

Free Time



Unit Objectives

- To identify different possessions and talk about whom they belong to
- To identify different free time activities and talk about what people like doing in their free time
- To ask and answer a question about prices
- To read a passage about how to present information using a bar graph
- To write interview answers about free time activities
- To do a project by completing a graph about free time activities
- To discuss the value of wearing protective gear

Language

Vocabulary a skateboard, a scooter, a camera, a drone, a board game, yarn, golf clubs, beads, comic books
fly a drone, surf the internet, play golf, skateboard, knit scarves, make jewelry, ride a scooter, bake cookies

Grammar Whose yarn is this? It's Ann's yarn. It's hers.
Whose golf clubs are these? They're Dan's golf clubs. They're his.
What does he/she like doing in his/her free time? He/She likes playing golf.

Features **Conversation** How much is it? It's 2 dollars.

School Subject Connection Math: Charts and Graphs

Value Wear protective gear.

Unit Opener

Free Time

How do you spend your free time?

Objectives To introduce the topic of free time activities
Materials Unit 1 Video; PPT Slides

Introduce

Big Question Read the Big Question aloud, *How do you spend your free time?* Ask students how they spend their free time and make a list on the board.

Time to Talk

Look at the picture.

- Have students look at the picture and talk about it. Ask students follow-up questions such as:
What's the boy doing? (He's flying a drone.)
What does he have? (He has a drone.)

Watch the video.

- Play the video and have students watch it. As they watch the video, have them look and listen for target vocabulary that tells about free time activities.
- Replay the video with the sound off. Have students talk about the free time activities of the children shown on the screen. Ask students follow-up questions such as:

Time to Talk

Look at the picture.

- 1 What's the boy doing?
- 2 What does he have?

Watch the video.

- 1 What does Tom like doing in his free time?
- 2 Who likes riding a scooter?



WATCH!

What does Tom like doing in his free time?

(He likes playing golf.)

Who likes riding a scooter?

(Steve likes riding a scooter.)

Optional Activity

Who Likes Doing This? Have students write down three activities that they like doing on a piece of paper. They shouldn't write their names on the paper or share what they wrote with each other. When all the students finish writing, collect their papers and read one of them aloud. The students should guess whose paper it is.

Extra Practice

Online Practice

Lesson 1 Learn

A Listen and repeat. 05



1 a skateboard

B Listen and point. 06



2 a scooter



3 a camera



4 a drone



5 a board game



6 yarn



7 golf clubs



8 beads



9 comic books

C What do you have? Look at A and write.

I Have ...	I Don't Have ...
_____	_____
_____	_____
_____	_____
_____	_____

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Grammar 07

Whose **yarn** is this?
It's Ann's **yarn**.
hers.

Whose **golf clubs** are these?
They're Dan's **golf clubs**.
his.

my yarn = mine
her yarn = hers
his yarn = his
your yarn = yours

D Listen and match. Then ask and answer. 08

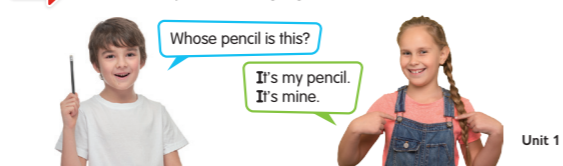


E Look, read, and write the answers.



- Whose skateboard is this?
It's **Max's** skateboard. It's **his**.
- Whose comic books are these?
They're **Sam's** comic books. They're **his**.
- Whose camera is this?
It's Ella's camera. **It's hers**.
- Whose scooter is this?
It's Lucy's scooter. **It's hers**.

Your Turn! Talk about your belongings with a friend.



Unit 1 9

Objectives To talk about whom the items belong to
Vocabulary a skateboard, a scooter, a camera, a drone, a board game, yarn, golf clubs, beads, comic books
Grammar Whose yarn is this? It's Ann's yarn. It's hers.
 Whose golf clubs are these? They're Dan's golf clubs. They're his.
Materials Audio Tracks 05-08; Unit 1 Flashcards; PPT Slides

Warm Up

Count and Clap Review the ordinal numbers from the Welcome pages. Have students take turns counting with ordinals by saying one number at a time, but instead of saying multiples of three (3rd, 6th, 9th, etc.), have students clap once. Any student who makes a mistake is out of the game. Continue playing until only one student is left or students are able to count to thirty-first without any mistakes. If time permits, play again for multiples of five (5th, 10th, 15th, etc.).

Using Pages 8-9

A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 05 and have students listen and repeat.

05

- a skateboard
- a scooter
- a camera
- a drone
- a board game
- yarn
- golf clubs
- beads
- comic books

B Listen and point.

- Play Audio Track 06. Have students listen to the words, then find the correct pictures and point to them.

06

- | | | |
|--------------|--------------|---------|
| comic books | a scooter | a drone |
| a skateboard | a board game | yarn |
| a camera | golf clubs | beads |

C What do you have? Look at A and write.

- Have students look at Activity A and talk about whether they have each thing or not.

- Tell students to work individually. Have them write the names of the things on the lines. Share what they wrote as a class.

Grammar

- Direct students' attention to the grammar box. Introduce the new language patterns: *Whose yarn is this? It's Ann's yarn. It's hers. Whose golf clubs are these? They're Dan's golf clubs. They're his.*
- Play Audio Track 07. Have students listen and repeat.

07

Whose yarn is this?
It's Ann's yarn. It's hers.
Whose golf clubs are these?
They're Dan's golf clubs. They're his.
my yarn, mine; her yarn, hers; his yarn, his; your yarn, yours

- Explain to students that when we show ownership of something, we use the possessive form. Tell them we add an apostrophe and s ('s) to a name to make the possessive form.
- Introduce the possessive pronouns: *mine, hers, his, yours*. Explain that *Ann's yarn, her yarn, and hers* have the same meaning.

D Listen and match. Then ask and answer.

- Talk about the pictures briefly. Review the vocabulary by naming each object.
- Play Audio Track 08. Have students listen and match the objects to the corresponding person. Replay the audio and check the answers as a class.

08

- Whose yarn is this?
It's Ann's yarn. It's hers.
- Whose beads are these?
They're Dan's beads. They're his.
- Whose board game is this?
It's Ann's board game. It's hers.
- Whose golf clubs are these?
They're Dan's golf clubs. They're his.

- Using the language patterns from the grammar box, have students ask and answer questions about the pictures. Depending on the level of students, ask and answer questions as a class or have students work in pairs.

E Look, read, and write the answers.

- Have students look at the big picture. Point to each child one by one, saying their names aloud. Ask questions to elicit answers using the language patterns.
Whose skateboard is this? (It's Max's skateboard. It's his.)
- Tell students to work individually to write the answers on the lines. Check the answers as a class.

Your Turn!

Talk about your belongings with a friend.

- Give students an opportunity to use what they have learned to talk about their belongings. Begin by demonstrating the activity. Hold the pencil of a volunteer and ask *Whose pencil is this?* Have another volunteer answer the question. Have students work in groups to take turns asking and answering questions using their personal possessions. Monitor students to ensure they are using the language patterns correctly.

Wrap Up

Name Memory Game Using the flashcards (Unit 1), label each item on the cards with a name. Explain carefully which names are girl's names and which are boy's names. Have students study the cards with names for 30 seconds to 1 minute. Randomly pick one of the cards without showing the name to students. Ask students a question using the language patterns. Have students answer from memory using both possessive adjectives and possessive pronouns.

*Whose beads are these?
(They're Tom's beads. They're his.)*

Extra Practice

Workbook Pages 4-5
Online Practice

Lesson 2 Learn More

A Listen and repeat. **B** Listen and point.



C Listen and write. Then chant along.

Free Time Fun

What does she like doing in her free time?
She likes riding a scooter! It's scooter time!
Whose scooter is this?
It's Lucy's scooter. It's hers.
Get your scooter and let's all ride a scooter!

What does he like doing in his free time?
He likes making jewelry! It's jewelry time!
Whose beads are these?
They're Sam's beads. They're his.
Get your beads and let's all make jewelry!

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Objectives To talk about what people like doing in their free time
Vocabulary fly a drone, surf the internet, play golf, skateboard, knit scarves, make jewelry, ride a scooter, bake cookies
Grammar What does he/she like doing in his/her free time? He/She likes playing golf.
Materials Audio Tracks 09-13; Unit 1 Flashcards; PPT Slides

Warm Up

Sentence Swap Review the language patterns from Lesson 1. Divide the class into two groups. Say a sentence using the possession of a random student. For example, *It's Sam's book*, or *It's his book*. A student should then change it to *It's his*. The first student to raise their hand gets to give the answer. A correct answer wins a point for that student's group.

Using Pages 10-11

A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the phrase. Have students repeat each phrase after you.
- Play Audio Track 09. Have students listen and repeat.

Grammar 12

What does	he	like doing in	his	free time?	He	likes	playing golf.
	she		her		She		

fly → flying surf → surfing play → playing skateboard → skateboarding
 bake → baking make → making ride → riding knit → knitting

D Listen and number. Then ask and answer.



E Look, read, and write the answers.

- 1 What does she like doing in her free time?
She likes knitting scarves.
- 2 What does he like doing in his free time?
He likes riding a scooter.
- 3 What does she like doing in her free time?
She likes baking cookies.
- 4 What does he like doing in his free time?
He likes flying a drone.

Your Turn! Talk about your favorite free time activity with a friend.



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the chant once more and chant along as a class. Display the full lyrics and allow students to check their answers individually.

- Have the class make a set of actions to match the free time activities. Once students have decided on all of the actions, stand up together and chant while doing the actions.

11

Free Time Fun

What does she like doing in her free time?
She likes riding a scooter! It's scooter time!
Whose scooter is this?
It's Lucy's scooter. It's hers.
Get your scooter and let's all ride a scooter!

What does he like doing in his free time?
He likes making jewelry! It's jewelry time!
Whose beads are these?
They're Sam's beads. They're his.
Get your beads and let's all make jewelry!

Grammar

- Direct students' attention to the grammar box. Introduce the new language pattern: *What does he/she like doing in his/her free time? He/She likes playing golf.*
- Play Audio Track 12. Have students listen and repeat.

12

What does he like doing in his free time?
He likes playing golf.
What does she like doing in her free time?
She likes playing golf.
fly, flying; surf, surfing; play, playing; skateboard, skateboarding; bake, baking; make, making; ride, riding; knit, knitting

- Have students look at the verb chart under the grammar box. Discuss how verbs change into gerunds by adding *-ing* after the main verb *like*. Point out that the gerund forms of *bake*, *make*, *ride*, and *knit* have special spellings.

D Listen and number. Then ask and answer.

- Talk about the pictures briefly. Review the vocabulary by describing what each child is doing in the pictures.
- Play Audio Track 13. Have students listen and write the correct numbers in the boxes. Replay the audio and check the answers as a class.

13

1. What does she like doing in her free time?
She likes playing golf.
2. What does he like doing in his free time?
He likes skateboarding.
3. What does she like doing in her free time?
She likes making jewelry.
4. What does he like doing in his free time?
He likes surfing the internet.
5. What does he like doing in his free time?
He likes flying a drone.

- Using the language pattern from the grammar box, have students ask and answer questions about the pictures. Depending on the level of students, ask and answer questions as a class or have students work in pairs.

E Look, read, and write the answers.

- Have students look at the pictures. Point to each picture one by one and ask questions to elicit answers using the language pattern.
What does she like doing in her free time? (She likes knitting scarves.)
- Tell students to work individually to read the questions and write the answers on the lines. Check the answers as a class.

Your Turn!

Talk about your favorite free time activity with a friend.

- Give students an opportunity to use what they have learned to talk about their favorite free time activity. Begin by demonstrating the activity. Ask a few volunteers what they like doing in their free time. Have students work in pairs to take turns asking and answering questions. Monitor students to ensure they are using the language pattern correctly.

Wrap Up

Charades Have a volunteer act out their favorite free time activity and have students raise their hands if they know what it is. If a student says the answer correctly, have the student come to the front of the class and repeat the activity.

Extra Practice
 Workbook Pages 6-7
 Online Practice

Lesson 3 Story

A Listen and read. Then act it out. 14

Team Uniforms

1 I like this uniform. How much is it? It's 70 dollars. It's too much.

2 Can we get uniforms? No, they're too much.

3 What do you like doing in your free time? I like knitting scarves. I can knit and sell them.

4 Whose beads are these? They're Bear's beads. He likes making jewelry. He can make and sell it.

5 What do you like doing in your free time? I like baking cookies.

6 How much is it? It's 20 dollars. BAZAAR

7 We have the uniforms!

8 It's time to play!

Objectives To consolidate the language patterns in a story; To ask and answer a question about prices
Conversation How much is it? It's 2 dollars.
Materials Audio Tracks 11, 14-15; PPT Slides

- B Read and check True or False.**
- | | | |
|---|--|-------------------------------------|
| 1 Tiger likes baking cookies in his free time. | True <input checked="" type="checkbox"/> | False <input type="checkbox"/> |
| 2 Bear likes knitting scarves in his free time. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 They sell scarves, jewelry, and cookies. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 They make uniforms and sell them. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5 They finally have the uniforms. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

- C Look, read, and complete the answers.**
- 1 What does Monkey like doing in her free time?
She likes knitting scarves.
- 2 Whose beads are these?
They're Bear's beads.

D Listen and repeat. Then act it out. 15

How much is it? It's 2 dollars.

Unit 1 13

Warm Up

Let's Chant Divide the class into two groups. Assign each group the questions or the answers of the chant to sing. Play Audio Track 11 and have students chant along.

Using Pages 12-13

- A Listen and read. Then act it out.**
- Have students look at the pictures in the story frames, name the objects, and talk about what's happening in each frame.
 - Play Audio Track 14. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

14

Team Uniforms

Tiger: I like this uniform. How much is it?
 Kangaroo: It's 70 dollars. It's too much.
 Bear: Can we get uniforms?
 Tiger: No, they're too much.
 Kangaroo: I have a plan. Let's make things and sell them.
 Kangaroo: What do you like doing in your free time?
 Monkey: I like knitting scarves. I can knit and sell them.
 Kangaroo: Whose beads are these?
 Fox: They're Bear's beads. He likes making jewelry.
 Kangaroo: He can make and sell it.
 Kangaroo: What do you like doing in your free time?
 Tiger: I like baking cookies.
 Kangaroo: You can bake and sell them.
 Goat: How much is it?
 Monkey: It's 20 dollars.
 Kangaroo: We have the uniforms!
 Bear: It's time to play!

- Point to the story frames as you ask questions to check for understanding.
Look at Frame 1. What do Tiger and Kangaroo want to buy? (They want to buy the uniforms.)
Look at Frame 2. What will they do to buy the uniforms? (They will make things and sell them.)
Look at Frame 3. What does Monkey like doing in her free time? (She likes knitting scarves.)
Look at Frame 5. What does Tiger like doing in his free time? (He likes baking cookies.)
Look at Frame 8. Do they have the uniforms? (Yes, they have the uniforms.)
- Divide the class into a few groups and give each group a role of each character. Then act out the story. Switch characters and repeat the activity.

B Read and check True or False.

- Have students read the sentences. Ask questions to elicit answers.
What does Tiger like doing in his free time? (He likes baking cookies.)
- Tell students to work individually to read the sentences and check True or False. Check the answers and correct the false sentences as a class.

C Look, read, and complete the answers.

- Have students look at the pictures. Ask about the pictures to elicit answers.
What does Monkey like doing in her free time? (She likes knitting scarves.)
- Tell students to work individually to read the questions and complete the answers. Check the answers as a class.

Daily English!

D Listen and repeat. Then act it out.

- Play Audio Track 15. Have students listen and repeat.

15

How much is it?
It's 2 dollars.

- Demonstrate the conversation with a student. Then pair up students and have them act out the conversation taking on the roles of a salesclerk and a customer using different school objects. Switch roles and repeat the activity.

Wrap Up

Guess Who Choose one character from the story and describe them without using the character's name. For example, *She likes knitting scarves in her free time.* Ask students to guess which character from the story is being described.

Extra Practice
 Workbook Pages 8-9
 Online Practice

A Listen and repeat. 16



B Listen and read. 17

Which FREE TIME ACTIVITY Do You Like?

Brian and his class voted for their favorite free time activity. Six children voted for skateboarding, eight children voted for playing video games, and four children voted for reading books. Only two children voted for knitting things.

Can they show this data in an easy and simple way? A graph will help them because it shows information in a picture.

First, they can make a chart to record data as below.

Favorite Free Time Activity				
Activity	skateboarding	playing video games	reading books	knitting
No. of Children	6	8	4	2

Then they can show the data from the chart using a bar graph. Look at the graph. It has the kinds of free time activities on the bottom and the number of children on the left side. Each bar tells how many children like that activity. Bar graphs help to compare data. This graph shows that most children like playing video games in their free time.



C Read and complete the sentences.

compare bar graph free time information

- Brian and his class voted for their favorite free time activity.
- A graph shows information in a picture.
- A bar graph uses different heights of bars to show information.
- A graph helps to compare data.

D Look, read, and check ✓ True or False.



- | | | |
|--|-------------------------------------|-------------------------------------|
| | True | False |
| 1 This graph is a pie graph. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 Six children voted for reading books. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 Brian's class likes playing video games best. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 Four more children like skateboarding than knitting. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Think What types of graphs do you know?



This is a pie graph. It uses "pie slices" to show the different sizes of the data.

Objectives To read a passage about how to present information using a bar graph
Vocabulary vote, data, information, bar, compare
Materials Audio Tracks 16-17; Unit 1 Flashcards; PPT Slides

Warm Up

Reading Race Review the story from Lesson 3. Have students work in pairs. The first student should read one line, and then the next student should read the next one. They should continue taking turns like this until the story is finished. Time each pair to see how long it takes them to finish.

Using Pages 14-15

A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 16. Have students listen and repeat.

16

- | | | |
|---------|------------|----------------|
| 1. vote | 2. data | 3. information |
| 4. bar | 5. compare | |

B Listen and read.

- Tell students they are going to read a passage about how to present information using a bar graph. Begin by discussing the results in the chart in the middle of the passage. Direct students to look at the bar graph in the bottom right corner of the passage and point out how the chart and the graph show the same information in different ways.
- Play Audio Track 17. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

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Which Free Time Activity Do You Like?

Brian and his class voted for their favorite free time activity. Six children voted for skateboarding, eight children voted for playing video games, and four children voted for reading books. Only two children voted for knitting things.

Can they show this data in an easy and simple way? A graph will help them because it shows information in a

picture.

First, they can make a chart to record data as below. Then they can show the data from the chart using a bar graph. Look at the graph. It has the kinds of free time activities on the bottom and the number of children on the left side. Each bar tells how many children like that activity. Bar graphs help to compare data. This graph shows that most children like playing video games in their free time.

they drew correctly.

Extra Practice
 Workbook Pages 10-11
 Online Practice

- Ask questions to check for comprehension.

- What does a bar graph show you? (It shows information in a picture.)*
- How many children like reading books? (Four children like reading books.)*
- Which activity does Brian's class like best? (Brian's class likes playing video games best.)*

C Read and complete the sentences.

- Tell students to work individually to complete the sentences with the words from the box. Check the answers as a class. Have students read the completed sentences.

D Look, read, and check True or False.

- Have students look at the bar graph above the sentences. Ask about the graph to elicit answers.
 - What type of graph is this? (It's a bar graph.)*
 - How many children voted for skateboarding? (Six children voted for skateboarding.)*
- Tell students to work individually to read the sentences and check True or False. Check the answers and correct the false sentences as a class.

Think What types of graphs do you know?

- As a class, brainstorm different types of graphs and their uses. Some examples of graphs can be shown to the students.
 - A line graph can be used to show changes over time.*

Wrap Up

Graph It! Take a quick poll of students on what their favorite activity is. Use tally marks, and record results on the board. Hand out a sheet of paper to students and have them draw a bar graph based on the result. Then have them compare their graphs with each other to check if

Lesson 5 Writing Interview

READ Read and answer each question. 18

Interview with Eva

What's your name? My name is Eva.
 What grade are you in? I am in 4th grade.
 What do you like doing in your free time? I like making things by hand. I often make jewelry with beads. I also like knitting dolls.
 Why do you like making things? It makes me happy.

- 1 What grade is Eva in?
- 2 What does Eva like doing in her free time?

PLAN Complete the chart for your interview.

My Grade	3rd grade
My Free Time Activities	riding a scooter skateboarding
The Reason I Like the Activities	They make me feel good.

WRITE Write interview answers about your free time activities.

What's your name? My name is Christina.
 What grade are you in? I am in 3rd grade.
 What do you like doing in your free time? I like riding a scooter. I also like skateboarding.
 Why do you like it? They make me feel good.

16

Objectives To write interview answers about free time activities

Materials Audio Track 18; Unit 1 Flashcards; PPT Slides

Warm Up

Pick a Flashcard Review the vocabulary and language pattern from Lesson 2. Arrange the flashcards (Unit 1) in front of the class. Have a volunteer pick a flashcard and ask a question *What does he/she like doing in his/her free time?* to the rest of the class. Have students answer based on the flashcard the volunteer picked. Repeat the process until all the flashcards are used at least once.

Using Page 16

READ Read and answer each question.

- Tell students they are going to read an example passage in which a student interviews another student named Eva.
- Play Audio Track 18 and then have students listen while they read along silently.
- As a class, ask and answer the following questions:
What grade is Eva in?
(She is in 4th grade.)
What does Eva like doing in her free time?

(She likes making jewelry and knitting dolls.)

PLAN Complete the chart for your interview.

- Have students look at the chart. Tell students to think of their favorite free time activity. Have them write information about it in the chart.

WRITE Write interview answers about your free time activities.

- Have students write interview answers using the information from the chart. Monitor and provide assistance if necessary. Encourage students to share their writing with the class.

Wrap Up

Interview Have students work in pairs to interview each other. Have one student take the role of an interviewer and the other take the role of an interviewee. The interviewer should ask questions to the interviewee and the interviewee should answer based on what they wrote. Switch roles and repeat the activity.

Project Free Time Activity

Step 1 What are your friends' favorite free time activities? Ask your friends and color the graph.



Step 2 Look at Step 1 and talk about it.

- 1 Which free time activity do your friends like the most?
- 2 How many children like playing games?

Value

Wear protective gear.



Objectives To do a project by completing a graph about free time activities; To discuss the value of wearing protective gear

Materials PPT Slides

Warm Up

Brainstorm Divide the class into a few groups. Ask students to think about free time activities. Ask them to brainstorm a list as many ideas as they can come up with. Let them know that there is no wrong answer and write their ideas on the board.

Using Page 17

Project Free Time Activity

Step 1 What are your friends' favorite free time activities? Ask your friends and color the graph.

- Tell students to choose two activities and write them in the blanks on the left side of the graph. Have students walk around the classroom and interview each other by asking which of the activities listed on the graph is their favorite. Tell students to color the graph based on their interviews.

Step 2 Look at Step 1 and talk about it.

- Ask a few volunteers the following questions:
Which free time activity do your friends like the most?
(My friends like playing games the most.)
How many children like playing games?
(Six children like playing games.)
Which free time activity has the smallest number of votes? *(Skateboarding has the smallest number.)*
How many friends like reading books?
(One of my friends likes reading books.)
- Monitor students to check for proper usage and pronunciation.

Value

- Read the Value, *Wear protective gear.*
- Ask students why it is important to wear protective gear. Brainstorm things people wear to protect themselves.

Wrap Up

Make a Poster Divide the class into a few groups and assign each group a free time activity. Have students brainstorm safety measures for the assigned activity, including necessary protective gear and precautions. Have them make posters illustrating the safety rules.

Extra Practice

- Unit 1 Test
- Online Practice