

UNIT OF WORK

LEISURE
AND FREE
TIME



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1. INTRODUCTION

This unit introduces the topic of “Leisure and free time” in Grade 5 of Primary Education. This topic is relevant for our pupils as they are learning to express their likes and dislikes related to hobbies, sports and free time activities. It will be developed in ten hours. The objectives, contents, activities, methodology and criteria for evaluation, that I’m going to keep, have been planned according to the characteristics of the guidelines provided by the Spanish Curricular Design in “Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria”, as well as the Common European Framework of Reference for Languages (COE, 2001).

The unit has been designed for a semi-private (*concertado*) Primary school, in an urban area of Granada (Andalucía), where I was doing my teaching practice period last academic year. The cultural level of the families is medium/high and the school is situated in the center of the town. The group I’m going to work with has 26 pupils. They all have about the same English level (A1+) but they have different features. This diversity will be considered in order to help the pupils to achieve the objectives and contents I have proposed for this unit.

In general terms, according to Harmer (2012), “as children approach puberty (from about ten onwards), they start being able to analyze abstract language concepts (...). They are reaching the formal operational stage of their development. Before that, however, we need to think about teaching language to children differently from the way we teach it to teenagers or adults. Young learners absorb language through action, games, songs and rhymes, stories and the senses. This is far more effective than trying to explain its rules or construction” (Harmer, 2012: 210).

2. OBJECTIVES

This unit has been designed to attain the general objectives established by “Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria”. These objectives contain several capacities and skills that the children must achieve. This specific unit of work is going to focus in the following skills:

1. To listen and understand messages in varied verbal interactions;
2. To express oneself orally in simple, familiar, everyday situations;
3. To write diverse texts with varied purposes;
4. To read diverse texts related to students' experience and interests;
5. To appreciate the foreign language and languages in general as a means of communication and understanding between people from diverse countries.

Furthermore, The Common European Framework of Reference for Languages describes what learners have to learn and the skills they have to develop to communicate effectively. In this Framework is highlighted the importance of mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication (COE, 2001).

Apart from all those objectives, the main aim of that unit is:

- To understand oral and written messages about leisure and free time, as well as express oneself about leisure and free time, orally and in writing.

3. TEACHING APPROACH OR METHODS

Concerning the methodology, this unit will follow a communicative approach; English language is going to be used as the main vehicle of communication in the English class. Lessons are based on pupils' active participation and learners' interaction between each other will be always promoted. Besides that, the unit also emphasizes many more aspects. It is based on a very well-known learning theory, called constructivism. According to that theory, “students construct their own learning applying their previous knowledge to new situations and integrating the knowledge obtained with pre-existing

intellectual constructs” (Madrid & McLaren, 2004: 79-80). Students will be helped to construct their own knowledge, by the teacher who will be acting as a guide or facilitator who reinforces them to achieve a meaningful learning. Learners regulate their own learning, in a personal way, so they need time and opportunities for that.

Teaching is personalized and adapted to several rhythms. Additionally, collaborative learning and pair or team work activities are also essential, so they are regularly presented, in order to facilitate cooperative learning.

There is an interrelation and integration between all the contents in communicative situations. Contents are organized with a global focus and pragmatics (language in different contexts and familiar situations) becomes more relevant than grammar, so a variety of communicative situations and contexts is essential.

The most important part of the unit will be the activities that pupils will realize. These activities are going to be used in order to develop the contents established for the unit to achieve the main objective proposed. The activities will be focused on the four major skills, in this order: listening, speaking, reading, and writing. Although the order in which skills are organized in the lessons is still a controversial matter, I have focused my attention in some authors who affirm the following: “Man is “homo loquens” before “homo scribens”: it is an obvious fact that languages are spoken before they are written. (...) a more appropriate order for dealing with the skills, especially at beginner levels, would be the result of a diachronic vision of listening, speaking, reading and writing” (Madrid & McLaren, 2004: 249-250).

Apart from the above-mentioned considerations, “methodology should reflect the fact that these aspects of language are always present when skills are being practised and are therefore inextricably linked to communication” (EPOSTL, 2007). Thus, the activities will be also related to grammar, vocabulary, pronunciation, etc. It is important, as well, to keep a balance between oral and written activities and integrate one with another. “(...) in written and oral communication in the classroom two or more skills will usually be integrated and are rarely treated in isolation” (EPOSTL, 2007).

In addition, activities will be adapted to the students’ individual needs. Fast finishers and students with difficulties’ necessities will be taken in account.

It is important to have in mind our pupils' interests too. That is why I have chosen this topic: Leisure and free time. All the contents we are going to work with are interesting for children and very familiar to them.

Within the methodology, classroom organization, interaction and grouping techniques will also be considered. Students will work as a whole class, in small groups, in pairs and individually (independent work). Some students, who need it, will receive extra help when working individually.

As for the materials we need, we must not forget the use of a large amount of resources in the English class. We will use: books, flashcards, worksheets (fun games, grammar activities, interviews, etc.), stories, notebook, workbook exercises, a tape-recorded with the lesson we are explaining and dictionaries.

4. CONTENTS AND SEQUENCING

LESSON 1. Hobbies

Main communicative outcome	– To understand and express preferences for free time activities.
Secondary objectives	– To read and comprehend conversations about free time activities. – To write about preferences for free time activities.
Warm-up activities	a) <i>Brainstorming</i> : Students have to say every word that they remind about leisure and free time. (5 min)
Main activities	b) <i>Flashcards</i> : – Students watch different flashcards shown by the teacher; they listen and repeat the name of those activities. (5 min) – Students say the name of the activities that the teacher shows with a flashcard. (5 min) c) <i>Listening</i> : Students listen to the conversation (twice) and write true or false next to the sentences. (10 min) d) <i>Speaking: Play the game</i> . Students are organized in pairs. They ask and answer questions with their partners to complete the chart of people's like and dislikes. Then they answer the four last questions. (10 min) e) <i>Reading and answering</i> : Students read the text and answer the questions. (10 min) f) <i>Writing</i> : Students write a brief text about what does Cris, Natalie, Jan or Greg like doing. They have to choose one character and write about him/her. (5 min)
Differentiation	In the writing exercise: – <u>Fast finishers</u> will write the text about two characters instead of choose only one. – <u>Students with difficulties</u> have to write only three or four simple sentences.
Use of language	<u>New vocabulary</u> : Ice-skating, sailing, surfing, drawing. <u>Revised vocabulary</u> : Go shopping, running, play computer games, play basketball, swimming, watch TV, read, ride a bike/cycling, family, dad, mum, brother, summer. <u>Grammar</u> : What does he/she like doing? / Does she/he like...? / What do you like to do...? / Do you like...? / I like... / He/she likes. / Yes, I do. / No, I don't. / Yes, she/he does. / No, He/she doesn't.
Basic Competences	– Linguistic competence: Talking about hobbies. – Social and civic competence: Speaking with their classmates.
Assessment	– Observation of: o Students' participation during the class. o Interest / attitude toward work – Pay attention to the oral interactions between students.
Observations	Every difficult word will be written in the board. At the end of the class, students will have five minutes to write them in their "vocabulary section" in their notebooks.
Homework	Write about your preferences for free time activities.

LESSON 2. Indoor/Outdoor activities

Main communicative outcome	– To understand and express preferences for free time activities.
Secondary objectives	– To classify hobbies into: indoor and outdoor activities. – To read and write small texts about free time activities.
Warm-up activities	a) <i>Fill in words</i> : Students raise their hands and say words that they remember, classifying them into indoor and outdoor activities. (5 min)
Main activities	b) <i>Guess the action</i> : Some of the student will represent, by gestures, actions that the teacher will say them in a low voice. The rest of the students have to guess the words or actions they are representing and say if it is an indoor or outdoor activity. (10 min) c) <i>Listening</i> : Student listen the conversation twice, about what Tim, Joe and Ann like to do at the weekend and tick the correct pictures. (10 min) d) <i>“Backchanting”</i> : Students will learn the question for the next activity playing this funny game. They will learn the words from the last to the first one. (5 min) e) <i>Speaking and writing</i> : Now students have to interview some classmates and complete the table. (10 min) f) <i>Reading</i> : Students read the text and answer the questions. (10 min) g) <i>Writing</i> : Students complete the text about someone with a strange hobby. (5 min)
Differentiation	In the speaking exercise: – <u>Fast finishers</u> will help students with difficulties to finish their interviews. In the writing exercise: – <u>Fast finishers</u> will complete two texts instead of one. – <u>Students with difficulties</u> complete the same texts as their classmates but they will receive more help.
Use of language	<u>New vocabulary</u> : Collect things, take photos, hiking, repair objects, do crosswords, swim, play chess, play a kite, ice-skate, play cards. <u>Revised vocabulary</u> : Go to the cinema, cook, ride a horse/a bike. <u>Grammar</u> : What do you prefer: outdoor or indoor activities? / I prefer outdoor/indoor activities./ What does he/she like doing? / Does she/he like...?/ What do you like to do...? / Do you like...? / I like... / He/she likes. / Yes, I do. / No, I don't. / Yes, she/he does. / No, He/she doesn't.
Competences	– Linguistic competence: Talking about hobbies. – Social and citizenship competence: Speaking with their classmates.
Assessment	– Observation of: ○ Students' participation during the class. ○ Interest / attitude toward work – Pay attention to the oral interactions between students.
Observations	Every difficult word will be written in the board. At the end of the class, students will have five minutes to write them in their “vocabulary section” in their notebooks.
Homework	Interview some members of your family and complete the table in exercise E.

LESSON 3. Play, Do and Go

Main communicative outcome	– To describe what they do in their free time.
Secondary objectives	– To classify activities according to the verb that match with each one (play, go and do). – To read and write about preferences using the verbs play, do and go.
Warm-up activities	a) <u>Presentation</u> : Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)
Main activities	b) <u>Listening</u> : Students listen to Lisa talking about her free time activities and her family. Then, students read and answer the questions. (10 min) c) <u>Speaking and writing: Find someone who</u> . Students have to walk around the class and ask questions to their classmates and find two people who: do crosswords, play volleyball or go skiing, for example. They complete the table with their names. After they write 5 sentences about 5 of their friends, for instance: Mary does crosswords. (10 min) d) <u>Reading</u> : Students read the text. After that, they have to focus their attention on the underlining pairs of words and say if it is right or wrong and finally they answer the questions. (10 min) e) <u>Use of language</u> : Students match the columns to make sentences. (5 min) f) <u>Writing: Who am I?</u> Students write a text talking about themselves and their hobbies. After that, they give their papers to the teacher and he will read some of them to the class. Students have to guess who he/she is. (15 min)
Cultural awareness	g) <u>Focus on culture: HURLING</u> . Students read the brief text, reflect about it and answer the question. (5 min)
Differentiation	In the speaking exercise: – <u>Fast finishers</u> will help students with difficulties to complete their tables. In the writing exercise: – <u>Fast finishers</u> will complete two texts instead of one. – <u>Students with difficulties</u> complete the same texts as their classmates but they will receive extra help.
Use of language	<u>New vocabulary</u> : Go sailing, do karate, do yoga, do ballet, go rollerblading and play hockey. <u>Revised vocabulary</u> : Play volleyball, go cycling, do crosswords, play cards, play chess and go skiing. <u>Grammar</u> : Do you play...? / Do you go...? / Do you do...?
Competences	– Linguistic competence: Understanding and expressing preferences about activities using play, do and go. – Social and citizenship competence: Speaking with their classmates. – Cultural and artistic competence: <i>Hurling</i> .
Assessment	– Observation of: ○ Students' participation during the class. ○ Interest / attitude toward work – Pay attention to the oral interactions between students.
Observations	Every difficult word will be written in the board. At the end of the class, students will have five minutes to write them in their "vocabulary section" in their notebooks.
Homework	– Look for information on the internet and write a small text about what free activities do you practice with play, do and go.

LESSON 4. Cooking

Main communicative outcome	– To understand and express preferences for free time activities (cooking).
Secondary objectives	– To revise some vocabulary related to food and cooking. – To understand and express preferences about cooking. – To read and write a recipe.
Warm-up activities	a) <u>Presentation</u> : Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)
Main activities	b) <u>Listening</u> : Students listen to an interview to a boy of England twice and write true or false next to each sentence. (10 min) c) <u>Speaking and writing: Speed dating</u> . Students are organized in pairs. They have one and a half minute to ask each other if they like cooking or not and what they like to cook and write it down. The students will change their partners when the teacher says: Change your partner! Next, students write three sentences about three of their friends, for example: Peter likes cooking chicken. (10 min) d) <u>Reading</u> : Students read the recipe for a sandwich and match the steps with the images below. (10 min) e) <u>Writing</u> : Students write a recipe looking at the images and sentences below and ordering it. (10 min)
Cultural awareness	f) <u>Focus on culture: SALTENAS</u> . Students read the brief text, reflect about it and answer the question. (5 min)
Use of language	<u>New vocabulary</u> : Plate, bake a cake, cucumber, spread the butter, bacon, slice the tomato, noodles, lettuce and a piece of bread. <u>Revised vocabulary</u> : Cheese, fish, knife, ham, chips, salad, chicken, pizza, slice the tomato, strawberries, cream, chocolate balls and spaghetti. <u>Grammar</u> : Do you cook? / Do you like cooking? / What do you like cooking? / Yes, I do. / No, I don't. / I like cooking...
Cultural awareness	Students look on the internet for an English typical recipe. (Homework)
Competences	– Linguistic competence: Talking about cooking. – Social and citizenship competence: Speaking with their classmates. – Cultural and artistic competence: <i>Saltenas</i> .
Assessment	– Observation of: <ul style="list-style-type: none"> ○ Students' participation during the class. ○ Interest / attitude toward work – Pay attention to the oral interactions between students.
Observations	Every difficult word will be written in the board. At the end of the class, students will have five minutes to write them in their “vocabulary section” in their notebooks.
Homework	– Look on the internet for an English typical recipe.

LESSON 5. Watching TV programs

Main communicative outcome	– To describe what they watch on TV in their free time.
Secondary objectives	– To review how to ask and tell the time. – To understand and express about what people watch on TV. – To read and write about what people watch on TV.
Warm-up activities	a) <u>Presentation</u> : Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)
Main activities	b) <u>Listening to a conversation</u> : Students listen to the conversation twice and complete the timetable using the words in the box. (10 min) c) <u>Speaking</u> : Students work in pairs asking each other about what they usually watch on TV. They complete the timetable. (10 min) d) <u>Reading</u> : Students read the text about what Georges watch on TV and then answer the questions. (10 min) e) <u>Use of language: The time</u> : Students write under the clocks in the first line, what is the time. They draw the hands of the clocks in the second line. (5 min) f) <u>Writing</u> : Students write about what Sara watches on TV. (10 min)
Differentiation	In the speaking exercise: – <u>Fast finishers</u> will help students with difficulties to complete the timetables. In the reading exercises: – <u>Students with difficulties</u> will answer easier questions.
Use of language	<u>New vocabulary</u> : Wildlife programme, reality show, costume drama, soap opera, thriller, game / quiz show, detective series, sports, situation comedy (sitcom) and cookery. <u>Revised vocabulary</u> : Cartoons, documentary, the weather and the news. <u>Grammar</u> : What does he/she watch? What do you watch...? What type of program is it? / I watch... / She/he watches... <u>Review</u> : What time is it? / It is... / At... (the time)
Competences	– Linguistic competence: Talking about watching TV. – Social and citizenship competence: Speaking with their classmates.
Assessment	– Observation of: ○ Students' participation during the class. ○ Interest / attitude toward work – Pay attention to the oral interactions between students.
Observations	Every difficult word will be written in the board. At the end of the class, students will have five minutes to write them in their “vocabulary section” in their notebooks.
Homework	Write about what do you like watching on TV.

LESSON 6. Equipment for free time activities

Main communicative outcome	– To describe how often do they do their free time activities and what equipment they need for that.
Secondary objectives	– To revise the use of adverbs of frequency. – To understand and express about what people do in the free time, how often they do it and which equipment do they need for that. – To read and write about what people do, how often they do it and which equipment do they need for that.
Warm-up activities	a) <i>Presentation</i> : Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)
Main activities	b) <i>Listening</i> : Students listen to the conversations twice and write next to the images below: conversation 1, 2 or 3, depending on what equipment needs each character. (10 min) c) <i>Use of language: Adverbs of frequency</i> : First, students review the adverbs of frequency writing the number of each sentence next to each column of the graphic. After that, they do the same, but now they match the time expressions with the calendars below. (5 min) d) <i>Speaking and writing</i> : Each student interviews his/her classmate and write down his/her answers. (10 min) e) <i>Reading</i> : Students read the text about Isabel. After, they write true or false next to the sentences and answer some questions. (10 min) f) <i>Writing</i> : Students write about Peter’s free time activities and how often does he practice them. They have to mention what he needs to do these free time activities. The graphic will help them to write. (5 min)
Cultural awareness	g) <i>Focus on culture: NETBALL</i> . Students read the brief text, reflect about it and answer the question. (5 min)
Differentiation	In the speaking exercise: – <u>Fast finishers</u> will help students with difficulties to finish their interviews. In the reading exercise: – <u>Students with difficulties</u> only have to complete the true or false part of the exercise. If they have time, they can answer the questions as well. In the writing exercise: – <u>Fast finishers</u> will write a longer text. – <u>Students with difficulties</u> will write a shorter text.
Use of language	<u>New vocabulary</u> : Basket, helmet, stick, karate outfit, dancing shoes, mat, a pair of skis, a pair of ice skates, windsurf board, utensils/tools and cards. <u>Revised vocabulary</u> : Bike, trainers, camera, books and swimsuit. <u>Grammar</u> : What do you usually do in your free time? / Are you good at? <u>Review</u> : What do you do at the weekend? / Adverbs of frequency.
Competences	– Linguistic competence: Talking about hobbies. – Social and citizenship competence: Speaking with their classmates. – Cultural and artistic competence: <i>Netball</i> .
Assessment	– Observation of: ○ Students’ participation during the class. ○ Interest / attitude toward work – Pay attention to the oral interactions between students.
Observations	Every difficult word will be written in the board. At the end of the class, students will have five minutes to write them in their “vocabulary section” in their notebooks.
Homework	Interview a member of your family using the questions in exercise d).

LESSON 7. Adjectives for activities

Main communicative outcome	– To describe the free time activities that they practice.
Secondary objectives	<ul style="list-style-type: none"> – To revise the use of adverbs of frequency. – To understand and express about what people do in the free time and how often they do it. – To read and write about what people do, how often they do it. – To understand and express short descriptions for free time activities.
Warm-up activities	a) <u>Presentation</u> : Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)
Main activities	<ul style="list-style-type: none"> b) <u>Listening</u>: Students listen to the text about Gina’s favourite sport and answer the questions. (10 min) c) <u>Speaking and writing</u>: Students interview two of their classmates about their favourite free time activities and complete the table. After, they write a brief text about what one of their friends do like in the example. (10 min) d) <u>Reading</u>: Students read the texts about David and Diana. After, they write under each picture the name of the person who realizes the activity and the adjective that match with it. (10 min) e) <u>Writing</u>: Students write the name of some activities next to each adjective. After, they write a small text about four of those activities that they practice and how often they practice it. They also have to describe them using the table as help. (10 min)
Cultural awareness	f) <u>Focus on culture: AUSSIE RULES</u> . Students read the brief text, reflect about it and answer the question. (5 min)
Differentiation	<p>In the speaking exercise:</p> <ul style="list-style-type: none"> – <u>Fast finishers</u> will help students with difficulties to finish their interviews. <p>In the writing exercise:</p> <ul style="list-style-type: none"> – <u>Fast finishers</u> will write a longer text. – <u>Students with difficulties</u> will write a shorter text.
Use of language	<p><u>New vocabulary</u>: Canoeing, challenging, sewing, boring, horse riding, competitive, parachuting, exciting, climbing mountains, dangerous, roller-skating and relaxing.</p> <p><u>Revised vocabulary</u>: Playing chess, watching TV, difficult, fun, play tennis, racket, take photos and go sailing.</p> <p><u>Grammar</u>: What free time activities do you enjoy doing? / How do you describe..?</p> <p><u>Review</u>: What do you usually do in your free time? / Are you good at...? / What do you do at the weekend? / Always, sometimes, rarely, usually, never. / How often do you practice your free time activities?</p>
Competences	<ul style="list-style-type: none"> – Linguistic competence: Talking about hobbies. – Social and citizenship competence: Speaking with their classmates. – Cultural and artistic competence: <i>Aussie Rules</i>.
Assessment	<ul style="list-style-type: none"> – Observation of: <ul style="list-style-type: none"> ○ Students’ participation during the class. ○ Interest / attitude toward work – Pay attention to the oral interactions between students.
Observations	Every difficult word will be written in the board. At the end of the class, students will have five minutes to write them in their “vocabulary section” in their notebooks.
Homework	Interview a friend using the questions in exercise c).

LESSON 8. Fun places

Main communicative outcome	– To describe funny places and what we can do there.
Secondary objectives	<ul style="list-style-type: none"> – To revise the use of prepositions of place. – To understand and express information of funny places of the city and what we can do there. – To read and write information about funny places of the city and what we can do there.
Warm-up activities	a) <i>Presentation</i> : Students match every word (nouns of the places) with the pictures. Next the teacher will show flashcards with those places and say sentences that the students have to repeat. (10 min)
Main activities	<ul style="list-style-type: none"> b) <i>Listening</i>: Students listen to an advertisement on the radio, taking about a new amusement area in the city. Then, they put a tick next to the places that we can find in this amusement area. (10 min) c) <i>Speaking and writing</i>: They have to invent an advertisement about an amusement park in pairs. They can write down some notes or sentences to not forget the information. After that, students are organized in groups of four (two couples together) and they talk to the other partner about their park. (10 min) d) <i>Reading: Amusement park</i>: Students read a text about an amusement area in the city of New York. They have to draw that amusement area, using the information they have just read to complete the brochure. (10 min) e) <i>Use of language: Prepositions of place</i>: Students write each preposition under the appropriate picture. (5 min) f) <i>Writing: Amusement park</i>: Students write a brochure of another new amusement park. They have to use prepositions of place and include a picture like in the previous activity. (15 min)
Differentiation	<p>In the writing exercise:</p> <ul style="list-style-type: none"> – <u>Fast finishers</u> will write a longer text. – <u>Students with difficulties</u> will write a shorter text.
Use of language	<p><u>New vocabulary</u>: Ice rink, build sandcastles, arcade, play videogames, skate park, shopping centre, aquarium, see marine animals, amusement park, ride the attractions, internet café, have coffee and surf on the internet.</p> <p><u>Revised vocabulary</u>: Funny, between, next to, behind, beside, disco, dance, cinema, watch films, go ice-skating, beach, go skate-boarding, go shopping,</p> <p><u>Grammar</u>: Present simple.</p>
Competences	<ul style="list-style-type: none"> – Linguistic competence: Talking about hobbies. – Social and citizenship competence: Speaking with their classmates. – Cultural and artistic competence: Drawing amusement parks. – Competence for the autonomy and personal initiative.
Assessment	<ul style="list-style-type: none"> – Observation of: <ul style="list-style-type: none"> ○ Students’ participation during the class. ○ Interest / attitude toward work – Pay attention to the oral interactions between students.
Observations	Every difficult word will be written in the board. At the end of the class, students will have five minutes to write them in their “vocabulary section” in their notebooks.
Homework	Look for an amusement park on the internet and write a small text about it.

LESSON 9. Things to do on Holidays

Main communicative outcome	– To describe what they do in their summer holidays.
Secondary objectives	– To revise the use of adverbs of frequency. – To understand and express information about activities that we do on summer holidays. – To read and write information about activities that we do on summer holidays.
Warm-up activities	a) <i>Presentation</i> : Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)
Main activities	b) <i>Listening</i> : Students listen to a girl, Anna, talking about what she usually does in their holidays. After that they write true or false next to each picture. (10 min) c) <i>Speaking and writing: Find someone who</i> . Students have to walk around the class and ask questions to their classmates and find a person who makes bracelets, visits family or reads a book, for example, on holidays. They complete the table with their names and in the third column they add the frequency as well. Next, students write some activities that their friends do, for example: Paul always makes lemonade. (15 min) d) <i>Reading</i> : Students read a letter from Peter to his pen-friend, Paul. He talks about his holidays. Next, students have to invent four questions about the text. Each one answers the questions that his/her classmate has done. They correct the exercise one to the other. (15 min) e) <i>Writing</i> : Students write about Susan and John summer holidays. They can use the pictures below as a help.(10 min)
Differentiation	In the speaking exercise: – <u>Fast finishers</u> will help students with difficulties to complete the exercise. In the reading exercise: – <u>Students with difficulties</u> don't have to invent the questions. They have to answer four questions given. In the writing exercise: – <u>Fast finishers</u> will write a longer text. – <u>Students with difficulties</u> will write a shorter text.
Use of language	<u>New vocabulary</u> : Make a bracelet, visit family, make lemonade, have a picnic, make a family tree, go camping, go sightseeing, play beach volleyball and sunbathe. <u>Revised vocabulary</u> : Read a book, go scuba diving, go kayaking, go to the beach and go an amusement park. <u>Grammar</u> : Do you..... On holidays? / How often do you...?
Competences	– Linguistic competence: Talking about hobbies. – Social and citizenship competence: Speaking with their classmates. – Competence and attitudes to keep learning through life in an autonomous way: They invent the questions and correct them in exercise d).
Assessment	– Observation of: ○ Students' participation during the class. ○ Interest / attitude toward work – Pay attention to the oral interactions between students.
Observations	Every difficult word will be written in the board. At the end of the class, students will have five minutes to write them in their "vocabulary section" in their notebooks.
Homework	Write a text about you summer holidays.

LESSON 10. Exam

Oral exam (10 min)

a) Students see the picture and answer the questions that the teacher makes.



1. What does he like doing? (He likes running.)
2. What does he like doing? (He likes cooking.)
3. What does she like doing? (She likes roller-skating.)

(Original work / Images from www.englishexercises.org)

b) Students look at the picture and answer the questions that the teacher makes.

NAME		
<i>Frank</i>		
<i>Anna</i>		
<i>Georgia</i>		

5. Does Georgia like playing basketball? (No, she doesn't.)
6. Does Frank like running? (Yes, he does.)
7. Do they like sports? (Yes, they do.)

(Original work)

c) Students answer the questions that the teacher makes.

8. What do you like to cook? (I like cooking pizza/pasta/burger/cakes.)
9. What do you usually watch on Mondays? (On Mondays, I usually watch....)
10. What do you need to take photos? (A camera)
11. What do you need to do yoga? (A mat)
12. Is parachuting a boring activity? (No, it isn't. It is an exciting activity.)

(Original work)

WRITEN EXAM

- a) Listening: Students listen to Harry talking about his hobbies, free times activities and holidays. After that, they circle the correct answer. (10 min)

Hello, my name is Harry and I have lots of hobbies. I go swimming every Monday. I like swimming because it is very relaxing. I play chess every morning with some friends when we have a break in the school. In the evenings I sometimes do karate and it is very funny! I go skiing once a week with my family and play golf when we have time. My mother does crosswords every afternoon and my father goes sailing at the weekend. I always cook. Cooking is my favourite hobby because it is exciting and I feel happy when I'm cooking. In addition, cooking and baking can be done at any time of the year. I usually cook with my dad but sometimes my mum join us, as well as my sister. I love cooking pizza, eggs with bacon, spaghetti and baking cakes. I cook every afternoon when I finish my homework. I also love watching TV. But I don't watch TV every day. I only watch wildlife programs, quiz shows and detective series. On holidays, I always go to the beach with my family. Every day we make lemonade and my cousins and my brother sometimes go scuba diving. Other days, I play beach volleyball. It is really funny! Once a month we go to an amusement park and we ride the attractions. We love it!

1. How often does Harry go swimming?
 - a. Harry goes swimming once a week.
 - b. Harry goes swimming every day.
 - c. Harry goes swimming twice a month.

2. How does he describe swimming?
 - a. Swimming is fun.
 - b. Swimming is challenging.
 - c. Swimming is relaxing.

3. What is Harry's favourite hobby?
 - a. Harry's favourite hobby is cooking.
 - b. Harry's favourite hobby is playing beach volleyball.
 - c. Harry's favourite hobby is playing chess.

4. What type of TV programs does he like?
 - a. Wildlife programs, quiz shows and detective series.
 - b. Cartoons, drama and quiz shows.
 - c. The news and wildlife programs.

5. How often do Harry and his family go to an amusement park on holidays?
 - a. They go to an amusement park every week.
 - b. They go to an amusement park once a month.
 - c. They never go to an amusement park.

(Original work)

- b) Read the riddles and guess: Students have to guess the activities that these riddles describe. (10 min)

This can be an indoor or outdoor activity.
You need a ball to play. Are you tall?
Do you like jumping? This is good for you!

This activity is _____.

This is something to do with friends.
It is an outdoor activity.
Do you like the countryside?
Do you like walking?
This is a good activity for you!

This activity is _____.

You can do this alone.
You can do this with your friends.
You can do this with your family too.
You don't do this when you have homework to do.
You can see cartoons, documentaries
and sports when you do this.

This is _____.

You can do this with your friends.
You need a PS2 or an Xbox to do this.
You need a controller and quick hands.
Have fun, but don't die!

This is _____.

You can do this quickly.
You can do it slowly.
You can do it in the park.
You only need trainers
and your feet.
Do this everyday
and you will be very healthy.

This is _____.

(Based on
https://docs.google.com/viewer?url=http://www.saradavila.com/curriculum/tasks1grade/Activities/Hobby+Riddles.TextMark.pdf&hl=en_US&chrome=true)

c) Write: Students look at the pictures and write a brief text below about what free time activities Sara does or not. When the picture is green it means that she practices this activity and when it is red it means that she doesn't. They have to write about how often she practices this activity and what she needs for that. They also can include some adjectives to describe the activities. (15 min)



(Images from Cool kids. Class book 5. OXFORD)

5. ASSESMENT AND SCORING CRITERIA

The achievement of the main objective of this unit will be checked by using the assessment procedures and instruments. Thus, “this category is concerned with the choices which the teacher has to make when assessing learning processes or outcomes of learning. These choices relate to broad questions such as what to assess, when to assess, how to assess (...)” (EPOSTL, 2007). According to these questions I had have in mind several aspects.

Firstly, the question “what to asses” is related to what are my students able to do. It is necessary to check that they have develop the necessary knowledge and skills to understand oral and written messages about leisure and free time, as well as express themselves about leisure and free time, orally and in writing. That objective involves all the objectives proposed for this unit.

With this in mind, the next step is to decide when to asses my students. My own view of this is that assessment of students’ should be continuous. “Continuous assessment is assessment by the teacher and possibly by the learner of class performances, pieces of work and projects throughout the course. The final grade thus reflects the whole course/year/semester. (...) Continuous assessment allows more account to be taken of creativity and different strengths, but is very much dependent on the teacher’s capacity to be objective” (COE, 2001).

According to the third question (how to assess), some assessment criteria have been established for this unit. Therefore, continuous assessment will be carried out by:

- Observing students’ participation during the lessons.
- Analysing the students’ daily work during the lessons.
- Evaluating the students’ tasks and homework.
- Observing the interest and attitude of the students toward work.
- Paying attention to the oral interactions between students.

All of those criteria are a part of the direct assessment. This is “assessing what the candidate is actually doing; for example, a small group are discussing something and the assessor observes. (...) Direct assessment is effectively limited to speaking, writing and listening in interaction, since you can never see receptive activity directly. Indirect assessment, on the other hand, uses a test, usually on paper, which often assesses

enabling skills. Reading can, for example, only be assessed indirectly by requiring learners to demonstrate evidence of understanding by ticking boxes, finishing sentences, and answering questions” (COE, 2001). That is why a final exam has been also added to this unit.

The exam has two different parts. The first is an oral exam which is going to be realized in the class while students are doing the written part of the exam. One by one the students will come to the teacher’s desk or to the other corner of the class, where the conversation auxiliary and I will be seated. The other part of the exam, as I mentioned before is a written part that the students will do in about 45 minutes.

Scoring criteria or percentages for tasks

Listening (Exam and daily tasks) → 20 %

Speaking (Exam and daily tasks) → 20 %

Reading (Exam and daily tasks) → 20 %

Writing (Exam and daily tasks) → 20 %

Homework → 10%

Respect and recognition of the foreign language as a communicative instrument and respect for other cultures → 10%

6. DIFFERENTIATION

“Students with special educational needs refer to those who require certain support and specific educational attention due to disability or serious behavioural disorders, either for a period or throughout the whole of their schooling. These pupils require specialised support in accordance with non-discrimination and educational normalisation principles and with the purpose of achieving their inclusion” (European Agency for Special Needs and Inclusive Education, 2009).

Concerning pupils’ diversity, the children show some irrelevant differences in their level of English as well as in their work habits. Some are students with difficulties, but also fast finishers. And some pupils are more participative, while others are shy.

Thus, with regard to the attention to diversity several considerations have been established and organized into general considerations and specific considerations of each lesson of this unit.

According to the general considerations, a wide variety of adaptations will be always prepared, such as: graded readings and activities with different grades of difficulty, increase the size of the letter in the text, facilitate oral interaction and promote participation of the students in class. I will have some extra material in the classroom such as a magnifier, an iPad, some headphones, etc.

In relation to the specific considerations for each lesson of this unit, different adaptations for the students with special needs have been planned.

- Fast finishers will help students with difficulties to complete the exercises, interviews, timetables or tables. (Speaking exercise)
- Students with difficulties will answer easier questions. (Reading exercise)
- Students with difficulties only have to complete the true or false part of the exercise. If they have time, they can answer the questions as well. (Reading exercise)
- Students with difficulties don't have to invent the questions. They have to answer four questions given. (Reading exercise)
- Fast finishers will write longer texts. (Writing exercise)
- Students with difficulties will write shorter texts. (Writing exercise)
- Fast finishers will complete two texts instead of one. (Writing exercise)
- Students with difficulties complete the same texts as their classmates but they will receive extra help. (Writing exercise)

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APPENDIX 1

(UNIT OF WORK - LESSONS)

LESSON 1. Hobbies

WARM-UP ACTIVITIES

- a) **Brainstorming:** Students have to say every word that they remember about leisure and free time. (5 min)

(Original work)

MAIN ACTIVITIES

- b) **Flashcards:**

- Students look at different flashcards shown by the teacher; they listen and repeat the name of those activities. (5 min)

Shopping, watching TV, ice-skating, drawing, running, windsurfing, playing computer games, reading, play basketball, swimming, cycling and sailing.

- Students say the name of the activities that the teacher shows with a flashcard and answer the questions that the teacher asks them. (5 min)

Do you like sailing? / What do you like doing? / Do you like surfing?



(Original work)

- c) **Listening:** Students listen to the conversation (twice) and write true or false next to the sentences. (10 min)

Harry: Do you have any hobbies Ann?

Ann: Yes, I have lots of hobbies.

Harry: What do you do on Mondays Ann?

Ann: I go swimming every Monday. I love swimming.

Harry: Do you play basketball?

Ann: No, I don't. I never play basketball. I don't like it.

Harry: Do you like running when it is raining?

Ann: Well, I like running but I prefer reading or watching TV at home when it is raining. What do you like to do when it is raining?

Harry: I like cycling when it is raining, it is very funny! I usually go cycling with my father and my uncle.

TRUE OR FALSE?

- Ann doesn't have any hobbies.
- Ann loves swimming. She goes swimming every Friday.
- Ann prefers drawing at home when it's raining.
- Harry doesn't like cycling when it's raining.

(Original work)

- d) Speaking: Play the game. Students are organized in pairs. They ask and answer questions with their partners to complete the chart of people's like and dislikes. Then they answer the four last questions. (10 min)

Student A							
Ask and answer questions with your partner to complete the chart of people's likes and dislikes. Then, answer the four questions.							
Example: A: Does Chris like photography?				B: Yes, he does / No, he doesn't.			
	photography	TV	swimming	badminton	films	music	exercise
Chris				no	yes		no
Jan	yes	no				no	
Natalie			no		no	yes	yes
Greg	no	yes		no			

1) This person likes photography and swimming but doesn't like exercise.
 2) This person doesn't like swimming, badminton or TV.
 3) This person doesn't like badminton or music.
 4) This person likes photography and exercise.

Student B							
Ask and answer questions with your partner to complete the chart of people's likes and dislikes. Then, answer the four questions.							
Example: B: Does Chris like badminton?				A: Yes, he does / No, he doesn't.			
	photography	TV	swimming	badminton	films	music	exercise
Chris	yes	no	no			yes	
Jan			yes	yes	yes		no
Natalie	yes	no		yes			
Greg			yes		no	no	yes

1) This person likes photography and swimming but doesn't like exercise.
 2) This person doesn't like swimming, badminton or TV.
 3) This person doesn't like badminton or music.
 4) This person likes photography and exercise.

(Activity from Teach-This.com)

- e) Reading and answering: Students read a text and answer the questions. (10 min)

<p>My name's Gina. I live in a village in North Wales with my family. I'm 10 years old. I like playing computer games, but I don't like sailing.</p> <p>My dad's 45 years old. He likes shopping, but he doesn't like cycling.</p> <p>Mum's 40 years old. She likes reading, but she doesn't like shopping. Dad does the shopping for the family.</p> <p>I've got two brothers, Jack and Mark. Jack is 18 years old. He studies at Cardiff University.</p>	<p>He likes watching rugby at the Millennium Stadium, but he doesn't like ice-skating. Mark is 9 years old. He likes drawing, but he doesn't like running.</p> <p>In the summer, we go to Caernarfon. Caernarfon is a town by the sea with a very beautiful castle. I love going to the beach near the town with my brothers. Jack likes sailing, Mark likes wind-surfing and I like swimming. The beach is fantastic!</p>
--	--

(Text from Cool kids. Class book 5. OXFORD)

- | | |
|--|---|
| <ul style="list-style-type: none"> - Does Gina like sailing? - What does her dad like doing? | <ul style="list-style-type: none"> - Does her mum like surfing? - Does Mark like drawing? - What does Jack like doing? |
|--|---|

- f) Writing: Students write a brief text about what does Cris, Natalie, Jan or Greg like doing. They have to choose one character and write about him/her. (10 min)

(Original work)

LESSON 2. Indoor/Outdoor activities

WARM-UP ACTIVITIES

- h) Fill in words: Students raise their hands and say words that they remember, classifying them into indoor and outdoor activities. (5 min)

Indoor activities	Outdoor activities	Indoor and outdoor activities

(Original work)

MAIN ACTIVITIES

- i) Guess the action: Some of the student will represent, by gestures, actions that the teacher will say them in a low voice. The rest of the students have to guess the words or actions they are representing. (10 min)

Indoor activities	Outdoor activities	Indoor and outdoor activities
Collect things	Go to the cinema	Take photos
Cook	Go hiking	Repair objects
Do crosswords	Ride a horse	Swim
Play chess	Fly a kite	Ice-skate
Play cards	Ride a bike / cycling	

(Original work)

- j) Listening: Student listen the conversation twice, about what Tim, Joe and Ann like to do at the weekend and tick the correct pictures. (10 min)

Tim: What do you like to do at the weekend
Ann?

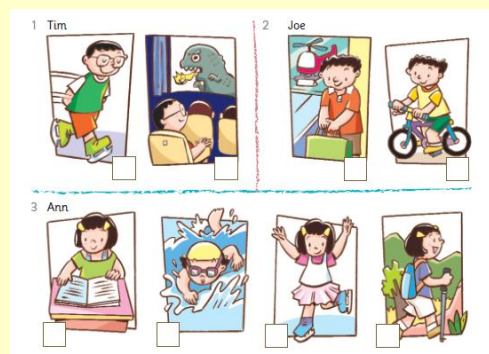
Ann: I prefer outdoor activities. On Saturdays I like swimming and ice-skating. My family and I like hiking on Sundays. I don't like reading. What do you like to do at the weekend Joe?

Joe: I like riding my bike with my cousins on Saturdays and Sundays.

Tim: Do you prefer outdoor activities too?

Joe: Yes, I prefer outdoor activities. And what about you, Tim?

Tim: At the weekend, I like watching films at the cinema with my family and ice-skating. I prefer indoor activities.



k) “Backchanting”: Students will learn the question for the next activity playing this funny game. They will learn the words from the last to the first one. (5 min)

What do you like to do at the weekend?

1. Weekend
2. The weekend
3. At the weekend
4. Do at the weekend
5. To do at the weekend
6. Like to do at the weekend
7. You like to do at the weekend
8. Do you like to do at the weekend
9. What do you like to do at the weekend?

(Original work)

l) Speaking and writing: Now students have to interview some classmates and complete the table. (10 min)

My friend's name	Activity she/he likes to do at the weekend	Indoor/outdoor activity
Example: Tim	He likes watching films.	It is an indoor activity

(Original work)

m) Reading: Students read the text and answer the questions. (10 min)

I like collecting bus numbers. I have a lot of numbers. I always take my camera and wait at bus stations. I take photos of different buses and their numbers. People think my hobby is strange or boring, but I like it!

- Is collecting bus numbers an indoor or outdoor hobby?
- Do you like to collect bus numbers?
- Do you know someone with a strange hobby? Who is it?
- What is his/her hobby?

(Text from www.oupchina.com)

n) Writing: Students complete the text about someone with a strange hobby. (5 min)

I like math at school. I like _____ of the _____.
I have an _____ at home with a lot of photos with numbers. My album has more than 500 _____.

KEY WORDS:
Taking photos Numbers
Album Pages

(Original work)

LESSON 3. Play, Do and Go

WARM-UP ACTIVITIES

- a) Presentation: Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)

Do crosswords, play volleyball, go skiing, play cards, go sailing, do karate, go cycling, do yoga, play chess, do ballet, go rollerblading and play hockey.



(Original work)

MAIN ACTIVITIES

- b) Listening: Students listen to Lisa talking about her free time activities and her family. Then, students read and answer the questions. (10 min)

I play chess every morning with some friends when we have a break in the school. In the evenings I sometimes do karate and it is very funny! I go skiing once a week with my family. My brother is the best skier. On Fridays my brother and I do yoga and we play volleyball and golf when we have time. My mother does crosswords every afternoon and my father goes sailing at the weekend. Finally, all my family goes cycling on Sundays.

- Does Lisa play chess?
- What does she do once a week?
- When does her mother do crosswords?
- What does she do on Fridays?
- Does she play chess?
- Do you do karate?
- Do you go skiing?
- What do you do at the weekend?

(Original work)

- c) Speaking and writing: Find someone who. Students have to walk around the class and ask questions to their classmates and find two people who: do crosswords, play volleyball or go skiing, for example. They complete the table with their names. After they write 5 sentences about 5 of their friends, for instance: Mary does crosswords. (10 min)

<i>DO YOU?</i>	<i>MY FRIEND'S NAME</i>
DO CROSSWORDS	
PLAY HOCKEY	
GO SKIING	
PLAY CARDS	
GO SAILING	
DO BALLET	
GO CYCLING	
DO YOGA	
PLAY CHESS	

(Original work)

- d) Reading: Students read the text. After that, they have to focus their attention on the underlining pairs of words and say if it is right or wrong and finally they answer the questions. (10 min)

Mary and her hobbies

Hello! I'm Mary and I have a lot of hobbies and interests. I usually get up early so I play cycling every morning before work. I don't have time to go skiing during the week, but I occasionally go on Saturdays in the winter. Some days, I play volleyball near home after work. I go karate on Wednesday evenings and participate in competitions on Sundays. I don't play cards because I prefer doing things outside. But when it's raining outside, I go crosswords. I have a lot of friends, so I usually do my activities with one of my friends. I'm a happy woman!

When does she go cycling?

Does she play cards?

Does she play volleyball?

When does she do crosswords?

(Originally work based on

http://esl.about.com/od/beginnerreadingskills/a/adverbs_of_frequency_reading.htm)

- e) Use of language: Students match the columns to make sentences. (5 min)

I play
You play
They go
People do
You play
They do
People go
You do
We go
You play

sailing.
skiing every weekend.
cards twice a week.
crosswords.
hockey.
cycling.
ballet.
yoga in the mornings.
volleyball.
chess.


(Original work)

- f) Writing: Who am I? Students write a small text talking about themselves and their hobbies. They take the previous reading exercise as an example. After that, they give their papers to the teacher and he will read some of them to the class. Students have to guess who he/she is. (10 min)

Student number ____
.....
.....
.....
.....
.....
.....
.....
So who am I?

(Original work based on Teach-This.com)

- g) Focus on culture: HURLING. Students read the brief text, reflect about it and answer the question.

<p>Hurling is from Ireland. It is an outdoor sport. It is similar to hockey. There are two teams of 15 people. They use a wooden stick and hit a small ball. They can have the ball in the hand. They play in a grass field. At the end of the field there are two posts.</p> <p># Write some differences between hurling and hockey.</p>	
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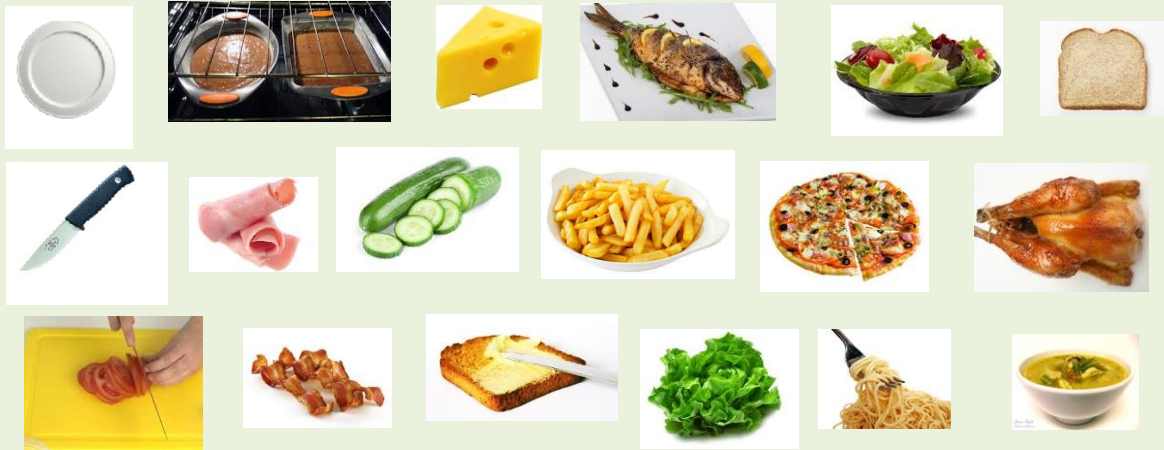
(Original work)

LESSON 4. Cooking

WARM-UP ACTIVITIES

- a) Presentation: Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)

Plate, bake a cake, cheese, fish, knife, ham, cucumber, chips, salad, chicken, spread the butter, pizza, bacon, slice the tomato, spaghetti/ noodles, lettuce, soup and a piece of bread.



(Original work)

MAIN ACTIVITIES

- g) Listening: Students listen to an interview to a boy of England twice and write true or false next to each sentence. (10 min)

Hi Mike! Today we talk about cooking. Hello! Yes, I know.

Do you cook? Yes, I always cook.

Do you like cooking? Yes, of course. Cooking is my favourite hobby because it is relaxing and I feel happy when I'm cooking. In addition, cooking and baking can be done at any time of the year. I usually cook with my dad but sometimes my mum join us, as well as my sister.

What do you like cooking? I love cooking pizza, fish and chips, eggs with bacon and salad. I also like cooking spaghetti and baking cakes.

When do you usually cook? I cook every afternoon when I finish my homework.

TRUE OR FALSE?

Mike doesn't like cooking.

Mike usually cooks with her dad.

Mike likes cooking pizza, meat and cakes.

He cooks at the weekends.

(Original work)

h) Speaking and writing: Speed dating. Students are organized in pairs. They have one and a half minute to ask each other if they like cooking or not and what they like to cook and write it down. The students will change their partners when the teacher says: Change your partner! Next, students write three sentences about three of their friends, for example: Peter likes cooking chicken. (10 min)

Classmate's Name	Do you like cooking?	What do you like cooking?

(Original work)

i) Reading: Students read the recipe for a sandwich and match the steps with the images below. (10 min)

INGREDIENTS

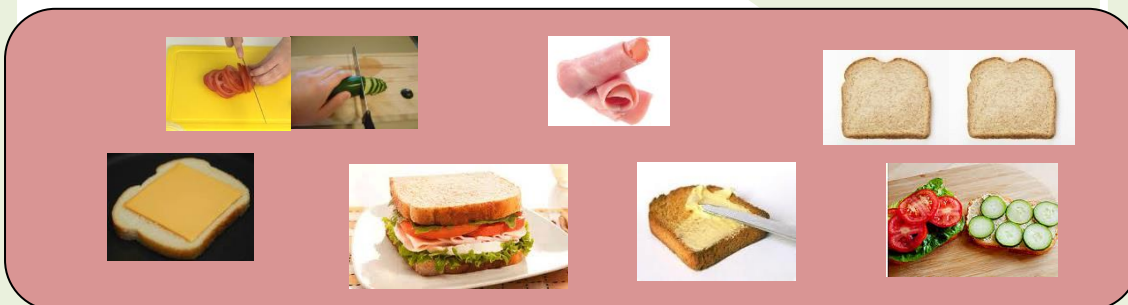
Cucumber
Tomato
Two pieces of bread
Butter
Cheese
Ham

COOKING UTENSILS

A knife
A plate

PREPARATION

1. Take two pieces of bread.
2. Spread the butter on one side of them.
3. Put one slice of cheese on the bread.
4. Slice the tomato and the cucumber.
5. Put the tomato and the cucumber on the cheese.
6. Later, add the ham.
7. Finally, place the other piece of bread on top and serve the sandwich.



(Original work)

j) Writing: Students write a recipe looking at the images and sentences below and ordering it. (10 min)

INGREDIENTS

- 1 _____
- 2 _____
- 3 _____

COOKING UTENSILS


- 1 _____
- 2 _____

PREPARATION

- 1 _____
- _____
- _____
- 2 _____
- _____
- _____
- 3 _____
- _____
- _____


Put cream in the middle of the two pieces and on the top. 


Cream 


Small chocolate balls 

Knife 

Plate 

Cut the strawberries into two pieces. 

8 strawberries 

 Put the small chocolate balls in the cream like eyes.

(Original work)

k) Focus on culture: SALTENAS. Students read the brief text, reflect about it and answer the question. (5 min)

This is a popular breakfast in Bolivia. They are similar to “empanadas” from Spain. They have vegetables like lettuce, carrot or tomatoes and meat inside. They have sugar too.

Apart from the “empanadas”, write some similar meals of Spain.



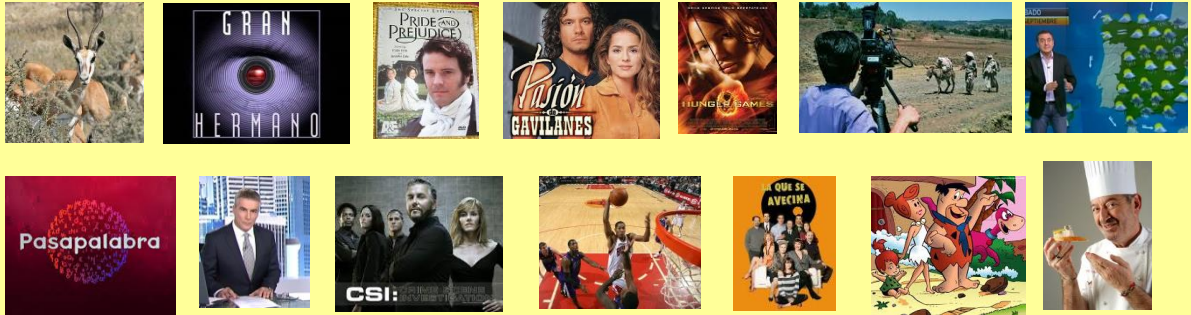
(Original work)

LESSON 5. Watching TV programs

WARM-UP ACTIVITIES

g) Presentation: Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)

Wildlife programme, reality show, costume drama, soap opera, thriller, documentary, the weather, game / quiz show, the news, detective series, sports, situation comedy (sitcom), cartoons and cookery.



(Original work)

MAIN ACTIVITIES

h) Listening to a conversation: Students listen to the conversation twice and complete the timetable using the words in the box. (10 min)

MIKE: Hi Tommy! What are you doing?

TOMMY: Hello Mike! I am watching TV. It is one of my favourite hobbies.

MIKE: Oh, really? I also love watching TV. So, do you watch TV programs every day?

TOMMY: Yes, I watch TV every day.

MIKE: What do you usually watch?

TOMMY: On Mondays, I only watch a wildlife programme at 19:00; on Tuesday, I watch a quiz show and a detective serie; on Wednesday, I usually watch a documentary in the morning, cartoons at 17:00 and the news at night. I watch sports on Thursday morning and a soap opera at 17:00. And finally, on Fridays I watch a costume drama at 17:00 on Fridays with my mum.

MIKE: Oh, you can watch a lot of TV programs. I can't watch TV so much because I have a lot of hobbies and I have no time.

TOMMY: Oh, what time is it?

MIKE: It is half past seven.

TOMMY: My favourite TV program starts in five minutes! Bye.

TOMMY TIMETABLE	12:00	17:00	19:00
MONDAY	-----	-----	
TUESDAY	Quiz show	-----	Detective series
WEDNESDAY		Cartoons	
THURSDAY			-----
FRIDAY	-----	Costume drama	-----

Wildlife programme	Soap opera
Documentary	the News
	Sports

(Original work)

- i) *Speaking:* Students work in pairs asking each other about what they usually watch on TV. They complete the timetable. (10 min)

MY FRIEND'S TIMETABLE	12:00	17:00	19:00
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

(Original work)

- j) *Reading:* Students read the text about what Georges watch on TV and then answer the questions. (10 min)

Hi! My name is George and I'm twelve years old. Sometimes, my mother tells me about how she and her family got their first television when she was 5 years old. Of course, it was black and white. She only watched it at night and the TV had only about three or four different channels. Today, there are a lot of different channels: channels with only old movies, channels with only cooking and channels with only fishing. I love watching a lot of different types of TV programs but my favourite types of program are cartoon and wildlife programs. I have got a timetable with all the programs I watch every Saturday.

Name of programme	Start Time	End Time
Big Ban Theory	12.00	13.45
Aida	15.30	16.30
The news	17.00	17.30
Scooby Doo	18.00	19.00
National Geographic	19.10	20.15
CSI Miami	21.30	23.00

- When did George's mother get her first television?
- What are George's favourite programs?
- What does he watch at half past three on Saturdays? What type of program is it?
- What does he watch at ten past seven? What type of program is it?
- When does he watch Scooby Doo? What type of program is it?

(Original work based on <http://www.5minuteenglish.com/jan30.htm>)

e) Use of language: The time: Students write under the clocks in the first line, what is the time. They draw the hands of the clocks in the second line. (5 min)



It's quarter to five.

It's twenty past seven.

It's five to eleven.

(Original work)

f) Writing: Students write about what Sara watches on TV. (10 min)



Mondays - 15:30



Every day - 21:00



Wednesday - 19:20



Saturdays and Sundays
20:15



Fridays - 16:50

Sara loves watching TV. On Mondays, she watches documentaries at half past three.
She _____ every day.

(Original work)

LESSON 6. Equipment for free time activities

WARM-UP ACTIVITIES

h) Presentation: Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)

Racket, helmet, bike, stick, karate outfit, swimsuit, trainers, camera, books, dancing shoes, mat, a pair of skis, a pair of ice skates, windsurf board, utensils/tools and cards.



(Original work)

MAIN ACTIVITIES

i) Listening: Students listen to the conversations twice and write next to the images below: conversation 1, 2 or 3, depending on what equipment needs each character. (10 min)

Conversation 1, Jamie and Mila

Jamie: What do you usually do in your free time?

Mila: I like being at home with my family. We sometimes play card games.

Jamie: Oh, I don't know how to play card games. Is there any funny games?

Mila: Yes, of course. I'll teach you. But you need cards to play!

Conversation 2, Joanna and Rosario

Joanna: What do you do at the weekend?

Rosario: I usually go to the dancing club.

Joanna: What do you do there?

Rosario: Oh, talk to people, dance ...

Joanna: Really? What kind of dancing do you do?

Rosario: I do ballet. It's great and very energetic. You should come sometime.

Joanna: Yes, of course. But I need dancing shoes.

Conversation 3, Peter and Jawad

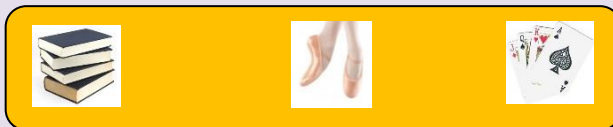
Peter: What do you do in your free time?

Jawad: Oh, I usually read books.

Peter: What kind of books do you read?

Jawad: I like reading adventure stories and sometimes books about different cultures.

Peter: I also like reading but I need some new books.

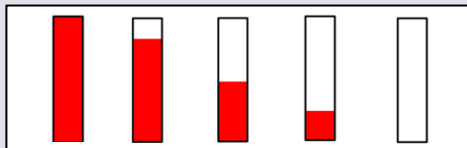


(Activity based on

<http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2,+Unit+6/pdf/>)

j) Use of language: Adverbs and expressions of frequency: First, students review the adverbs of frequency writing the number of each sentence next to each column of the graphic. After that, they do the same, but now they match the time expressions with the calendars below. (5 min)

1. I always go skiing with my father but now I need a new pair of skis.
2. We sometimes do yoga and my mum buy mats for all the family.
3. My father rarely goes swimming but my grandmother gives him a swimsuit last weekend.
4. My friend usually takes beautiful photos with her camera.
5. They never play hockey because they haven't got sticks.



6. He goes swimming twice a week.
7. We visit my grandmother every Wednesday.
8. We go to the cinema once a month.
9. Jane and I see each other every day.
10. I play tennis three times a week.



(Original work)

k) Speaking and writing: Each student interviews his/her classmate and write down his/her answers. (10 min)

- What does your classmate usually do in the free time?
- What equipment does he/she need for that?
- What does your classmate sometimes?
- What equipment does she/he need for that?
- What does she/he never do at the weekend?
- What does she/he rarely do in the evenings?
- What free time activity does she/he always do?
- What equipment does she/he need for that?

(Original work)

e) Reading: Students read the text about Isabel. After, they write true or false next to the sentences and answer some questions. (10 min)

ISABEL'S HOBBIES

Interviewer: What do you do in your free time?

Isabel: Well, I finish work at five o'clock from Monday to Friday and I always go running for approximately one hour.

Interviewer: Do you go running at the weekend too?

Isabel: No. At the weekend, I try to do lots of free time activities like reading, swimming, do karate, take nice photos or repair objects. These are some of my favourite hobbies. I also like playing basketball and cycling.

Interviewer: Are you good at basketball?

Isabel: I sometimes play basketball but I'm very bad. It's a new sport for me.

Interviewer: Do you like go skiing?

Isabel: I never go skiing. I don't like it.

Interviewer: Do you like doing yoga?

Isabel: Sometimes, on a Saturday morning I do yoga but I don't like to do yoga alone.

Interviewer: Today is Saturday, what do you plan to do today?

Isabel: Today I have my first ballet class!

TRUE OR FALSE

Isabel goes running every day.

Isabel is good at all sports.

Isabel likes doing yoga with other people.

ANSWER THE QUESTIONS

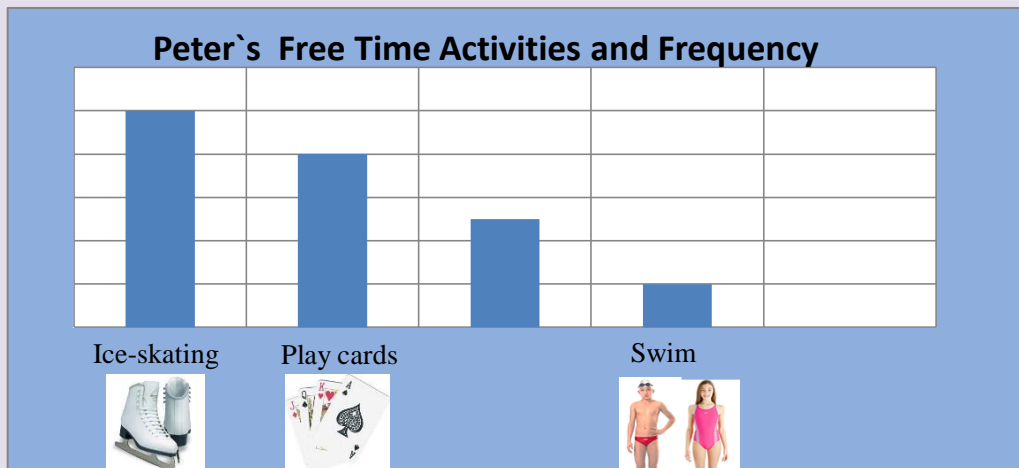
What does Isabel need to go running?

What does she need to take photos?

What does she need to do yoga?

(Original work based on <http://www.aulafacil.com/Inglesvideo/Lecciones/Lecc-17.htm>)

- f) Writing: Students write about Peter's free time activities and how often does he practice them. They have to mention what he needs to do these free time activities. The graphic will help them to write. (5 min)



Peter always goes ice-skating and he needs a pair of ice skates. He usually _____
 _____ and he needs _____


(Original work)

- f) Focus on culture: NETBALL. Students read the brief text, reflect about it and answer the question. (5 min)

Netball is a sport very similar to basketball. It is from the UK. There is a court and two baskets.

There are two teams of seven people. Players don't walk with the ball in their hands. Only some players in the team can throw the ball into the basket. Emma Watson sometimes plays netball.

Write two differences between netball and basketball.



(Original work)

LESSON 7. Adjectives for activities

WARM-UP ACTIVITIES

b) Presentation: Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)

Canoeing is a challenging activity.

Sewing is boring.

Horse riding is a difficult activity.

Playing chess is competitive.

Parachuting is an exciting activity.

Climbing mountains is dangerous.

Roller-skating is a fun activity.

Watching TV is relaxing.



(Original work)

MAIN ACTIVITIES

b) Listening: Students listen to the text about Gina's favourite sport and answer the questions. (10 min)

Hello, my name is Gina and I love playing tennis with my friends John and Paula, because they are very good at it. But I hate playing tennis with Mary because she always gets angry if she loses. I also like playing tennis because it is fun and competitive. We play tennis at six o'clock every day after we do our homework. I always play with Paula and John plays with Mary. Paula and I usually win, because we can run very fast. But sometimes John and Mary win because their rackets are excellent. I feel very relaxed and happy when I play with John, Paula, and even Mary because this is a relaxing activity for me.

- What free time activity does Gina enjoy doing?
- How often does she practice this activity?
- Is she good at it?

– How does she describe her free time activity?

(Original work based on

<https://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CDEQFjAA&url=http%3A%2F%2Fwww.hltmag.co.uk%2Fjun10%2Fcse02.rtf&ei=swJ1U4OIHq0QXfxoCQCw&usg=AFQjCNFnI8x6tunxSC8axLYQZvqsJvuZRA&sig2=wrGtNIUW61dUG6iNVwq98A>)

c) Speaking and writing: Students interview two of their classmates about their favourite free time activities and complete the table. After, they write a brief text about what one of their friends do, like in the example. (10 min)

Questions	Friend 1	Friend 2
What free time activities do you enjoy doing?		
How often do you practice these activities?		
Are you good at them?		
How do you describe your free time activities? (e.g. It's fun, it's challenging,...)		

Example:

John always does yoga and plays volleyball once a week. He is very good at yoga but he isn't good at volleyball. Yoga is relaxing and volleyball is fun.

(Original work)

d) Reading: Students read the texts about David and Diana. After, they write under each picture the name of the person who realizes the activity and the adjective that match with it. (10 min)

David

After school, I usually go ice-skating with my friends Bryan and Sami every day. It's fun! I often take my camera with me too. I love taking photos because is exciting! I sometimes climb mountains with my father but it is dangerous. I also like watching TV. It's really relaxing!

Diana

I often play basketball after school. I'm in the school team. I like playing basketball because is a competitive activity. After that, I usually meet my friends Nyla and Kate and we go cycling. Kate loves cycling but it is boring for me! I sometimes go sailing at the weekend with my family. It is very difficult!





(Original work based on

http://www.oupe.es/es/ELT/Secondary/switch/Galeria%20documentos/Sample%20pages_Switch%20SB2.pdf)

- e) Writing: Students write the name of some activities next to each adjective. After, they write a small text about four of those activities that they practice and how often they practice it. They also have to describe them using the table as help. (10 min)

Activity	Adjective
	Challenging
	Competitive
	Boring
	Exciting
	Fun
	Relaxing
	Difficult

Example:

I usually play basketball because is a fun activity.

(Original work)

- g) Focus on culture: AUSSIE RULES. Students read the brief text, reflect about it and answer the question. (5 min)

This sport is from Australia. It is the Australian football. A lot of people there play this sport. There are two teams of eighteen people. The ball is like a sphere. Players can hit the ball with every part of the body and throw it between two big posts.



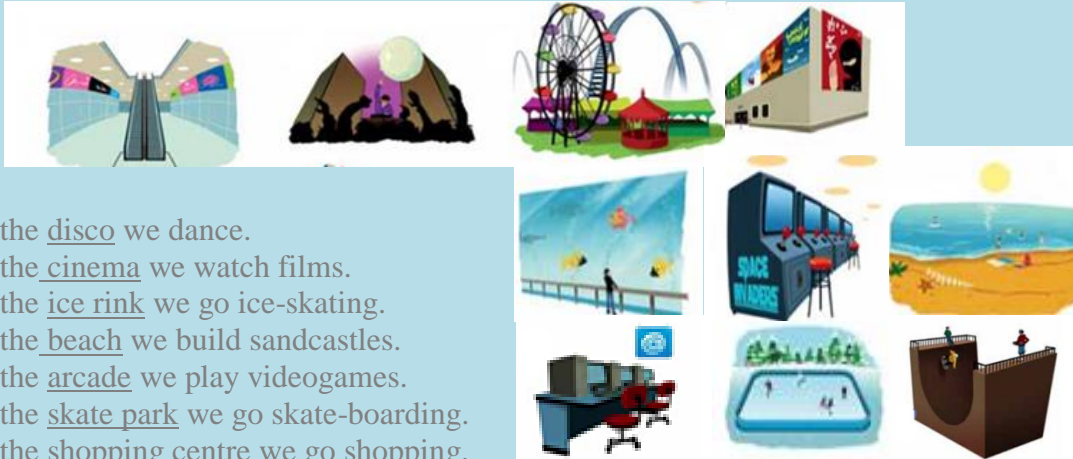
Write the name of two Spanish sports similar to Aussie Rules.

(Original work)

LESSON 8. Fun places

WARM-UP ACTIVITIES

- g) **Presentation:** Students match every word (nouns of the places) with the pictures. Next, the teacher will show flashcards with those places and say sentences that the students have to repeat. (10 min)



In the disco we dance.

In the cinema we watch films.

In the ice rink we go ice-skating.

In the beach we build sandcastles.

In the arcade we play videogames.

In the skate park we go skate-boarding.

In the shopping centre we go shopping.

In the aquarium we see marine animals.

In the amusement park we ride the attractions.

In the internet café we have coffee and surf on the internet.

(Original work)

MAIN ACTIVITIES

- h) **Listening:** Students listen to an advertisement on the radio, taking about a new amusement area in the city. Then, they put a tick next to the places that we can find in this amusement area. (10 min)

Hello everybody! Are you tired of sitting at home at the weekend? Then come to Xcape area in Glasgow! There are lots of exciting activities! Go ice-skating on our Ice rink! We give lessons too. Do you like attractions? Try our amusement park. It has a giant very fast robot! Paradise Beach! How about swimming or doing sandcastle on a tropical island? Don't climb the trees, please! Have fun with our laser battle game! You can play alone or in a team in our arcade! And see a film at our cinema too!



(Original work based on

http://www.oupe.es/es/ELT/Secondary/switch/Galeria%20documentos/Sample%20pages_Switch%20SB2.pdf)

- i) Speaking and writing: They have to invent an advertisement about an amusement park in pairs. They can write down some notes or sentences to not forget the information. After that, students are organized in groups of four (two couples together) and they talk to the other partner about their park. (10 min)

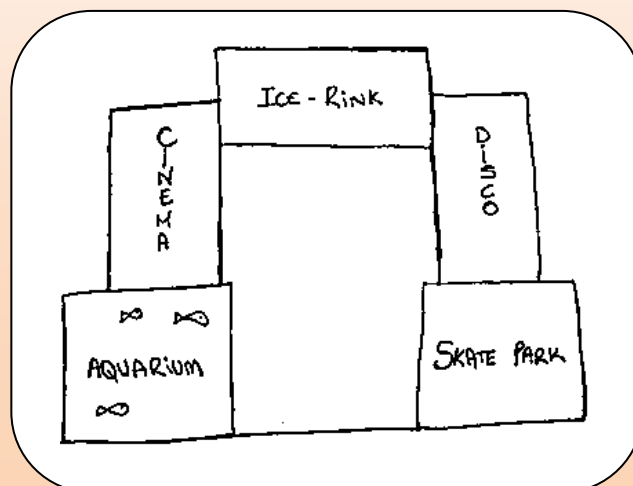
(Original work)

- j) Reading: Amusement park: Students read a text about an amusement area in the city of New York. They have to draw that amusement area, using the information they have just read to complete the brochure. (10 min)

RECREATION

PLACE

The new amusement area is located in Manhattan, New York. It is called "Recreation Place" and there are a lot of funny places to go. At first, on the left there is an aquarium where you can see more than 100 species of marine animals. In front of the aquarium, there is a skate park where a lot of children go roller-skating and have fun with their friends. The disco is next to the skate park. A lot of people go to the disco and dance. Beside the aquarium there is a cinema and between the cinema and the disco there is a very big ice rink. Many children and adults go ice-skating there and it's very funny!



(Original work)

- e) Use of language: Prepositions of place: Students write each preposition under the appropriate picture. (5 min)

In front of

Under

On the left

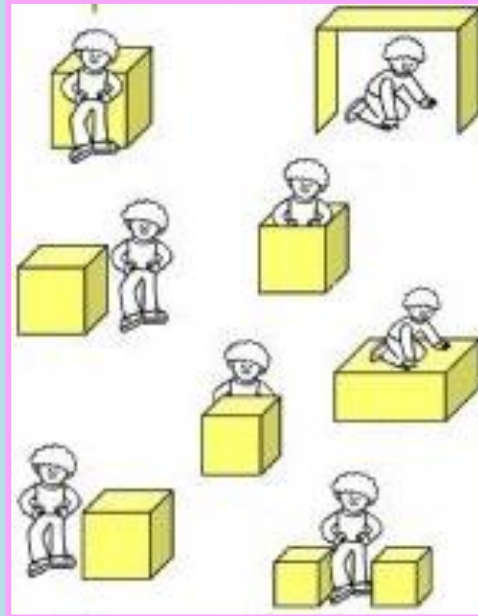
On the right

In

Behind

On

Between



(Original work / Image from www.eslprintables.com)

- f) Writing: Amusement park: Students write a brochure of another new amusement park. They have to use prepositions of place and include a picture like in the previous activity. (15 min)

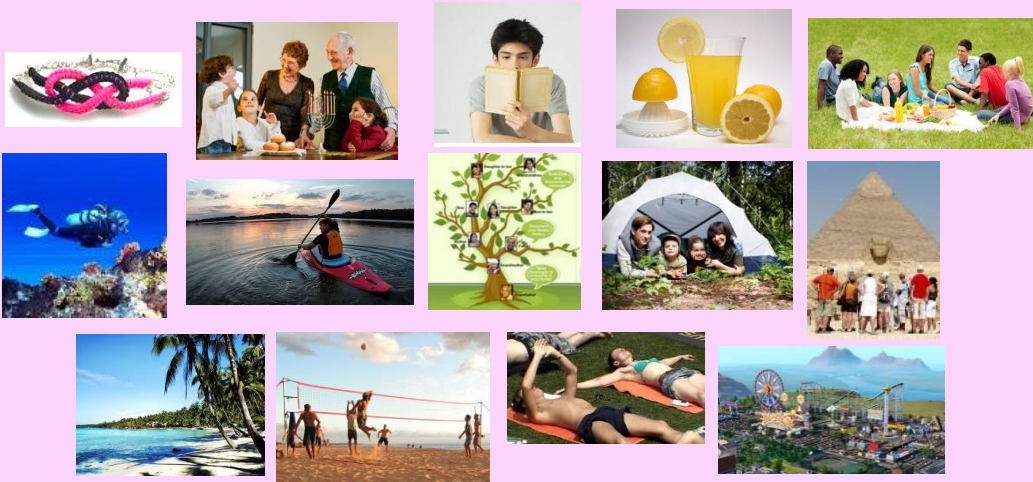
(Original work)

LESSON 9. Things to do on Holidays

WARM-UP ACTIVITIES

f) **Presentation:** Students look at different flashcards shown by the teacher; they listen and repeat what the teacher says. (5 min)

Make a bracelet, visit family, read a book, make lemonade, have a picnic, go scuba diving, go kayaking, make a family tree, go camping, go sightseeing, go to the beach, play beach volleyball, sunbathe and go an amusement park.



(Original work)

MAIN ACTIVITIES

g) **Listening:** Students listen to a girl, Anna, talking about what she usually does in their holidays. After that they write true or false next to each picture. (10 min)

Hi! My name is Anna and I'm thirteen years old. I usually have exciting holidays. I always go to the beach with my family. We are more than twenty people: my father, my mother, my siblings, my aunts, my uncles, my cousins, my grandma and granddad. We have a very big house there. Every day we make lemonade because it is very fresh, perfect for hot and sunny days. Some of my cousins, my brother and I sometimes go scuba diving. Other days, I play beach volleyball with my aunts and my sister. It is really funny! I also like making family trees and my father helps me. Once a month we go an amusement park all together and we ride the attractions. We love it!



(Original work)

- c) Speaking and writing: Find someone who. Students have to walk around the class and ask questions to their classmates and find a person who makes bracelets, visits family or reads a book, for example, on holidays. They complete the table with their names and in the third column they add the frequency as well. Next, students write some activities that their friends do, for example: Paul always makes lemonade. (15 min)

<i>DO YOU..... On holidays?</i>	<i>MY FRIEND'S NAME</i>	<i>How often do you...?</i>
make bracelets		
visit family		
read a book		
make lemonade		
have a picnic		
go scuba diving		
go kayaking		
make a family tree		
go to the beach		
play beach volleyball		
go an amusement park		

(Original work)

- d) Reading: Students read a letter from Peter to his pen-friend, Paul. He talks about his holidays. Next, students have to invent four questions about the text. Each one answers the questions that his/her classmate has done. They correct the exercise one to the other. (15 min)

Hi Paul!

Your holidays are very funny and exciting! I usually have funny summer holidays too. I always have picnics with my family and we eat lots of sausages. We have a very big house near the mountain and next to a lake. Every day we go kayaking because it is very refreshing, perfect for hot and sunny days. We sometimes visit the family and my cousin, my mother and I go camping during the night. Other days, I make bracelets with my aunts and my sister. It is great fun! I also like reading books and my father read books too. Once a month we go an amusement park all together and we ride the attractions. We love it!

(Original work)

- e) Writing: Students write about Susan and John summer holidays. They can use the pictures below as a help.(10 min)

Susan and John usually do crosswords on summer holidays. They _____



(Original work)