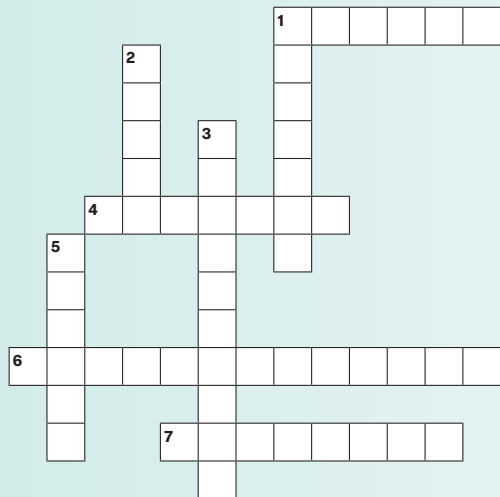


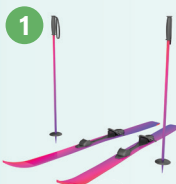


Do you remember?

Look at the photos and complete the crossword.



Across →



Down ↓



1 ★★☆☆ Match the sports with the images.

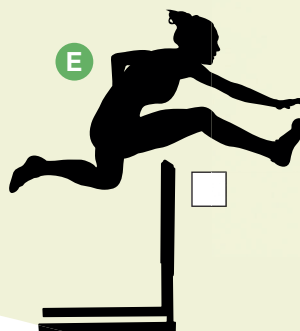
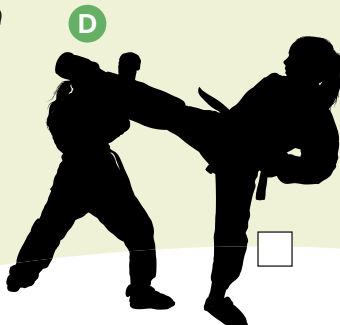
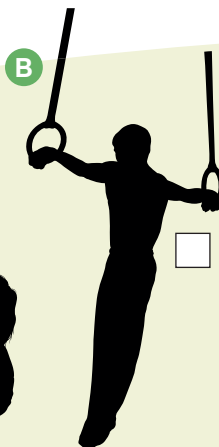
1 athletics

2 dance

3 gymnastics

4 karate

5 running



2 ★★☆☆ 02 Write the words from Do you remember? and exercise 1. Listen and check.

1 We play: _____

2 We go: _____

3 We do: _____

3 ★★☆☆ Complete the sentences with a sport. Use do, play or go.

1 Hey, we can't _____ with this volleyball. We need an oval ball, remember?

2 Mari _____ on sunny weekends. She's got a nice vintage surfboard.

3 Diego has got a new bike, so now he can _____ at the weekend.

4 Dan loves martial arts. He _____ three times a week.

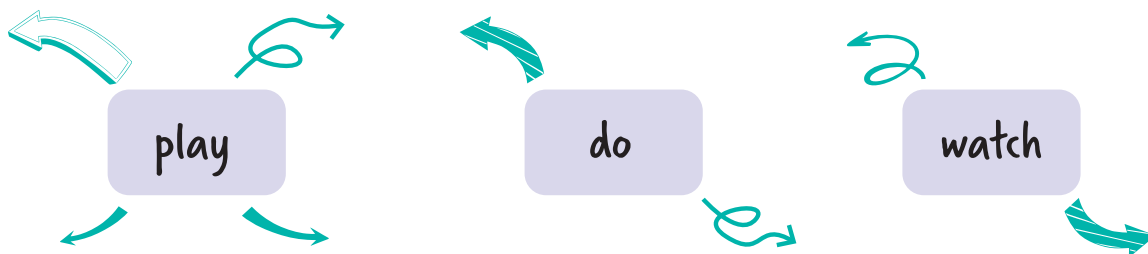
5 Look, lots of snow! Let's _____ !



Do you remember?

Complete the graphic organisers with the free-time activities in the box.

board games • chess • clips on YouTube • crafts • a musical instrument • online games • robotics • series



1 ★★☆☆ Choose the correct option.

1 Dad usually _____ lunch on Sundays.

a plays b goes c cooks

2 Does Mia _____ at the local charity?

a do b volunteer c spend

3 I _____ time with my friends after school.

a play b spend c watch

2 ★★☆☆ Complete the leaflet with free-time activities. Look at the words in bold.

Welcome to
**Fairfield
Community
Centre!**



Come and **play** different **1** _____ with your friends – we offer Monopoly™, Scrabble™, Cluedo™ and more!

Do you like knitting? What about origami? Join our DIY club and learn how to **2** _____ **crafts**!

Can you **3** _____? If not, join our classes and learn to prepare simple dishes, like pasta.

Do you want to do more than **watch** **4** _____ on YouTube™? Come and learn to **5** _____ your own **videos** in our videography and editing course.

Are you a music lover? You can learn to **6** _____ a **musical instrument** here!

We offer guitar, piano and drum lessons.

Join our centre!

4 Do you enjoy _____ shopping with your mum?

a taking b going c playing

5 Lily and her friends _____ funny videos during the school break.

a go b make c take

3 Review ★★☆☆ Read about some teens' interests. What sport or free-time activity is perfect for each of them?

1 **Asha:** I run a lot and I like it, but I want a more challenging activity. _____

2 **Martín:** I listen to music all the time. It's an important part of my life. _____

3 **Zoe:** I like music as much as Martín, but I really need to do a physical activity. _____

4 **Omar:** I love the beach and the sea, and I can swim very well. _____

5 **Laura:** I'm happy when I use my hands to create new things. _____

6 **Jake:** I'm a big fan of team sport, but I don't like volleyball or hockey. _____



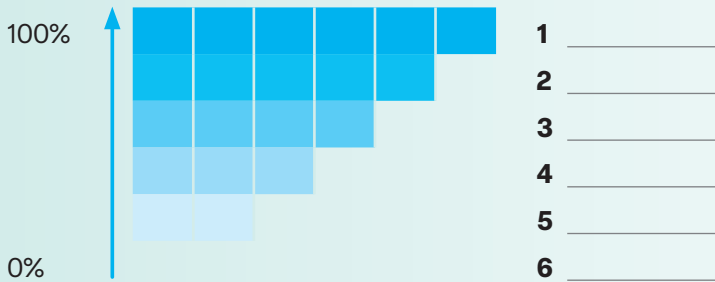
A friend is very stressed about schoolwork and wants suggestions of activities they can do after school to relax. Send a text message or record an audio message to give them some ideas.



Do you remember?

Complete the diagram with the adverbs of frequency.

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



Match the columns.

- | | | |
|----|--|--------------|
| 7 | | a like |
| 8 | | b hate |
| 9 | | c love |
| 10 | | d don't mind |
| 11 | | e don't like |



1 ★★☆☆ Rewrite the sentences with the adverbs in brackets in the correct position.

- My parents go climbing in the summer. (often)

- Do you spend time with your friends? (always)

- Camila plays online games. (never)

- Eric and his cousins go skateboarding. (sometimes)

2 ★★☆☆ Use the prompts to write sentences.

- Aiden / play hockey (♥♥♥)
Aiden loves playing hockey.

- I / play board games (†)

- My mother / do crafts (♥)

- The Taylors / watch series (♥)

- Emma / skiing (♥♥♥)

3 ★★★☆☆ Write sentences about the people. Then write true sentences about you.

- go running
Layla (♥): _____
Me: _____
- watch clips on YouTube
Gabriel (never): _____
Me: _____
- do robotics
Liam (hardly ever): _____
Me: _____
- do athletics
Chloe (♥): _____
Me: _____

Out Loud



Share your 'Me' sentences from exercise 3. Are your likes and dislikes similar?

I like going running. And you?



Do you remember?

Match the *Wh*- question words with what they ask about. There are two extra boxes.

1 What 2 Where 3 How often 4 When 5 Who 6 Why

a thing	a person	a reason	distance
a place	frequency	time	quantity

Look at the examples and complete the rules.

What do you do in your free time? I *do crafts* and *make videos*.

Why do you volunteer at the shelter? *Because* the animals need love and food.

- We ask *Wh*- questions in the present simple to get more _____.
- In questions with *why*, we use _____ in the answer.

1 ★★☆☆ Choose the correct option.

- A: Where/Why** do you volunteer?
B: At the local animal shelter.
- A: When/What** do the students play volleyball?
B: On Tuesdays and Thursdays.
- A: Why/Who** does Hannah go cycling with?
B: She goes cycling with her sister.
- A: How often/Where** does your dad cook?
B: Every day.
- A: What/Why** do you spend so much time with your friends?
B: Because I like them.

2 ★★★☆☆ Write questions for the answers. Look at the words in bold.

- What do you do in your free time* _____?
I **do sport** in my free time.
- _____?
Enzo goes running **at the weekends**.
- _____?
My mum **sometimes** does crafts.
- _____?
We do karate **at the sports centre**.
- _____?
I play hockey **because** I love the sport!

3 Review ★★★☆☆ Complete the interview with the words in the box.

don't mind • hates • never • sometimes •
when • where • who

Gym Blog



Gym Boy: Tell us about your routine.

1 _____ do you train?

Luciana: I train on weekdays in the afternoon.

I 2 _____ finish before 7:00 pm.

On Saturdays, I start at 7:00 am.

Gym Boy: Wow, that's early for a Saturday ...

Luciana: I 3 _____ getting up early at weekends, but my mum 4 _____ it!

Gym Boy: I see. And 5 _____ do you train?

Luciana: At a local gym, but I 6 _____ train at the National Centre.

Gym Boy: 7 _____ inspires you?

Luciana: Rebeca Andrade and Simone Biles!



You will interview your favourite sport star. Write three *Wh*- questions you want to ask. Then ask a classmate your questions. They answer as the sports star!

2 Speaking scaffolding Deciding what to play

It's your turn Create a dialogue about deciding what to play.

Prepare by reviewing an example and organising your ideas.

Do what you need to build your dialogue. You can choose the level of help you need.

Share your dialogue with others and help them improve.

Evaluate your own work using a checklist.

Prepare

1 Read the dialogue between Arthur and Claudia and watch the Skills expert video.

Arthur OK – What do you want to play?

I'm not sure. Claudia

Mmm, what about playing **Splatoon**?

I guess – **it's not my favourite**.

Why don't we play **Super Smash Bros**?

Cool! **I love it**.

Me too! OK, get the controllers ...

Here's yours ... Prepare to lose!

I'm so going to win!



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!

2  Organise your ideas to create your dialogue. Use the Phrase bank to help you.

Who is talking?

Speaker A: _____

Speaker B: _____

Think of two games you can play.

Option 1: _____

Option 2: _____

How are you going to suggest the games?

What's your own opinion of the games?

☐ I like it.

☐ I love it.

☐ It's not my favourite.

☐ I hate it.

Do

3 Build your dialogue. Choose the level of help you need. Make notes to help you remember the key points.

I need a lot of help

Look at the dialogue on page 18 and replace the information in bold with ideas from your plan.

- 1 Replace the names.
- 2 Change the games.
- 3 Give your opinions.

I need a little help

Build your dialogue in parts.

- 1 Write the names of the Speakers A and B you decided on in exercise 2.
- 2 **A:** Ask B what game they want to play.
- 3 **B:** Suggest one of the games you listed in exercise 2.
- 4 **A:** Reject the suggestion.
- 5 **B:** Suggest the second game.
- 6 **A:** Agree to play it.
- 7 **A and B:** Say something you need to play the game and challenge each other.

I'm ready to speak

Share

4 Practise your dialogue. Take turns to play both speakers.

5 Act out your dialogue for another pair, then complete the Peer assessment checklist.

Peer assessment

- ☐ Does the dialogue include questions, answers and responses?
- ☐ Did they use ideas from the Phrase bank and vocabulary from the unit?

Evaluate

6 Use the checklist to evaluate your own task.

- **Task:** Did you follow the steps: Prepare, Do and Share? ☐
- **Help routes:** Did you follow the help routes to guide your dialogue? ☐
- **Content:** Did you make two suggestions and respond to them? ☐
- **Language:** Did you include language from the Phrase bank? ☐

2 Writing scaffolding Giving instructions

It's your turn Write instructions for a sport or game you know.

Prepare by reviewing an example and organising your ideas.

Do the steps to write your work. You can choose the level of help you need.

Share your work with others and help them improve.

Evaluate your own work using a checklist.

Prepare

- 1 Watch the Skills expert video.
- 2 Choose a sport or game you know well to write the instructions.



Do

- 3 Write the instructions for a sport or game you know. Choose the level of help you need.

I need a lot of help

Complete the instructions with your own words.

How to play Bingo!

- 1 Before you _____, prepare cards with 15 random numbers (1–90) in nine columns and three rows. Write five numbers and leave four empty spaces in each row. Then write little papers with the numbers (1–90).

- 2 The _____ of the game is to mark all the numbers in one or more rows.

- 3 To play, select a player to be the 'caller' and give them the little papers with numbers (1–90).

_____ the cards to the players.

The caller selects one little paper at a time and reads out the number.

_____ the caller says a number on your card, cross it out.

- 4 _____ shout 'Bingo!' when you cross out all your numbers.

- 5 _____ when a person shouts *Bingo!* and the caller checks the numbers are correct.

7

4

8

2

1

I need a little help

Write your instructions step by step.

- 1 List any instructions for players to prepare beforehand (*Shuffle and deal the cards./ Connect the device to the TV./ Decide who goes first./ Put the pieces on the Start position./ Organise the players into two teams.*).
- 2 Mention what the objective of the sport or game is (*The objective of ... is to ... / In ... , players have to ...*).
- 3 Give the instructions. (*Throw/Pass/Kick the ball. Pick/Play a card. / Throw the dice. / Take turns to move around the board.*) Remember to use words like *before, then* and *when* to show the sequence of the actions.
- 4 Highlight important steps for the sport or game (*Remember to ... / Don't forget to ...*).
- 5 Explain how players win the match or game (*The game ends when .../The winner is the player that.../The first player or team to ... wins the game*).

I'm ready to write

How to play _____

- 1 _____

- 2 _____
- 3 _____

- 4 _____
- 5 _____

Share

Peer assessment

- 4 Exchange instructions with a partner. Check if they included the objective, preparation steps, and the instructions. Finally, check if they explained how players win the sport or game.
- 5 Make corrections considering your partner's suggestions. Write the final version of your instructions.

Evaluate

6 Use the checklist to evaluate your own task.

- **Task:** Did you follow the steps in Prepare, Do and Share? ☐
- **Help routes:** Did you use the help routes to guide you? ☐
- **Structure:** Did you follow the paragraph organisation you learnt in your Student's Book? ☐
- **Language:** Did you use the imperative and phrases like *Remember to*? ☐

1 Go online and find three interesting sports or activities.

1 Choose three sports or other activities that interest you.

2 Use the table to organise your findings.

Activity:	1 _____	2 _____	3 _____
Details:			
Cost and equipment:			

Tip for your online search:

Use terms like 'fun activities for teens', 'sport that teens like', 'unique activities for teen students' in your online search.



2 Write an activity you always do and an activity you never do.

An activity I always do

An activity I never do

3 Write an activity you don't like and the reason why.



Why?

Evaluate

4 Follow the instructions in your Student's Book to complete your task. Then use the checklist to evaluate it.

- **Creativity:** My report has a sport or activity, original ideas and a good photo. ☐
- **Content:** My report includes details about the experiment, feelings and opinions. ☐
- **Clarity:** My report is clear and easy to understand. ☐
- **Language:** I've used grammar and vocabulary from the unit. ☐

Self-evaluation tracker

Look at Student's Book Unit 2 and choose the correct option for you.

What can I do?		How well can I do it?			
					
Reading and listening	Read an online article about social media and sport.				
	Read slowly to understand details.				
	Watch and understand a video about a place where you can do free-time activities.				
	Read the options before listening for the answer.				
Speaking and writing	Have a conversation to decide what to play together.				
	Have a dialogue with three parts: a question, an answer and a response.				
	Write instructions for a sport or game.				
	Use imperatives to give clear instructions.				
Communication	Participate in dialogues about sports and free-time activities.				
Mediation	Write an email in English to describe a workshop and suggest going to it.				
	Teach my family how to play a game in our own language.				
 SEL	I can understand why doing sport helps me to stay healthy.				
Plurilingual	Translate adverbs of frequency and think of their position in sentences.				
Digital literacy	Decide if an influencer is trying to sell something.				
Global citizen	Participate in decision-making in a respectful way.				
Video literacy	Identify visual information that can help me understand what I hear.				

My action plan

- I think I need to review _____
- My goal for the next unit is _____
- To work on this, I'm going to _____
and I'm NOT going to _____

Go back to page 13 and read your Action plan from Unit 1. Did you complete everything?