ul style="list-style-type: none">• going to community centre, painting, dancing, doing drama	She loves it.
Minh	<ul style="list-style-type: none">• playing football• helping his aunt in running cooking classes	He likes it. It's fun.
Manuel	<ul style="list-style-type: none">• playing computer games• doing judo	He's addicted to it. It's OK.

- 4 Have Ss work in pairs to put the leisure activities in the text in order from the most interesting to the most boring. Once they have their list, form a bigger group of four and each pair shares their list with the other. Allow plenty of time for this activity where Ss are encouraged to discuss, give opinions, and negotiate with each other in order to agree on a mutual list.

SKILLS 1

Reading



- 1 What are the benefits of using computers or mobile phones for leisure activities? What are the harmful things it may bring us?
- 2 Read the text and choose the correct answer.

THE 'NET GENERATION'

Quang is watering his garden and can't wait to pick the ripe fruit. He spends most of his spare time looking after the garden. Sounds great, doesn't it? But his garden is a virtual one!

In today's world, teenagers rely on technology more than in the past. This can be a problem because using computers too much may have harmful effects on both their minds and bodies. They prefer watching TV and playing computer games to reading books, perhaps because they don't have to think and imagine as much. They don't join clubs or have hobbies and they don't play sports. They sit in front of the computer all the time. They don't get out of the house, even for a walk. They are in a world that doesn't exist.

While Quang now knows the names of many plants, and his English seems to be improving as he chats with his 'gaming friends' from all over the world, his parents are getting worried. They want him to get out more. They are even thinking of banning him from using the computer.



1. The text is about _____.
 A. teenagers' leisure time in the past
 B. teenagers' leisure time in the present
 C. adults' leisure time in the present

2. The text discusses _____.
 A. the positive side of using technology in your free time
 B. the negative side of using technology in your free time
 C. both A and B

3 Write the questions for the answers based on information from the text.

1. _____?
No, it isn't real. It is a computer game.
2. _____?
It can harm both the mind and the body.
3. _____?
They don't go out but just sit in front of the computer all the time.
4. _____?
Quang knows the names of many plants, and his English seems to be improving.

Speaking

Language notes

Giving an opinion: I think that...; In my opinion...

Asking for an opinion: What do you think? How do you feel about that?

Agreeing: I agree with you.; That's so true.; Exactly.

Disagreeing: I'm afraid I don't agree.; I don't think so.

4 Quang and his parents are talking about how he should spend his free time. Decide which statements are from Quang and which are from his parents.

Go out and play a sport. It's good for you!

Sitting for too long in front of the computer makes your eyes tired.

My English is much better because I surf the net.

I think computer games train my mind and my memory.

I've made lots of friends from the game network.

You see your real friends less and less.

5 Role-play: WHAT'S THE SOLUTION? Quang, his parents, and his teacher are discussing the impacts of his using the computer. Play the following roles.

You are Quang. You want to persuade your parents of the benefits of using the computer.

You are Quang's parents. You want to let Quang know that using the computer too much can be harmful. You are thinking of completely banning him from using it.

You are Quang's teacher. You see both the negative and positive sides of using the computer. You offer a solution that can make both Quang and his parents happy.

SKILLS 1

Reading

- 1 Start the lesson by doing a quick class survey on how many Ss use computers frequently and what they use them for (e.g. *watching movies, listening to music, playing games, accessing social media, doing homework, etc.*). Give examples of your own use of computers and mobile phones.
Then have Ss work in pairs to discuss the questions. Call on some pairs to share their ideas once they have finished their discussion. Write the ideas on the board.
- 2 Ask Ss to look at the title and the picture and predict what they are going to read. Say that they are going to read about a student named Quang. Encourage Ss to develop their ideas by guessing what Quang's story is about.
Then ask Ss to read the text and underline any words they don't know. Have Ss discuss any unfamiliar words from the text.
Ss then work individually to choose the best answer. They need to be able to explain their choice as well.

Key: 1. B 2. C

- 3 Tell Ss for this exercise they will need to look at the keywords in the responses in order to find out the questions. Ss work individually then compare their answers with a partner.

Key:

1. Is Quang's garden real?
2. What is the problem with using technology in your free time?
3. What leisure activities do teenagers do these days?
4. What are the benefits of using the computer?

Speaking

- 4 Explain to Ss that these speech bubbles are from Quang and his parents. Ss may work in pairs or in groups, but they will need to say why they think who says what, based on the information from the passage. Go through the phrases in the **Language notes** box with Ss. For one of the speech bubbles, demonstrate how you can use this language:

A: *In my opinion, computer games train your mind and your memory.*

B: *That's so true. / I'm afraid I don't agree.*

In pairs, have Ss choose a speech bubble and combine it with the language in the **Language notes** box. Ask for volunteers to demonstrate their short exchanges.

Key:

Go out and play a sport. It's good for you!

Quang's parents

I think computer games train my mind and my memory.

Quang

My English is much better because I surf the net.

Quang

I've made lots of friends from the game network.

Quang

You see your real friends less and less.

Quang's parents

Sitting for too long in front of the computer makes your eyes tired.

Quang's parents

- 5 Before the role-play starts, arrange Ss into three groups: the group that plays Quang, the group that plays Quang's parents, and the group that plays his teacher. Ask each group to brainstorm how they are going to express their opinions. When they are ready, put Ss into new groups which contain Quang, Quang's parents, and Quang's teacher.
Tell Ss that they can use the language in 4 for their role-play, and emphasise that the phrases in the **Study skill** box should be used in their discussion.
If time allows, call on two or three groups to repeat their role-play for the class.

SKILLS 2

Listening

1 What do you usually do with your friends in your free time?

2 Listen to the radio programme and answer the questions.

1. What is the topic of this week's programme?
2. Which two main ways does the programme suggest you can hang out with your friends?

3 Listen again and complete the table.

HANGING OUT WITH YOUR BEST FRIENDS	
What to do	Why
Watching _____ (1) at home, eating popcorn	comfortable feeling, better than a _____ (2)
Making _____ (3)	creative, feeling satisfied
Playing _____ (4)	good for your _____ (5)
Watching _____ (6) downtown	fun
Going to _____ (7)	educating yourself

Writing

Writing to give an opinion

Organising your ideas

Introducing your opinion

In my opinion,

I believe

Explaining your opinion

Firstly, secondly, thirdly, finally

besides, also, in addition

Concluding/Summarising your opinion

For these reasons,

In short,

As I have noted,

4 Complete the following paragraph with the words in the "Organising your Ideas" box.



(1) _____, using the computer as your hobby can be harmful to both your health and your social life. (2) _____, sitting all day in front of the computer can cause health problems such as eye-tiredness and obesity. (3) _____, you may get irritated easily. (4) _____, if you use the computer too much you won't have time for your family and friends. (5) _____, computers should only be used for a limited time.

5 Now write a similar paragraph to answer one of the following questions.

1. What do you think is the best leisure activity for teenagers?
2. Should parents decide how teenagers spend their free time?



SKILLS 2

Listening

- 1 Share some of the things you often enjoy doing with friends in your free time. Then ask Ss to tell each other what they usually do with their friends. Ask some pairs to volunteer to tell the class if they find each other's answers interesting.
- 2 Tell Ss that they are going to listen to a radio programme. Ask them to look at the questions and underline the keywords before T plays the recording.

Key:

1. The topic of this week's programme is hanging out with your friends.
2. There are two main ways: hanging out indoors or outdoors.



Audio script:

In this week's programme we'll share with you some cool ways to hang out with your best friends after a busy week at school. Basically you can hang out indoors or outdoors. If you like staying indoors, ask your parents if you can invite one or two friends over. Make some popcorn! Watch a movie! It's more comfortable than going to a cinema! Or if you're feeling creative, you can make crafts together. You'll feel satisfied once you finish something. If you fancy being outdoors, play some sports together. Football, badminton, biking... you name it! Or it can simply be a relaxing walk in the park. All these activities are good for your physical health. Do you prefer something more exciting? Go downtown and do some people watching. It's fun. If you like something more organised, go to cultural centres, libraries, and museums. Educate yourself while having fun!

- 3 Play the recording as many times as needed. Ss work individually then compare answers with their partner.

- Key:**
- | | | | |
|--------------------|-----------|---------------------|-----------|
| 1. movies | 2. cinema | 3. crafts | 4. sports |
| 5. physical health | 6. people | 7. cultural centres | |

Writing

Have Ss cover the box and write some of these words/ phrases on the board. Ask Ss where in a paragraph they often see these words and what could be the purpose for using them.

- 4 Ss work individually to complete the task, and discuss their answers with a partner. Remind Ss that for some gaps there is more than one correct answer.

- Key:**
- | | | |
|-----------------------------|---|-------------|
| 1. In my opinion/I believe | 2. Firstly | 3. Secondly |
| 4. Besides/Also/In addition | 5. For these reasons/In short/As I have noted | |

- 5 This task can be done in small groups where each group chooses one question. They then agree on an opinion and work together to brainstorm the ideas to argue for their points. Each member will need to write his/ her own piece. Remind Ss to use the connectors they have learnt earlier in order to better organise their ideas.

Sample:

I believe the best leisure activity for teenagers is any group activity. This could be playing a team sport or joining a hobby group or even volunteering. Firstly, teenagers like to feel that they belong to a group. Secondly, being part of a group helps teenagers make friends. Friendships are very important to teenagers. In addition, they will make friends with people who have the same interests as them. For these reasons I think group activities are best for teenagers.

LOOKING BACK

Vocabulary

1 Which one is the odd one out?

1. a comedy, a movie, DIY, a thriller
2. emailing, hanging out, blogging, surfing the net
3. cinema, museum, hospital, community centre
4. love, fancy, like, enjoy, detest
5. good, boring, exciting, relaxing
6. ☺, <3, computer, how r u?

2 Rearrange the letters to find the name of the activities.

1. SOSINGCIALI with friends

2. REXINGLA

3. COMNICATINGMU with friends

4. DIONG DIY

5. USGIN computers

6. IGMKN crafts

Grammar

3 Fill the gaps with the correct form of the verbs.

1. She adores _____ with young children. (work)
2. She likes _____ English with the new teacher. (learn)
3. They hate _____ their son texting his friends all day. (see)
4. He doesn't mind _____ homework. (do)
5. I enjoyed _____ him last week in the library. (meet)
6. We prefer _____ outdoor games. (play)

4 Complete the following sentences with your own ideas.

1. My best friend doesn't mind _____.
2. Do you fancy _____?
3. My father used to hate _____, but now he likes doing it.
4. I love _____.
5. My cousin detests _____.

5 Read this paragraph from www.thinkuknow.co.uk by CEOP, the UK government agency that helps protect children from harm online and offline in the UK and internationally. Choose the most suitable words/phrases to fill the gaps.

When you game online, be careful when you 'make friends' with strangers. What should you do? (1) _____, remember that it's easy to lie online and some of these 'online friends' may be adults who want to harm you. (2) _____, never give your personal information such as your full name or your hometown. (3) _____, only play online games when you have updated antivirus software. (4) _____, tell your parents what games you're playing and what you love about them. (5) _____, just like in the real world, you need to be careful when playing with strangers.

Because

Firstly

In short

Secondly

If

In addition

Thirdly

Communication

6 Choose from the leisure activities in this unit:

- one activity you think is fun
- one activity you think is boring
- one activity you think is exciting
- one activity you think is good for physical health
- one activity you think is good for mental health

Explain why you think so. Then exchange your ideas with a partner.

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • talk about leisure activities • use verbs of liking+gerunds and to-infinitives • pronounce words containing the clusters /br/ and /pr/ correctly in isolation and in sentences • use signal words to write about my opinion in an organised way 			

LOOKING BACK

Vocabulary

- 1** Ss complete this exercise individually or in pairs. Once they have finished they should be able to explain their answers as well. Accept different answers if Ss can explain their decisions logically.

Suggested answers:

1. DIY 2. hanging out 3. hospital 4. detest 5. boring 6. computer

- 2** Ss complete this task individually.

Key:

1. socialising with friends 2. relaxing 3. communicating with friends
4. doing DIY 5. using computers 6. making crafts

Grammar

- 3** Ss work individually to complete the exercise. If time allows, T may ask Ss to swap their work with each other for peer correction.

Key: 1. working 2. learning/to learn 3. seeing
 4. doing 5. meeting 6. playing/to play

- 4** Have Ss complete the sentences using their own ideas. Remind them to use gerunds or *to*-infinitives. Have some Ss read out their sentences. Accept all answers as long as they make sense.

- 5** Ss work individually then compare their answers with a partner.

Key: 1. Firstly 2. Secondly 3. Thirdly 4. In addition 5. In short

After Ss have finished T may explain to them that they can register as a user on the website www.thinkuknow.co.uk in order to be protected when they go online.

Communication

- 6** Allow Ss plenty of time to do this task. For each activity they choose, they should be able to give at least one reason that led them to the decision. Then Ss work in pairs to exchange their ideas.

Finished!

T asks Ss to complete the self-assessment. Have Ss discuss as a class what difficulties remain and what areas Ss have mastered.

PROJECT

Join our leisure activity!



In a small group decide on a leisure activity that you would like to organise. It could be a team sport, or a craft-making activity. Plan a poster advertising your activity. Include the following on your poster:



- Explain the activity and include some pictures
- Explain why this activity is fun/ exciting/ interesting
- Give information about the meeting time and place
- Tell classmates what they should bring to do the activity

Use the poster to present the activity to the rest of the class. See how many classmates will sign up to your activity.

PROJECT

Join our leisure activity!

Explain that Ss are going to make a poster to promote a group leisure activity.

Place Ss into groups of about six. Give them plenty of time to brainstorm ideas for a group activity. Explain that a good activity will be one that at least some members of the group feel passionate about, or know something about. Move around the groups and give help where needed.

Once the groups have chosen their activities, appoint a leader for each group. Ask that person to divide the work between the members of the group. For example, one student can think about how to explain the activity, while another can think of reasons why their classmates should sign up to do this activity, etc.

Next, the groups should design their promotional posters. They may need to do this out of class hours as homework.

Finally, give each group five minutes to present and promote their activity to the rest of the class. Once every group has presented, ask for a show of hands to select the most popular activity. Remember that Ss can only vote once.

Alternative project ideas:

- Plan a trip to the local cultural centre to find out what classes/ clubs/ activities are being offered for teenagers. Note down as much detailed information about these activities as possible, such as time, cost, how to join, etc. Write a report for the class.
- Visit your local or school library as a group. Each group member chooses a book to read. Meet again after one or two weeks in a place outside school to report on what you have read. As a group, take notes about the books (in either English or Vietnamese) and bring the book reviews to class to recommend them to other groups.