

# 6

## Free time and leisure

### Curriculum coverage

#### *Listening and speaking*

- Talk about things you like doing in your free time
- Give, accept and refuse invitations
- Ask for and get information about leisure activities

#### *Skills*

Sd/E2.1c, 1d; Sc/E2.3b; Lr/E2.6a  
Sc/E2.3a; Sd/E2.1a, 1e; Lr/E2.1c, 2b  
Sc/E2.2a; Lr/E2.1b, 2a, 4a, 5a, 6c

#### *Reading and writing*

- Find information about leisure activities
- Read and write informal invitations
- Practise new words for leisure activities

#### *Skills*

Rt/E2.1b, 2a, 3a  
Wt/E2.1a; Rt/E2.1a; Rw/E2.3a  
Ww/E2.1b, 1c; Rw/E2.2a

#### *Key functions*

- Making requests
- Obtaining information
- Making plans
- Inviting/refusing/accepting informally

#### *Key grammar*

- Present continuous for future plans
- Gerunds

#### *Resources to support the unit*

- Audio player and recording
- Dictionaries
- Access to computers and the Internet if possible
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Pictures of a range of leisure activities from magazines (teacher's own)
- Range of brochures and information leaflets for local activities and day trips (teacher's own)
- 'What's on' section from local newspaper (teacher's own)
- Yellow Pages/Thomson Directory (teacher's own)

## Page 1

### Free time and leisure

#### Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

#### Task

- Introduce the theme of free time and leisure.
- Use the photos on page 1 to generate group discussion about free time and leisure in general. Elicit how learners spend their free time.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Page 2

### Building your word power

#### Materials

- Audio – free time activities
- Dictionaries
- Pictures of a range of leisure activities

#### Rationale

To practise and extend topic-related vocabulary and awareness of collocation

#### Activity A *Vocabulary: free time activities*

#### Pre-task activity

- Set the context using pictures from magazines. Elicit the names of sports and other activities and write these on the board.

#### Task

- Set up as pair work. Learners complete the task.
- Feedback as a group. Put any new vocabulary on the board.

#### Activity B *Words which go together*

#### Task

- Introduce the concept of words which go together using vocabulary from Activity A.
- Learners complete the matching exercise.
- Encourage the use of dictionaries if appropriate.
- Check as a whole group.

#### Differentiation

- Introduce more complex terms of vocabulary for those who complete the task quickly.

#### Activity C *Speaking: free time activities*

- Revise the use of *sometimes, often, usually* and *never*. Draw a line on the board and write *never* at one end of the line. Elicit where the other adverbs of frequency should be placed on line.
- Learners practise some example sentences and talk in pairs about things they do in their free time.
- Play the audio. Ask questions about what the people do in their free time. Learners then repeat the questions they hear, including questions such as *What about you?*
- Learners then work in pairs (or circulate around the class) asking and answering these questions. Report back to the whole class when finished.

#### Differentiation

- Drill less confident learners to ask *What do you do in your free time?* Check stress and intonation. Drill the question with *usually*. Ask learners how the stress and intonation have changed. Drill *What do you do at the weekend?* Encourage learners to tap out the rhythm if they are experiencing difficulty. Use back-chaining if necessary.

## Page 3

### Likes and dislikes

#### Materials

- Audio – likes and dislikes
- Pro forma for a survey (teacher's own)

#### Rationale

To enable learners to express their likes and dislikes, using a variety of expressions and including strong feelings

## **Activity A**      *Language: expressing likes and dislikes*

### **Pre-task activity**

- Set the scene. Look at the pictures and discuss them in pairs.
- Feedback to the whole group.

### **Task**

- Pair work. Learners look at the pictures again. Elicit the feelings of the learners about these activities. Discuss what other things learners particularly like/dislike.
- Play the audio.
- Check general understanding using comprehension questions.
- Discuss phrases used for expressing intensity of likes/dislikes.
- Play the audio again. Learners complete task 2. Play the dialogue several times if necessary for the learners to tick the expressions as they hear them.
- Check as a whole group.
- Learners complete task 3 by placing phrases on the line.
- Explain that intonation is important when talking about likes and dislikes. Model the expressions with flat intonation and then the appropriate intonation and ask learners to tell you which they think is correct.
- Play the audio again for task 4. Learners repeat the phrases, using the audio as a model. Write the phrases on the board if necessary. Learners then work in pairs and discuss their likes and dislikes.

### **Differentiation**

- If learners are having difficulty with task 3, draw the line on the board and complete as a group exercise.

### **Extension**

- Learners devise and complete the class survey.

## **Pages 4 and 5** **What's on?**

### **Materials**

- Range of brochures and information leaflets for local day trips

### **Rationale**

To explore different sources of leisure information and to practise the skills of skimming, scanning and detailed reading

## **Activity A**      *Reading information leaflets*

### **Pre-task activity**

- Set the scene using leaflets and brochures about places to visit on day trips. Find out about any day trips learners have been on locally.
- Discuss different ways of reading – skimming, scanning and reading for detail. Elicit whether learners read in their own language. Use own language newspapers as an example – ask learners if they read every word in the newspaper. Explain that we read texts differently according to purpose, and that in reading information leaflets it is not necessary to read every word.

### **Task**

- Learners complete task 1 as quickly as possible. Discourage the use of dictionaries for this task.
- Check as a whole group.
- Complete task 2 reading more slowly but still moving quickly over unfamiliar words. Feedback.
- Learners complete task 3, reading in more detail. Check as a whole group.

## **Activity B**      *Speaking: planning a day trip*

### **Task**

- Learners complete task 1 individually and then share views. Encourage them to explain the reasons for their choices.

### **Differentiation**

- Work with less confident readers in a separate group. Get them to work on one or two texts. Provide simplified questions.

### Extension

- Provide local information leaflets. Get more confident readers to work in small groups to devise their own true/false questions. They then exchange leaflets and questions.
- Transfer Activity B to local context using local information leaflets and brochures.

## Page 6 and 7 Phoning for information

### Materials

- Audio – phoning for information

### Rationale

To practise listening for specific information and noting it down; to practise anticipating questions to ask prior to telephoning; to familiarise learners with recorded messages

### Activity A *Listening to information on the phone*

#### Pre-task activity

- Set the context – Nouria and her sister – perhaps with a picture. Ask learners if their relatives come to stay with them. Ask learners if they take them on outings.

#### Task

- Direct learners back to page 5 to see where Nouria might take the children.
- Learners predict the questions she will ask in task 2.
- Learners listen once and complete the information on the note. Check as a whole group.
- Learners listen again (once or twice) and make a note of Nouria's questions.
- Ask them to repeat all Nouria's questions, concentrating on the intonation.

#### Differentiation

- Give less confident learners copies of the note with some information already filled in.
- Pair less confident and more confident learners for more challenging tasks.

### Extension

- After completing Activity A learners work in pairs, with one using a leaflet to give information and the other one asking for information. They then change roles or move on to a new partner.

### Activity B *Listening to a recorded message*

#### Pre-task activity

- Discuss with the learners why it is more difficult to get information from a recorded message. (Only hear it once; cannot ask questions or ask for clarification.) Look at the telephone and introduce *star* and *hash* keys.

#### Task

- Learners listen to the first part of the audio. Highlight the star key and ask the first question (she must press the star key twice). They listen to the next part and choose the number to press (1).
- For task 3, discuss what Nouria needs to do (press 4 to speak to an operator). Elicit questions learners think Nouria will ask (e.g about children's play area, rides for young children). Put the questions on the board.

#### Extension

- Learners find the telephone number of a local cinema or leisure centre and call to get specific information. It may be necessary to research in advance to make sure the place has a recorded message. Tell the learners that it will be cheaper if they ring in the evening or at the weekend.
- Learners decide on their own questions to ask an operator and practise them in pairs.

## Page 7 Making requests

### Materials

- Audio – making requests

## Activity A

### Asking for things

#### Rationale

To practise questions for making requests for services, including short questions; to raise awareness of the impact of intonation in these situations

#### Pre-task activity

- Use the photo to set the context.
- Put a word web with 'requests' on the board. Elicit from the learners the sort of contexts in which you need to make requests (linked to the theme of the unit).
- Elicit types of questions you might ask.
- Remind learners that when you ask for things in shops, ticket offices and self-service restaurants you often just say what you want and please, as in the photo (*Two returns to Sheffield, please*).

#### Task

- Play the audio and check answers.
- Practise listening to the intonation by pausing after each question. Learners practise making the requests using the audio as a model for intonation.

## Activity B

### Asking people to do things for you

#### Pre-task activity

- Discuss intonation and how it can make the same utterance sound polite or rude and often change the meaning. Demonstrate saying *Sorry!* using a variety of intonations, some polite, some rude. Elicit which utterances sounded polite, which rude.
- Learners practise saying *Sorry!* in pairs with a wide variety of intonation patterns.

#### Task

- Learners look at the pictures and guess the words to fill the gaps in the sentences in the speech bubbles.
- Play the audio. Learners check and/or complete the gap fill.
- Reiterate the importance of intonation and practise the dialogues.
- Set the context for task 4. Elicit questions that could be asked. Learners work in pairs and practise asking questions.

## Differentiation

- Drill the short dialogues on the audio. Use back-chaining if necessary to ensure correct word order.

## Page 8

### Getting information

#### Materials

- Audio – phoning a gym
- Photocopiable resource – gym membership form

#### Rationale

To practise asking for and checking information

## Activity A

### Listening: checking information

#### Pre-task activity

- Introduce Amir Mamun. Elicit why computer programmers don't get much exercise during the day.

#### Task

- Play the audio once and ask learners to listen for general meaning. Ask comprehension questions – name of gym (Glassworks), when Amir wants to use the gym (in the evening), where he lives (Shalesmoor, Sheffield). Play the audio again if necessary.
- Play the audio again. Learners complete the task. Check as a group.
- Model the questions in the task. Learners practise the questions. Check stress and intonation.

## Activity B

### Speaking: asking questions to get information

#### Pre-task activity

- Check learners understand the vocabulary of forms. These are simple words which learners should be familiar with, but they may not know *method of payment*. Elicit possible methods of payment – Switch, Visa, cheque, postal order. Ensure learners understand that cash should never be sent in the post.

## Task

- Look at the examples in task 1. Elicit the questions that must be asked to get information about name, address etc for forms.
- Set up task 2 as pair work. Learners take turns asking and answering questions. Encourage the use of questions from Activity A to check information.
- Learners change partners. Give out the gym membership form from the photocopiable resources. Learners ask appropriate questions and fill in the form for their partner.

## Differentiation

- Give less confident learners questions for task 2 with appropriate questions to check the information.
- Drill them asking the questions.
- Allow them to write down the questions in task 2.

## Extension

- Give confident learners authentic forms and ask them to work in pairs and prepare questions to fill in the forms with their partner's information.

## Pages 9 and 10

### Future plans

#### Materials

- Audio – weekend plans

#### Rationale

To introduce and practise present continuous for future plans; to consolidate learners' use of prepositions of time and time expressions

#### Activity A *Listening: talking about plans for the weekend*

##### Pre-task activity

- Ask learners if they have any plans for the weekend. Use this diagnostically to establish whether they can use the present continuous tense. (Adapt lesson accordingly.) They should be familiar with the form of the present continuous but the concept of using it to talk about the future may be new.

## Task

- Introduce the concept of interviews for radio programmes.
- Ensure learners understand the task by referring to the example in the table.
- Play the audio, one interview at a time, replaying as many times as necessary to enable learners to complete the task.
- Play the audio again, stopping after each interview to check answers.
- Replay the first interview. Ask them to complete the gap-fill in task 3. Practise the questions and answers, drilling if appropriate.
- Clarify the structure of the tense and concept check.
- Transfer to he/she etc. and practise both question and answer. Emphasise the use of contractions.
- Introduce the negative form.
- Learners practise asking and answering questions using the examples in task 4 as a model.

## Differentiation

- Give less confident learners a copy of the table in task 1 with the activities on Saturday already filled in.

#### Activity B *Language: using in, on and at*

##### Pre-task activity

- Ask learners to look at the 'Remember' box. Discuss the use of prepositions of time.

##### Task

- Use the task for diagnostic assessment. Establish degree of difficulty and reinforce with additional examples. Alternatively, provide support by replaying the audio for Activity A and asking learners to focus on the prepositions.
- Raise awareness of the pronunciation of *at* in connected speech (i.e. weak form) and provide the opportunity to listen to and practise this.

## Activity C

### Vocabulary: talking about time

#### Pre-task activity

- Ask learners if they keep a diary. Ask questions about what they are doing this evening, the day after tomorrow etc.

#### Task

- Ensure learners understand the diary pages and that 'today' is Wednesday 15th May. Ask what tomorrow's date will be.
- Clarify when we use *this Sunday, next Sunday, last Sunday*.
- Learners complete task 1 and task 2 (you may need to explain the answer to task 2 – learners may not be familiar with this expression).
- Check as a whole group.

## Page 11

### Informal invitations

#### Materials

- Brochures, leaflets, local newspaper with 'What's on' section

#### Rationale

To practise giving, accepting and refusing informal invitations; to raise awareness of both the language and protocol of informal invitations

## Activity A

### Listening: invitations

#### Materials

- Audio – informal invitations

#### Pre-task activity

- Set the scene by discussing the pictures. Elicit other situations when it would be appropriate to give an invitation.

#### Task

- Play the audio. Learners complete task 2. Check answers before moving on to task 3.
- Play the audio again. Stop after each conversation and replay if necessary. Check answers.
- Play the audio again for task 4, one conversation at a time. Ask learners to focus on intonation

patterns for accepting and refusing.

Demonstrate contrast by sounding sorry and happy using the same phrase or sentence, e.g. *That's really kind of you.*

- Learners practise accepting and refusing. Monitor intonation patterns.

#### Differentiation

- More confident learners can practise giving, accepting and refusing invitations to situations of their own choice.

## Activity B

### Speaking: invitations

#### Pre-task activity

- Give learners brochures, leaflets and local newspapers to provide a context for outings with a friend. Elicit where learners could invite a friend to go.

#### Task

- Check understanding of the vocabulary in the 'functions' boxes in the conversation chart and clarify conversation flow.
- Learners complete the matching task.
- For task 3, explore alternative questions and statements as a whole group. Focus on natural alternatives like *Thanks a lot* and *Afraid I can't*.
- Set up task 3 as pair work. Learners role play giving, accepting and refusing invitations. Make sure they give a reason if they say no, and thank the person for the invitation.
- Monitor use of intonation.

#### Differentiation

- Provide verbal prompts for less confident learners.

## Page 12

### Writing an invitation

#### Materials

- Access to computers and the Internet/e-mail if possible

#### Rationale

To practise writing informal invitations

## Activity A

### Writing a birthday invitation

#### Pre-task activity

- Use the events in task 1 as the pre-task activity. Discuss the difference between formal and informal occasions – dress, where the event is being held, i.e. hotel or private home. Some of the events in task 1 could be formal or informal. In some cultures, engagement parties are as formal and as large as weddings. Elicit any other occasions learners can think of.

#### Task

- Learners list the events in task 1 as formal or informal and add any other events of their own.
- Learners read the e-mail in task 2.
- Set up task 3 as pair work. Tell learners that the meanings of the phrases should be deduced by context if not already known. Check as a whole group. Point out how we say *the big 40* ('the big four-oh').
- Learners complete task 4; feedback as a group.
- Learners use the phrases to write their own e-mail. If they do not have access to computers, the message can be handwritten as an informal note.

#### Differentiation

- More confident learners can write e-mails for occasions other than birthdays. Encourage the use of their own names and addresses for handwritten informal invitations. Put an informal layout on the board.

## Page 13 Spelling

#### Rationale

To develop awareness of spelling patterns for verb + *-ing*

### Activity A *Spelling: the -ing form*

#### Task

- Learners look at the verbs in the box and highlight or underline words that have a similar pattern, e.g. double letters, no 'e'.

- Learners complete task 1. Check pronunciation of verbs.
- Learners read the texts and complete task 2. Check spelling of verbs as a whole group. Put the spellings on the board.
- Discuss strategies for building on these patterns, e.g. grouping words with similar patterns in spelling lists.

#### Extension

- More confident learners can write sentences using the verbs from task 1.

## Page 14 Project

### Materials

- Access to computers and the Internet if possible

#### Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

### Activity A

### *Decide where to go*

- Learners may need help with suggestions about a suitable outing – something they can do whatever the weather and within the means of every learner.
- They may also need help agreeing a time/date that is suitable for the whole class.
- You may need to help them with suggestions about where they can go to find the information they need – the local tourist office, the bus station for timetables, Yellow Pages, the local paper 'What's on' page. Make sure more confident learners have the more complicated research tasks.
- During the outing, try to make sure that less confident learners have a chance to make requests – encourage them to buy an ice-cream or a ticket using the language they have learnt.

### **Activity B**

### ***Invite a friend***

- Learners send an e-mail or write an informal letter to a friend inviting them on the outing. Check that they have included all relevant details.

### **Activity C**

### ***After the outing***

- Use photos from the outing to make a display.

## **Page 15**

### **Check it**

#### **Rationale**

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

### **Activity A**

### ***Likes and dislikes***

- Learners complete the task by using the verb + *-ing*. Refer learners to page 13 for spelling rules. Check as a whole group.

### **Activity B**

### ***Time expressions***

- Ask learners what day of the week it is. Ask what day of the week it is tomorrow, what day it was yesterday etc. Ensure learners use correct pronunciation. Learners complete the task.

### **Activity C**

### ***Future plans***

- Learners choose the correct response to each question.
- Elicit reasons for their choice of answer and why the other two choices are incorrect.

## **Page 16**

### **Mini-projects**

#### **Materials**

- Local newspapers
- Yellow Pages/Thomson Directory

#### **Rationale**

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

### **Activity A**

### ***Find out about leisure activities***

- Provide local newspapers for learners to look up activities and events in the local area.

### **Activity B**

### ***Phone the swimming pool***

- Learners find the number of their local swimming pool from Yellow Pages/Thomson Directory. They phone the pool and ask about opening times and classes for children. The information may be a recorded message so they should be ready to take notes.

### **Activity C**

### ***Phone the cinema***

- Learners use local newspapers to find number of their local cinema. Again, the information may be recorded.

#### **How am I doing?**

#### **Rationale**

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

# Photocopiable resource

Page 8

Listening: checking information

Activity A

Glassworks Gym Application for membership	
surname/family name	
first name	
date of birth	
address	
postcode	
e-mail address	
telephone number	
method of payment	