



I've been running.

SPEAKING
Describing free-time activities
GRAMMAR
Present perfect continuous
LISTENING
A podcast about hobbies
READING
An interview about a hobby

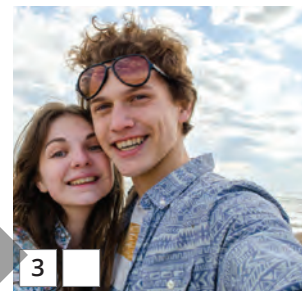
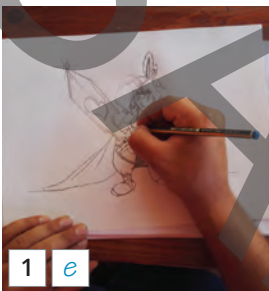
WARMUP

What do you enjoy doing in your free time?

VOCABULARY

1 Match the free-time activities with the photos. Write the correct letter. Then listen and check your answers.

- a. run marathons c. make videos e. draw cartoons g. collect comic books
b. play the violin d. take selfies f. do volunteer work h. go for hikes



2 Complete the chart with the words in the box. Then add more words from the pictures.

martial arts music yoga classes autographs photos

take ...	do ...	play ...	collect ...
	martial arts		

3 CLASS ACTIVITY Find three classmates who like one of the free-time activities above.

Do you like playing the violin?

Yes, I do. I practice every day.

VOCABULARY TIP

Learn common verb / object pairs.

- collect - comic books
- coins
- dolls
- do - volunteer work
- martial arts
- sports

01

I've been running.

SPEAKING
Describing free-time activities

GRAMMAR
Present perfect continuous

LISTENING
A podcast about hobbies

READING
An interview about a hobby

Vocabulary: collect comic books, do volunteer work, draw cartoons, go for hikes, make videos, play the violin, run marathons, take selfies; do martial arts, make costumes, plan bicycle tours

Conversation: Describing recent activities

Language Practice: Present perfect continuous

Pronunciation: Saying statements as questions

Listening: Talking about hobbies

Smart Talk: Personal profiles information gap

Reading: An article about drones

Writing: An email about your talents

Speaking: A game about recent activities

VOCABULARY

The goal of this section is to present and practice the target vocabulary: free-time activities.

WARM-UP

- Books closed. Elicit the definition of free-time activities and confirm that students understand that hobbies and free-time activities can be used interchangeably.
- Elicit free-time activities students already know in English. Write these on the board. Ask *What do you enjoy doing in your free time?* Elicit answers.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the photos. Check to see which hobbies students already know.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers and check with a partner. Then check answers as a class.
- Model the target vocabulary items—*run marathons, play the violin, make videos*, etc. – and have students repeat after you.

ANSWERS

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

Activity 2

- Focus attention on the target vocabulary items, check meaning of the words, and model them for the students having them repeat after you.
- Copy the chart on the board. Elicit the meanings of *take, do, play, and collect*.
- Have students complete the activity on their own and check with a partner.
- Check answers as a class.

ANSWERS

- take:** classes, photos, selfies
do: martial arts, yoga, volunteer work
play: music, the violin
collect: autographs, comic books

Activity 3

- Focus attention on the example conversation. Explain that students will use the words from Activities 1 and 2 to find people who enjoy similar activities.
- Allow students to walk around the class to find three classmates who like the activities in the chart.
- Discuss answers as a class.

EXTRA IDEA

Conduct a class poll to find out students' favorite and least favorite free-time activities.

Vocabulary Tip

- Focus attention on the Vocabulary Tip. Have the students read the tip and the example verb and objects.
- On the board, write a chart similar to the one in Activity 2. Use present simple verbs: *do, collect*.
- Have students complete the chart with words from the book and their own ideas.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Elicit the kinds of things friends talk about when they run into each other on the street. For example: *activities, hobbies, vacations*, etc.
- Books open. Focus attention on the picture. Ask *What do you think these people are talking about?* Encourage students to be creative with their answers.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *training for a marathon*.
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers and check answers with a partner. Then check answers as a class.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students practice the conversation in pairs. Make sure pairs change roles so they practice each part.

ANSWERS

1. b 2. d 3. a 4. c

EXTRA IDEA

Focus attention on the line *Ricardo! You look as though you've been running*. Have students infer why Amy might think this. (She sees him on the street. He is wearing sneakers. His face is red. He recently stopped running.)

VARIATION

- If you cannot watch the video in class, play the recording instead.

EXTENSION

- Play the video again before students practice the conversation. Pause after each line of the conversation, and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video before Amy's lines and have students say the lines. Repeat this procedure for Ricardo's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *working out*. Point out the other colors, numbers, their corresponding columns in the chart, and boxes in the conversation.
- Check understanding of words in the columns and elicit other words or phrases that can go in each column. Explain to students that they can practice with their own ideas and write them in the blanks on the bottom row of the chart.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly*. etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 1 Video Worksheet from the Teacher Resource Centre for additional, in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

CONVERSATION



1 Complete the conversation. Then watch and check your answers. Practice the conversation with a partner.

- a. an airline b. running c. exciting d. juice bar

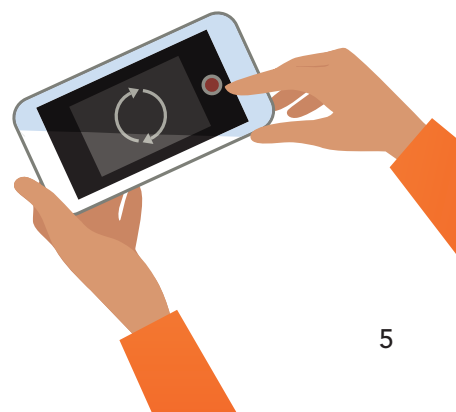
Amy Ricardo! You look as though you've been **1** !
 Ricardo Hey, Amy. It's good to see you! Yes, I'm training for a marathon.
 Amy Good for you! I was wondering where you were. I haven't seen you at the **2** lately.
 Ricardo Yeah, I get up pretty early to run before it gets too hot. How are you? What have you been up to?
 Amy I'm good. I have a new job with **3** , so I've been traveling a lot.
 Ricardo Cool! Where?
 Amy Oh everywhere, I've been to Japan, Brazil, and Italy this year.
 Ricardo How **4** ! You have to take me with you next time.

2 PAIR WORK Practice the conversation again. Use the ideas below. Add your own ideas.

1	2	3	4
working out	coffee shop	an international bank	interesting
exercising	cafe	a tech company	wonderful
_____	_____	_____	_____

3 OVER TO YOU Work in pairs. Make a video of your conversation. Talk about what you've been doing recently.

Student A Ask your partner what he / she has been doing recently.
 Student B Say what you've been doing and why.



LANGUAGE PRACTICE



Present perfect continuous

Grammar Reference page 114

You look as though **you've been running**. What **have you been** up to?
 He's **been running for** almost a year. I've **been traveling** a lot.
 Has she **been working** there long? **Have you been playing** computer games all day?
 Not very long. She's **been managing** their social media **for** only a few months. No, I haven't. I've **only been playing since** noon.

1 Complete the sentences with *for* or *since*.

- He's been collecting autographs since he moved to LA.
- Have you been studying Japanese _____ many years?
- They've been running _____ hours!
- Has she been drawing _____ this morning?
- She's been playing the violin _____ she was young.
- He's been making videos _____ a very long time.

2 Complete the conversations.

- A Where _____ you _____ (hide) lately? I haven't seen you around.
 B I _____ (study) Chinese.
 A Oh? Me too! How long _____ you _____ (learn) it?
 B _____ two months. I (travel) _____ there a lot recently, so I need it!
- A What _____ you _____ (work) on this semester?
 B Actually, I _____ (do) volunteer work.
 A Nice! What kind of volunteer work?
 B I _____ (help) with a community garden.



3 PAIR WORK Give your own responses to the questions in activity 2. Then practice the conversations with a partner.

- A Where have you been hiding lately? I haven't seen you around.
 B I've been taking art classes!

PRONUNCIATION

Saying statements as questions



1 Listen to the speaker say the sentences twice. Notice the falling intonation for statements and rising intonation for questions.

- He's been studying Chinese for a year.
- She's been sleeping all day.
- They've been cooking since noon.
- The kids have been playing all morning.



2 Listen again and repeat. Try to use rising and falling intonation correctly.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: present perfect continuous.

- Books closed. Write the following questions and answers on the board:
A How long have you been studying English?
B I've been studying English for a year.
A Has he been playing guitar for long?
B Yes, he's been playing for ten years.
- If necessary, review when to use *have* and *has*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the Language Practice box. Explain to students why these words change.
- Write several hobbies on the board. Ask individual students questions, such as *Do you collect autographs?* and *How long have you been collecting autographs?* Follow up with questions in the third person: *How long has _____ been collecting autographs?* Elicit answers.
- Direct students to page 114 of the Grammar Reference for more information.
- **LANGUAGE NOTE:** Explain to students that it is possible to respond to the question *How long have you...?* with a short answer that contains only the information asked. For example: *For a year.* or *Since I was young.*

TEACHER RESOURCE CENTER

Launch Unit 1 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- On the board, write:
I have been writing poetry since I was in high school.
I have been writing poetry for five years.
- Explain when to use *for* and when to use *since*.
- Have students complete the activity on their own and check answers with a partner.
- Check answers as a class.

ANSWERS

- | | | |
|----------|----------|----------|
| 1. since | 3. for | 5. since |
| 2. for | 4. since | 6. for |

Activity 2

- Focus attention on the two conversations. Explain that students need to complete the conversations with the correct form of the verb in parentheses.
- Have students complete the activity on their own and check with a partner.
- Check answers as a class.

ANSWERS

1. have/been hiding; have/'ve been studying; have, been learning; For, have/'ve been traveling
2. have, been working; have/'ve been doing; have/'ve been helping

VARIATION

To check answers, have pairs read the conversations to the class.

Activity 3

- Focus attention on the example conversation. Explain that these sentences come from the first two sentences of Activity 2, but that the information is different. (taking art classes instead of studying Chinese).
- Have students complete the activity in pairs. Tell them to use their own ideas and information.

EXTENSION

Have students tell the class their partner's answers.

PRONUNCIATION

The goal of this section is to focus on saying statements as questions.

Activity 1

- Explain that intonation usually goes up at the end of a question and down at the end of a statement. Model the intonation of the example sentences.
- Play the recording. Help students notice the falling intonation for statements and rising intonation for questions.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three vocabulary items: martial arts, costumes, bicycle tours.
- Have students do the activity on their own and check with a partner.
- Check answers as a class.
- Focus attention on the three pictures and model the pronunciation of the new items.

ANSWERS

1. b 2. c 3. a

Activity 2

- Focus attention on the items. Explain that students will listen to the program and then choose the correct answer to complete the sentence.
- Play the recording and have students do the activity and check answers with a partner.
- If the students need more support, play the recording again.
- Check answers as a class.

ANSWERS

1. a city
2. tourists
3. photography skills
4. cosplay
5. superheroes
6. online

Activity 3

- Focus attention on the questions. Give students time to read the questions to prepare for the listening.
- Play the recording again and have students do the activity.
- Have students check answers with a partner, then check answers as a class.

ANSWERS

1. He was biking with his friend. (She kept stopping to take photos).
2. For three years
3. An employee named Brittany
4. At a comic book convention
5. The online cosplay artists helped her start to make costumes.
6. They asked her to make costumes for them.

Activity 4

- In this activity, students listen to a continuation of the show and hear from another guest.
- Focus attention on the True and False columns. Students should check ✓ either True or False.
- Play the recording and have students do the activity then check with a partner.
- Check answers as a class.

ANSWERS

1. T 2. F 3. T

Activity 5

- Focus attention on the questions. Model the sentence as above. Elicit additional responses that could replace the text. For example: Kirsten has the most interesting career-hobby. I love comic books too, but I have never thought of how I could make it into a career.
- Have students discuss the questions in groups.
- Have students report on their partners' opinions to the class.

TEACHER RESOURCE CENTER

Print Unit 1 Worksheet 1 from the Teacher Resource Center for additional, in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-84.

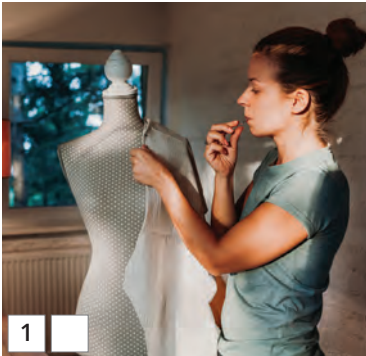
SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

LISTENING

1 BEFORE YOU LISTEN Match the photos to the descriptions.

- a. He does martial arts. b. She makes costumes. c. He plans bicycle tours.



2 Listen to people talking about hobbies. Choose the correct answer.

- Paco lives in a city / the mountains.
- Paco's customers are tourists / artists.
- Paco teaches them photography skills / history and culture.
- Kristin makes cosplay / historical costumes.
- Kristin's customers like to dress up as superheroes / movie stars.
- Kristin sells her work online / at conventions.

3 Listen again. Answer the questions.

- What was Paco doing when he got the idea for his business?
- How long has he been doing it?
- Who does he work with?
- Where was Kristin when she discovered her hobby?
- How did the Internet help her with her hobby?
- How did she get her first customers?

4 LISTENING PLUS Listen to the rest of the show. Choose (✓) *True* or *False*.

- Kenji got the idea for his business on a high school trip to Japan.
- Kenji likes karate because it is very competitive.
- Kenji hopes to help people learn discipline.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

5 GROUP WORK Discuss these questions.

- Who do you think has the best career-hobby? Why?
- Which hobby would you make into a career?

I think Paco has the best career-hobby because he works outside and meets people from different places.

READING

1 BEFORE YOU READ Look at the photo in the interview. How do you think it was taken?

CAMERA IN THE SKY

What do birds see? Jia Han knows. The 23-year-old **aerial** photographer specializes in using drones to take pictures of the world below. Jia's photos have gained attention in photography **contests**. Recently *PVQ* magazine caught up with Jia on a shoot in Seoul.



PVQ So Jia, how long have you been doing aerial photography?

JH Well, it started with a motorcycle accident. Not mine, but a friend's. She had to stay in bed for a year, so she rented a special drone camera that she could control from her room. I started playing with it and **eventually** got my own. That was about three years ago. I've been using one ever since.

PVQ So what sorts of **landscapes** attract you?

JH I like hills, the way they change shape, and the desert at sunrise.

PVQ Is a drone difficult to **navigate**? It seems like you'd have to make a lot of choices about where to fly to get a good shot. Is that a key skill for the photographer?

JH Definitely. Aerial photographers have a much bigger **range** than people on the ground. We can go 20 meters up or 50, and that decision is really going to affect the picture.

PVQ I'll bet. So what do you recommend for people who are getting started?

JH The ocean. The beach always looks amazing from above, especially a **tropical** beach with all the different blues and whites. I've also seen some beautiful pictures of forests in winter. But artists have to be patient to find that one perfect shot.

PVQ It must be exciting to be one of the first people doing this sort of work.

JH Absolutely! A plane flies too high and too fast to **capture** the details, so this is the first time photographers have been able to show our planet in this way.

PVQ It sounds like you have a real passion for this art form. Thank you so much for sharing.

JH Thank you.

2 Read the interview. Answer the questions.

1. Who is Jia Han?
2. How did she discover her hobby?
3. What is an important skill for an aerial photographer?
4. What one quality is useful for an aerial photographer to have?

3 Match Jia's ideas to the landscape.

- | | |
|--|---------------------------------|
| 1. ___ Jia's favorite type of landscape. | a. Snow-covered trees in winter |
| 2. ___ Jia admires this type of photo by others. | b. A tropical beach |
| 3. ___ Jia's suggested location for new photographers. | c. The desert in the morning |

4 **GROUP WORK** Discuss these questions.

1. Where would you take an aerial photograph or video?
2. What other hobbies can you do outdoors?

I would take an aerial photo of our town.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Ask students to look at the photo and the title.
- *How do you think the photo was taken?* Elicit drone.

ANSWER

It was taken with a camera mounted on a drone.

VARIATION

Have students complete the activity in pairs. Then have students tell the class their answer.

Activity 2

- Focus attention on the questions. Have students read the questions to prepare for reading the text.
- Have students read the interview and answer the questions.
- Tell them not to be concerned if they do not understand every word.
- Have students compare their answers with a partner.
- Check answers as a class.

ANSWERS

1. She is an aerial photographer.
2. She played with her friend's (rented) drone camera. Then she bought one.
3. To know where to fly the camera to get a good photo.
4. They have to be patient.

Activity 3

- Focus attention on the items. Explain that students need to choose one correct answer to match Jia's ideas to the landscape. Tell students to read the article again to find the answers.
- Have students do the activity and check their answers with a partner.
- Check answers as a class.

ANSWERS

1. c 2. a 3. b

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 4

- Focus attention on the questions and model them having students repeat after you. Model question 1 and the example answer with a student.
- Have students make small groups and discuss the questions.
- Have a few students share their ideas with the class.

ANSWERS

Answers will vary.

EXTENSION

Draw a T-chart on the board with the headings *Benefits* and *Problems*. Elicit one benefit of drones and one problem. For example: *Drones can help with traffic reports.* but *Drones can take pictures of you when you don't want them to.* Have students make pairs and complete the T-chart. Then have a few students share their ideas with the class.

WRITING

Teaching notes for the Writing section are on page T-108.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus on the statements. Model the activity by saying a true statement about yourself. For example: *I haven't been playing computer games at all.*
- Have students do the activity on their own.

EXTENSION

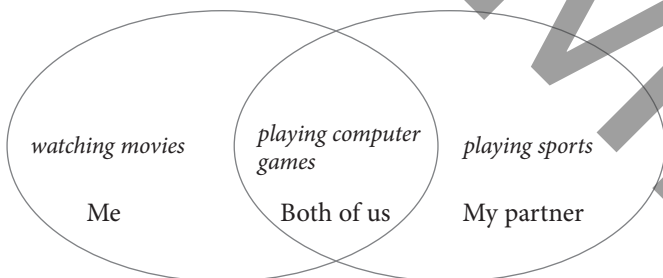
Have students add two more activities.

Activity 2

- Focus attention on the directions.
- Model the activity with a student. Have the student take A's role. Model how to respond with information about yourself. Then ask *What about you?* Continue the conversation until you find at least one activity that is similar and one activity that is different.
- Have students make pairs and do the activity.
- Have a few students share their answers with the class.

EXTENSION

Draw a Venn diagram on the board. Use your conversation model with a student in Activity 2 to demonstrate how to complete the diagram. Have students complete their Venn diagrams after their conversations in pairs.



Activity 3

- Read the description of the board game. Students need one coin per group and a small object like an eraser, a pencil sharpener, or a paper clip for each student.
- Model the activity by flipping a coin on the page. When the coin lands, move your piece one or two spaces, and read the question aloud and then answer it. Ask the class how many points you should receive once you answer.
- Have students make groups of three and play the game. Walk around the class and make sure students understand the rules correctly.
- When students have finished the game, elicit which person won in each group and how many points they have. Have a few students share some of their answers with the class.

Activity 4

- Have students go online to find a photo or video of an exciting or unusual free-time activity. Suggest that they can search for *unusual free-time activity* or *unusual hobby* and *image* or *video*. Remind students to find out if special skills are required to do the hobby.
- Have students write a text with the information or present it to a classmate or to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 1 Worksheet 2 from the Teacher Resource Center for additional, in-class speaking practice.

Print Unit 1 Test from the Teacher Resource Center for an end-of-unit assessment.

SPEAKING

What have you been doing?

- 1 Look at the chart. Have you been doing these activities recently? Add your own idea. Select (✓) the columns that are true for you.

	a lot	a little	not at all
taking photos / making videos			
doing volunteer work			
going to concerts / playing music			
cooking / trying new food			
playing computer games			
watching / playing sports			

- 2 **PAIR WORK** Ask your partner if they have been doing any of the activities in the chart recently. How are your activities similar or different?

- A Have you been taking photos recently?
 B No, I've making videos of my cat. I've been posting them on my social media page.
 A How cute! I've been playing computer games a lot. So we are both online, but we have been doing different activities!

- 3 **GROUP WORK** Play the board game in groups of three.

Each player flips a coin on a turn. Heads move 1 space. Tails move 2 spaces. Answer the questions in the squares to collect points. The player with the most points wins.

START	What have you been watching recently? 1 point >>>	Where have you been shopping lately? 2 points >>>	Who has helped you learn a new free-time activity? What was it? 1 point ↓
	What sports have you been watching or playing? ↓ 2 points	Have you been doing volunteer work lately? ←← 2 points	What kind of music have you been listening to recently? ←← 2 points
	What have you been doing on weekends lately? 2 points >>>	How long have you been learning English? 1 point >>>	Where have you been spending time with friends? 2 points >>>
			FINISH

Flip a Coin! 🍀 Heads 🟢 = move 1 space Tails 🟠 = move 2 spaces

- 4 **OVER TO YOU** Find a photo or video of a free-time activity that requires special skills. Share the information with your class.

GO ONLINE
for grammar,
vocabulary, and
speaking practice

NOW I CAN

SPEAKING

- talk about free-time activities.

GRAMMAR

- use the present perfect continuous.

LISTENING

- understand a podcast about turning a hobby into a career.

READING

- understand an interview about aerial photography.