

Time out



UNIT OBJECTIVES

Why is it important to have free-time activities?

In this unit, you will:

Investigate

- ▶ Read an online article about social media and sport.
- ▶ Watch and understand a video about a place where you can do free-time activities.
- ▶ Have a conversation to decide what to play together.
- ▶ Write instructions for a sport or game.

Apply

- ▶ Try a new sport or activity and evaluate it for the class.

3 GOOD HEALTH AND WELL-BEING



Discuss the questions in class.

- 1 What do you prefer: physical or creative activities?
- 2 Do you prefer activities with friends or by yourself?
- 3 Which new activities would you like to try?



2 Vocabulary Sport: collocations

Activate Which word in the box is different from the others? Why?

basketball • goal • swimming • tennis

1 Look at the icons for different sports. Label the sports with the words in the box.

12

climbing • cycling • gymnastics • hockey •
rugby • surfing • volleyball



2 13 Listen and write the five sports you hear using the words in the box. There is one word you do not need.

14

athletics • dance • karate • running •
skateboarding • skiing

3 Copy and complete the table with suitable sport words from exercises 1 and 2.

do	play	go
		running

4 Complete the sentences with a sport and a suitable verb: *do, play or go*.

- You *do* karate with one other person.
- You use a bicycle when you ____.
- The 100 metres and the long jump are two events if you ____.
- You need six people in a team to ____.
- Hawaii and Australia are good places to ____.

5 Ask and answer the questions.

- Which sport do you most enjoy watching?
- Which sport do you do at your school?
- Which sport do you think is the most difficult?
- Which sport would you love to do?

Vocabulary practice



2 Reading An online article

1 15 Read and listen to the online article about social media and sport. Choose the correct headings from 1–3 for the texts A and B.

- From school team to world champions
- From home videos to social media star
- From playing with friends to ... the Premier League?

LEARNING TO LEARN

To understand detail, first read the question carefully. Then read the two parts of the article again, slowly, to find the answers.

2 Are the ideas related to Hashtag United (H), Rayssa (R) or both (B)?

- | | |
|-----------------|-----------------------|
| 1 online videos | 4 league competitions |
| 2 a young start | 5 international fans |
| 3 a famous fan | |

How SOCIAL MEDIA is CHANGING SPORT

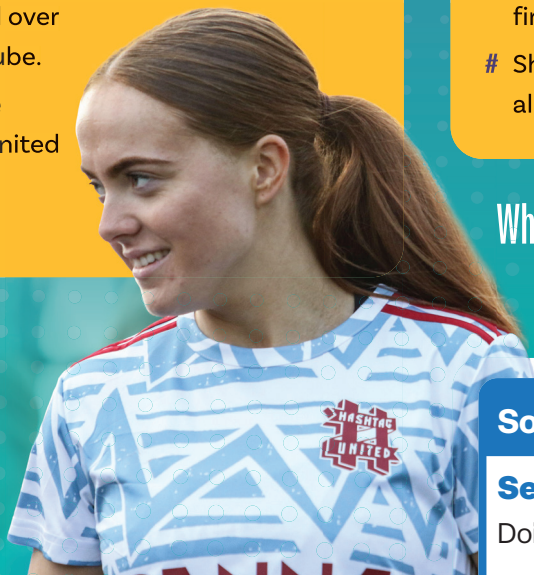


A

YouTuber Spencer FC and his friends like playing football. They film their games and Spencer puts them on his YouTube channel. The name of the team is Hashtag United ('hashtag' is the English name for the symbol #). The team has got a lot of online followers. And because of all their YouTube fans, Spencer and his brother decided to create a club and play in the league. This means that one day they could play in the Premier League, with teams like Liverpool, Manchester City and Arsenal! The club has now got over 40 teams for adults, teenagers and children. And its women's team are now in the Women's National League!

Why is social media important for Hashtag United?

- # The team has got half a million followers on Instagram and over 650,000 on YouTube.
- # Millions of people watch Hashtag United games around the world.



B

Rayssa Leal from Brazil loves skateboarding. At the age of 8, Rayssa was in a skateboarding video. The video is still viral today. Everyone knows who Rayssa is, including skateboard champion Tony Hawk. He posted her video on his social media accounts! Rayssa started winning competitions at the age of 11. She's got a silver medal from the Tokyo Olympics and a bronze medal from the Paris Olympics!

Why is social media important for Rayssa?

- # People discovered her talent because of her first video.
- # She has now got over 9 million followers from all over the world on Instagram.

Why don't you go online to find out more about Hashtag United and Rayssa?

Social and emotional learning

Self-management

Doing sport can help you stay healthy.



3 Athletes are often active on social media. Are the following opinions positive or negative?

- 1 Athletes can connect with fans internationally.
- 2 It takes a lot of time in addition to training.
- 3 Seeing sport on social media can make more people want to participate.
- 4 Some people aren't naturally good with social media.

4 Sport is good for us. Choose which phrases relate to physical health and which ones to mental health.

- 1 have a healthy body
- 2 time for the brain to relax
- 3 contact with other people
- 4 help coordination
- 5 reduce stress

Project pathway 1

Go online and find three interesting sports or activities.

Workbook Project preparation



1 Copy and write the adverbs in the box in order from more frequent to less frequent.

always • hardly ever • never • often • sometimes • usually

2 Look at Luisa's hockey training schedule for this month. Complete the sentences with an appropriate adverb.

- We ____ train on Tuesdays.
- We ____ have matches on Wednesdays.
- We ____ play matches in the morning.
- We are ____ in the gym on Mondays.
- We ____ have matches in the afternoon.
- We ____ train on Thursdays.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	Gym	Training		Training		Match (morning)
Week 2		Training				Match (morning)
Week 3	Gym	Training		Training		Match (afternoon)
Week 4	Gym	Training				Match (morning)
Week 5		Training				Match (morning)



3 Read the sentences from exercise 2 and choose the correct options to complete the rules.

- The verb *be* comes **after/before** the adverb.
- Other verbs come **after/before** the adverb.

4 Write the adverb in the correct position.

- I go climbing on Sundays. (**usually**)
- Lidia is late for training. (**always**)
- Sam's team win their matches. (**hardly ever**)
- Alex is the first to arrive at the gym. (**never**)

Plurilingual competence How do you say the adverbs of frequency in exercise 1 in your language? Do you use them in the same position?

Likes and dislikes

5 Write sentences about Emma's star ratings of different sports using verbs in the box.

don't like • don't mind • hate • like • love

rugby	★★★★★	
football	★★★★☆	
running	★★★★☆	
tennis	★★★☆☆	<i>She doesn't like tennis.</i>
dancing	★★★☆☆	



6 Write sentences about the sports you like and dislike.

I love **gymnastics**. I don't like **playing** volleyball.

After love, like etc., we use a noun or verb -ing

7 Complete the text with the words in brackets in the correct form and position.

MEET THE HERNANGOMEZ BROTHERS!



Willy and Juancho Hernangomez are Spanish, but they both played basketball in the NBA in the USA.

Juancho 1 **(love, play)** basketball and he 2 **(usually, train)** for many hours a day, but he also 3 **(like, act)**! He was in a film with Adam Sandler. Juancho 4 **(often, go)** to Asturias in the north of Spain on holiday, and he 5 **(always, be)** happy to eat the local food.

Willy 6 **(not like, get up)** early, but he 7 **(be, always)** on time for training. Willy is very competitive. He 8 **(not like, lose)** – this includes when he plays Monopoly™ with his family!



1 Complete the headlines with free-time activities in the box.



play a musical instrument • play board games •
play chess • play online games •
watch clips on YouTube • watch series

A 28% of British teenagers ____ :
the piano is the most popular.

B 95% of teenagers ____, but only
67% watch them on TikTok.

C American teenagers usually ____,
like *Fortnite*™, for a quarter of
their free time.

2 Complete the sentences with suitable activities
from exercise 1. Use the correct form of the verbs.

- 1 I don't like ____ . My brother loves Monopoly and Catan®, but I think they're boring.
- 2 I love ____ . My favourites are *Stranger Things* and *Girl Meets World*.
- 3 My best friend and I like ____ . We're in a school club.

3 Label the pictures of other free-time activities
with words in the box.



cook • do crafts • do robotics •
go shopping • make videos •
spend time with friends • volunteer



4 Complete the questions with the words in the box
from exercise 3.

- 1 Do you like ____ dinner?
- 2 Do you prefer making ____ or watching them?
- 3 What do you do when you spend ____ with friends?
- 4 Do you prefer going ____ in a shopping centre or
in local shops?

5 Ask and answer the questions.

Vocabulary practice



Now take a break and ...

YOU CHOOSE

Fun and
games

Game



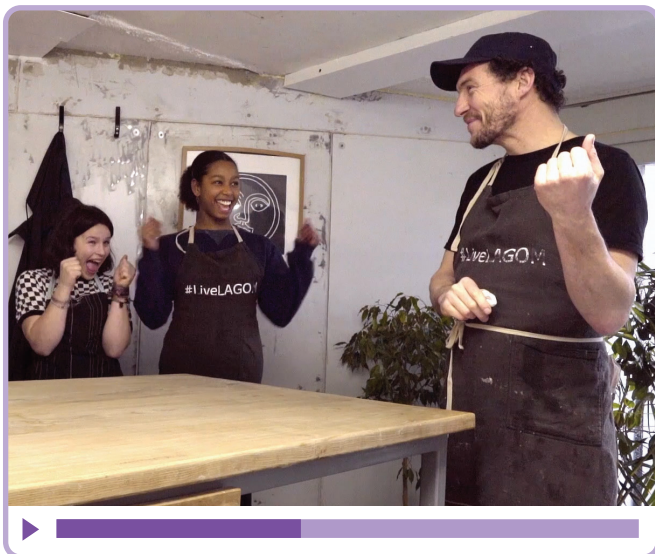
Me
time

Get
creative!

What's
trending?

1 Look at the photo and answer the questions.

- 1 Who is the man on the right?
- 2 What do you think the teenagers are doing?



2 Watch part of a video about a free-time club (00:05–00:42). Which activities 1–7 can you do at Estate of the Arts?

- | | |
|----------------------------|--------------------|
| 1 build things using metal | 4 bake |
| 2 cook | 5 make clothes |
| 3 do sport | 6 photography |
| | 7 play board games |

Video literacy What information do you see in the video that can help you understand what you hear?

3 Watch another part of the video (00:43–01:35) and answer the questions from exercise 1.

LEARNING TO LEARN

Read the options first. Then listen and watch to choose the correct answer.

4 Watch the complete video and choose the correct answers a or b.

- 1 *Estate of the Arts* is
 - a a place where people do their hobbies.
 - b a place where people work.
- 2 Ali is from
 - a Bristol.
 - b London.
- 3 Ali loves making
 - a clothes.
 - b bread.
- 4 Ali teaches young people because
 - a he wants to show them how to make money.
 - b he wants to show them how fun his hobby is.
- 5 The second step to make a pizza is to
 - a put on tomato sauce.
 - b put on toppings and cheese.

5 Discuss the questions.

- 1 Which activity would you most like to do at *Estate of the Arts*?
- 2 Can you think of any other activities they could offer?

Mediation Write an email to an English friend telling them about the pizza-making workshop at Estate of the Arts and suggest you go together. Use the **Mediation guide**.



Arthur

Claudia

OK – What do you want to play?

I'm not sure.

Hmm, what 1 ____ Splatoon?

I guess – it's not my 2 ____

Why 3 ____ we play Super Smash Bros?

Cool! I 4 ____ it.

Me too! OK, get the controllers ...

Here's yours ... Prepare to lose!

I'm so going to win!

1 Watch the video of Arthur and Claudia deciding on a game. What do they choose to play?

2 Watch the video again and number the expressions in the Phrase bank in the order you hear them. You won't hear all the expressions.

Phrase bank

Making suggestions

What about ... ?

How about playing ... ?

Why don't we play ... ?

Responding

Cool! I love it.

Great idea.

It's not my favourite.

No way!

3 Copy and complete the dialogue with the missing words.

LEARNING TO LEARN

Many conversations have three parts: a question, an answer and a response.

4 Use the expressions in the box to write a mini-dialogue.

me too ● I've got that game too ●
Cool! I love it

Lee: Why don't we play ... ?

Jo: ____

Lee: ____

It's your turn

Create a dialogue about deciding what to play. Go to the Workbook and choose how much help you need.



Watch the tips in the video.

SKILLS EXPERT

Prepare

A lot of help
A little help
No help

Share

Evaluate

Workbook Speaking scaffolding

1 Match the question words 1–6 with what they ask about a–f.

- | | |
|-------------|--------------|
| 1 What | a a person |
| 2 Where | b a place |
| 3 How often | c time |
| 4 When | d a thing |
| 5 Who | e the reason |
| 6 Why | f frequency |

2 Read the words in the question-making puzzle. Combine one element from each part to make logical questions.

How do you relax?



3 Ask and answer the questions in exercise 2.

How do you relax?

I go running and I spend time with my friends.

4 Read the answers to some questions. Copy and write the missing questions about the words in bold.

1 ____

I like **football** and I love doing **robotics**.

2 ____

I do robotics **at home**, but I also go to **a robotics club**.

3 ____

I go to a club **two days a week**.

4 ____

I go to the robotics club **on Mondays and Thursdays**.

Checkpoint

1 2 3 4 5 6 7 8

Which crafts **1** ____ Do you like **2** ____ crafters on YouTube? Then maybe you know American YouTuber Moriah Elizabeth.

Moriah **3** ____ all types of arts and crafts and she posts videos about **4** ____ . Her videos **5** ____ great. She paints, upcycles old things and she **6** ____ books. More than nine million people subscribe to **7** ____ YouTube channel.

- | | |
|---------------------|-------------------|
| 1 a do you do? | b do you? |
| 2 a watch | b watching |
| 3 a love | b loves |
| 4 a them | b they |
| 5 a always are | b are always |
| 6 a sometimes makes | b makes sometimes |
| 7 a she | b her |

Digital literacy Many YouTubers are paid to advertise products. How can you decide if the speaker is independent or trying to sell you something?

Grammar practice



1 Read Maya's message and Flora's reply. Answer the questions.

- 1 What's Maya's problem?
- 2 Can Flora help?



Hey Flora! My cousin is staying with me for the weekend and we want to play *Go Fish*, but I can't remember how to play. Can you?!

I think I can remember! 😊

Before you start, **shuffle** the cards. **Then** give seven cards to each person. Put the rest of the cards face-down in the centre.

The objective is to get sets of four cards of the same number. Let's imagine you have got two 10s, you want to get two more. **When it's your turn**, you ask another player if they have got any 10s. If they have, they have to give them to you. Then you can continue asking for cards to make more sets. Remember to put complete sets in front of you.

If the person you ask hasn't got any 10s, they say 'Go Fish' and you have to take a card from the pile in the centre.

The game ends when one player finishes all their cards. The winner is the player with the most sets. **Have fun!**

'shuffle' means to mix the cards before you play

use words to show the order to do things in

start and finish your message in an appropriate way

use paragraphs to divide the instructions into sections and help the reader

2 Put the steps in order.

- a Players ask for cards and make sets of a number.
- b Shuffle the cards and give seven to each player.
- c The game ends when there are no more cards.
- d Start playing.
- e Put the rest of the cards in the middle.

LEARNING TO LEARN

We use imperatives to give clear instructions and use expressions like *Remember to ...* and *Don't forget to ...* to say what is important.

3 Complete the instructions with the words in the box.

remember • don't forget to • give

- 1 ___ shuffle the cards.
- 2 ___ seven cards to each person.
- 3 ___ to put complete sets in front of you.

Mediation Teach your family to play *Go Fish*! in your own language. Use the **Mediation guide**.

It's your turn

Write instructions for a sport or game you know. Go to the Workbook and choose how much help you need.

Watch the tips in the video.



2

PROJECT

Context: You and your classmates read that trying new activities can be good for you.

Task: Try a new sport or activity and evaluate it for the class.

Use your Workbook to develop your ideas.

Workbook Project preparation

Review

1

2

3

- 1 Look back at your notes from the Project pathway exercises. Use them to help you complete the task.



Watch an example of how to evaluate an activity.

Plan

- 2 Write a list of three new activities you could try. Remember that they don't have to be expensive or difficult. For example, you could play a new game, try a new dance you see online or learn something by watching a tutorial.



- 3 Discuss the points.

- 1 Compare your lists and agree on an activity to try.
- 2 Choose when and where you are going to try the activity.

Model project

EXPERIMENT REPORT



NAMES:	Luca & Clara	CLASS: 1F
EXPERIMENT:	Learn to draw manga characters	WHERE, WHEN, HOW LONG: Luca's house; Friday evening; about 2 hours
FEELINGS BEFORE:	Luca: I'm a big fan of Japanese culture: I really like sushi, judo and manga. I also like learning things by watching online tutorials. Clara: I'm not good at drawing, but I love manga, so I was happy to try it.	
DETAILS:	There are lots of tutorials online. We used a beginner's tutorial on how to draw manga-style faces.	
COST AND EQUIPMENT:	It was free! You just need pens and paper.	
VERDICT:	Luca: It was fun to do it together with Clara. And I've now got some really cool manga drawings in my bedroom! Clara: The tutorial is very clear and my faces aren't too bad. I'm going to do more over the school holidays.	



Create

- 4 Read the model project. After you do the activity, create your experiment report. Include a photo of you doing the activity or a photo of the result.
- 5 Present your project to your class.

Peer assessment

Complete the checklist as you look at another pair's project. Use the video to help you.

Clarity: Is the report clear? Is there a photo?

Content: Does it include facts, practical information and opinions?

Interest: Does it make you want to try the activity?

Language: Are grammar and vocabulary used correctly? Give examples.

3 GOOD HEALTH AND WELL-BEING



Reflect

Think about Unit 2 and answer the question.

Why is it important to have free-time activities?

Grammar

Adverbs of frequency

always, usually, often, sometimes, hardly ever, never

be + adverb of frequency

We're *never* late for training.

I'm *sometimes* nervous before matches.

adverb of frequency → other verbs

We *always* go to the skate park at the weekend.

My brother *hardly ever* does sports.

Likes and dislikes

love, like, don't mind, don't like, hate

We use these verbs + verb -ing or a noun

I love *skateboarding*. → I love *sports*.

He likes *playing* basketball. → He likes *basketball*.

I don't mind *doing* crafts. → I don't mind *crafts*.

We don't like *playing* chess. → We don't like *chess*.

They hate *watching* series. → They hate *series*.

Present simple: Wh- questions

Question word + do/does + subject + infinitive

What do you do to relax?

I *do* crafts.

Where do they do dance?

They do dance *at the sports centre*.

How often do you cook? I cook *every day*.

When does she play chess? She plays chess *in the evening*.

Who do they watch series *with*?

They watch series *with their mum*.

Why does he go skiing?

He goes skiing *because it's fun*.

Vocabulary

18 Sports: collocations

do athletics

do dance

do gymnastics

do karate

go climbing

go cycling

go running

go skateboarding

go skiing

go surfing

play hockey

play rugby

play volleyball

19 Free-time activities

cook

do crafts

do robotics

go shopping

make videos

play a musical instrument

play board games

play chess

play online games

spend time with friends

volunteer

watch clips on YouTube

watch series

Self-evaluation

Tell your partner one thing from the unit that a) you learnt, b) was easy, c) was difficult, d) was interesting.

Communication	Learning to Learn	Plurilingual Competence	Critical Thinker
Vocabulary: p24, ex 5 Reading: p25, ex 3 Vocabulary: p27, ex 5 Listening: p28, ex 1 Grammar: p30, ex 3 Project: p32, ex 3	Reading: p24 Listening: p28 Speaking: p29 Writing: p31	Grammar: p26	
Mediation	Digital Literacy	Video Literacy	Competence in Citizenship
Listening: p28 Writing: p31	Grammar: p30	Listening: p28	Speaking: p29