

2

Me time



I take photos.

WDYT?
(What do you think?)

How important are hobbies for teenagers?



I play football.

Vocabulary: free-time activities; collocations with *do, go* and *play*

Grammar: adverbs of frequency; likes and dislikes; present simple *Wh-* questions

Reading: a blog about a champion skateboarder

Listening: a radio interview with a hockey player

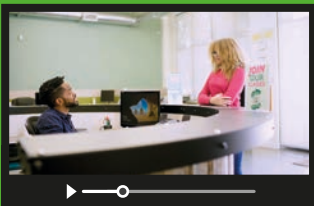
Speaking: asking for information

Writing: informal messages

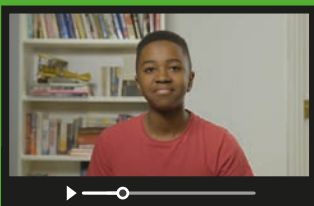
Project: do a survey about how students spend their free time



Video skills p25



Real-world speaking p31



Project pp34–35

Free-time activities

1 Work in pairs. Read the statistics. Does any of the information surprise you?

I'm surprised American teenagers sleep for nearly 11 hours.

Really? I'm not that surprised. I think ...

2 Copy and complete the table with the free-time activities in red.

Media and communication	Sports	Art and music	Other



I watch TV series.

FREE time in the USA

how teenagers spend their weekends

4.3 hours a day on media

Teens sleep for 10.9 hours a day

3.8 hours on hobbies

Teens spend 0.9 hours a day on sports

1.1 hours a day on schoolwork

Teens also meet friends, work and listen to music

© US Bureau of Labor Statistic



We play video games.

3 Which free-time activities in the box do you see in photos 1–6? Add them all to the table in exercise 2.

collect things draw go to a dance class
 go to the gym help at home make videos
 play chess play in a band play in a team
 practise the piano use social media



4 Complete the description with words and phrases from exercise 3. Change the form of the verb if necessary.

My brother Archie and I are twins but we're very different. I'm really into sport. I love football and I **1** (...) called the Midland Juniors. I have to be quick and strong for football, so I also **2** (...) once a week.

Archie is very musical. He plays the guitar and he sometimes **3** (...) for three hours a day. At weekends, he **4** (...) with two friends.

We both **5** (...) on our phones to chat to our friends and sometimes we **6** (...) to put on YouTube.

But it isn't all fun! At weekends we also do homework and **7** (...).

5 How many hours do you spend on free-time activities at the weekend?

social media – 2 hours

football – 1 hour

6 Work in pairs. Talk about your free-time activities using your notes in exercise 5.

VIDEO SKILLS



7 Watch the video. What activities does the vlogger do at the weekend?

8 Work in pairs. Discuss the questions.


1 Which elements of the video help you to understand it? Think about:


- images
- text
- the presenter

2 Why are vloggers popular?

3 Would you like to be a vlogger? Why/Why not?

A blog

-  **13** Listen to people doing seven different free-time activities. Which activities do you hear?
- Look at the photos on p27. Which of the things in the box can you see?

ball girl graffiti hat people watching
 skateboard swimming pool table
- Look at the text, but don't read it. Answer the question and explain your answer.
 What type of text is this?
 - a newspaper article
 - part of a novel
 - a blog post
-  **14** Read and listen to the text and choose the best summary.
 - Brighton's got lots of hobbies.
 - Brighton is a normal girl with a special talent.
 - Brighton's got a busy life.

Subskill: Reading for specific information


To find specific information in a text, first identify key words in the exercise that will help you.

- Read the text again and complete the sentences.
 - Brighton is (...) years old.
 - She studies in (...) grade.
 - One of her favourite musicians is (...).
 - She likes watching videos on (...).
 - She's extremely good at (...).
 - She practises before and (...) school every day.
 - She feels (...) before competitions.
- Match 1–5 to a–e to make sentences.

<ol style="list-style-type: none"> At home, Brighton does Brighton is only 13, but Skateboarding is a new Brighton doesn't like Brighton is famous but 	<ol style="list-style-type: none"> sport at the Olympics. some things about being famous. she's a champion in adult competitions. she's a normal teenager too. the same things as other teenagers.
---	---

- Word work** Match the definitions to the words in bold in the text.

- a very famous actor, singer or sports player
- practises (a sport) seriously
- fantastic, surprising
- (in sport) for young people, not adults
- a person who wins a competition
- excited and worried at the same time

-  **Work in pairs. Ask and answer the questions.**

Do you know anyone who ... ?

- trains regularly with a football or basketball team
- gets nervous before doing something
- can take amazing photos
- is a champion swimmer

CRITICAL THINKING



- Understand** Read the text. Find one way that Brighton's life is like a typical teenager's and one way in which it is different.
- Evaluate** If you become very good at a hobby, lots of things can change. Add some more advantages and disadvantages.

Advantages

You can meet people from other cities or countries.

You can train and improve your technique.

Disadvantages

It's expensive.

Your hobby stops being fun.
- Create** Imagine you can meet Brighton. Write three questions to ask her.
 Work in groups of four. Decide who is student A, B, C and D.
 Students A, B and C: Ask your questions.
 Student D: You are Brighton. Use your imagination and answer the questions!

Research

What other sports are in the X-Games? Find out more about one of them and present it to the class.

At the top of her game



NEWS



PHOTOS



ABOUT



EVENTS



FORUM

6th October

THIS WEEK'S TALENTED TEEN IS BRIGHTON ZEUNER.

Brighton is 13. Like any other 8th grade student in the USA, in the evenings she usually does homework or listens to music in her bedroom. She likes Beyoncé. She hardly ever has free time but she loves watching videos on YouTube.

But Brighton, from Encinitas, California, is also an X-Games **champion** skateboarder. And not in a **junior** competition. No – Brighton is the world champion and competes against women twice her age. **Amazing**, right?

But the future looks even more exciting for Brighton. The big news is that skateboarding is now an Olympic sport! To prepare for the next X-Games and the Olympics, Brighton **trains** every morning before school, and in the afternoon she always practises in her local skate park.

Is it difficult to be famous when you're so young? Brighton says she is sometimes **nervous** when she gives interviews or before competitions, but it's all part of doing the sport she loves. And the great thing about Brighton is that she's a skateboarding **superstar**, but she's also a normal person like you or me.



Like Reply

6th October | 7:45 pm

That's so cool! What an amazing example.
Suzy Skater

6th October | 8:10 pm

Let's hope Brighton gets the gold at the Olympics!
MarioBlogs

6th October | 10:13 pm

It's great that Brighton can still have a normal life.
Princess Carrie

Leave a comment

Enter your comment here:

Adverbs of frequency

1 Read the examples. Copy and complete the table with the adverbs of frequency.

In the evenings she **usually** does homework or listens to music.
 She **always** practises in her local skate park.
 She is **sometimes** nervous when she gives interviews.
 She **hardly ever** has free time.

More frequent			Less frequent		
1 (...)	2 (...)	<i>often</i>	3 (...)	4 (...)	<i>never</i>

2 Read the sentences in exercise 1 again and choose the correct option to complete the rules.

- With the verb *be*, the adverb comes **before/after** the verb.
- With other verbs, the adverb comes **before/after** the verb.

3 Rewrite the sentences with the adverbs of frequency in the correct position.

- I am late home on Mondays. (**always**)
I am always late home on Mondays.
- Frankie practises the piano for hours. (**often**)
- Ahmed does his homework before playing video games. (**usually**)
- They are very tired after going to their dance class. (**sometimes**)
- My sister takes lots of photos when we go on holiday. (**always**)
- Lily helps her parents at home. (**hardly ever**)
- My best friend is hungry after baseball practice. (**always**)

Likes and dislikes

4 Copy and complete the table with the verbs in the box.

don't like don't mind hate love				
1 (...)	<i>like</i>	2 (...)	3 (...)	4 (...)

5 Read the examples. Copy and complete the table with the words in the box.

She **likes** Beyoncé.
 I **love** watching videos.
 He **doesn't mind** practising the piano.

doesn't mind love she verb *-ing* we

Subject	Verb	Noun, 3 (...)
I/you/ 1 (...)/ they	2 (...)/like/don't mind/don't like/hate	tennis. sleeping.
he/ 4 (...)/it	loves/likes/ 5 (...)/ doesn't like/hates	

6 Read the information and write sentences.

- They play / chess.
- She draw / manga comics.
- I Barcelona.
- We help / our parents.
- He play / video games.

7 Complete the text with the correct form of the words in brackets.

American teenager Carissa Yip is an international chess champion – a grandmaster. She **1** (...) (**play / often**) in adult competitions and the adults **2** (...) (**be / sometimes**) angry when she wins. She **3** (...) (**lose / hardly ever**). Carissa **4** (...) (**love / play**) chess but she also likes other things: she **5** (...) (**like / sushi**) and she **6** (...) (**love / play**) with her grandmother's cat when she visits China. Carissa also **7** (...) (**like / make**) videos and she **8** (...) (**post / often**) comments and videos on websites for chess fans.



8 Answer the question to solve the Brain teaser.

B R A I N T E A S E R

Jimmy and Jenny have lots of hobbies. They like swimming and they both like collecting things. They don't like sport or drawing. Jimmy loves sleeping and Jenny likes chess.

*Do they like taking photos?
 (Clue: think about the letters in the words!)*

Collocations with *do*, *go* and *play*

1 Read the advert. Is the sports centre a good place for these people?

1 I enjoy team sports.

2 I only like winter sports.

3 I want to do martial arts.

4 I like playing ball games.

5 I prefer water sports.

6 I love dancing.

LIVE WELL Sports Centre

- Do you want to keep fit, meet people and have fun?
- We have all kinds of activities. Check out our timetables and clubs.
- A great place to go swimming!
- Play hockey – learn team spirit!
- Do aerobics with our expert instructors!

NEWS

- Our sports hall is now open again for **basketball** and **volleyball**.
- We now offer **hip hop** classes every Monday and Saturday.
- Join our **roller-skating disco** every Saturday!

Hockey

Karate

Aerobics

Saturday night roller-skating disco

2 What sports can each person from exercise 1 do at the sports centre?

3 Read the advert again. Complete the rules with *do*, *go* and *play*.

- 1 We use (...) with ball sports.
- 2 We use (...) with verb *-ing*.
- 3 We use (...) with other activities.

4 Copy and complete the table with the activities from the advert. Then add the sports in the box.

athletics badminton cycling gymnastics
horse-riding skateboarding skiing surfing
table tennis yoga

Do	Go	Play
karate		

5 Work in pairs. Ask and answer questions about the activities in exercise 4.

Do you play basketball?

Yes, I do. What about you?

No, I don't, but I like watching it.

A radio interview

Subskill: Listening for the general idea

When you listen for general understanding, wait until you finish listening before you choose your answer.

6 Listen to an interview with a hockey player. What does the player talk about?

- a how sports help you to keep fit
- b the rules of hockey
- c the advantages of team sports

7 Listen again. Why does Ben think hockey is a good sport? Which ideas does he mention?

- 1 you learn to work in a team
- 2 you learn from mistakes
- 3 players help each other
- 4 it teaches you to work in groups
- 5 you learn to work hard
- 6 you learn to be organised

8 Listen again and answer the questions.

- 1 How old are the players in the hockey team?
- 2 How many players are in Ben's team?
- 3 When do they practise?
- 4 What other sport does he do?

9 Work in pairs. Answer the questions.

- 1 What are the advantages of individual sports?
- 2 Which do you prefer, team sports or individual sports? Why?

Present simple: *Wh-* questions

1 Copy the tables and add questions a–c.

- Why do you like hockey?
- When have you got your next match?
- Who is the team captain?

be questions

Question word	am/ is/are	subject	
Why	is	hockey	important to you?
How old	are	the players?	

have got questions

Question word	have/ has	subject	got	
How many people	have	you	got	in your team?
Why	has	the team	got	16 players?

Questions with other present simple verbs

Question word	do/does	subject	verb	
How	does	hockey	help	you?
When	do	you	play?	

2 Order the words to make questions.

- you / have / PE / When / got ?
- favourite / are / What / your / sports ?
- keep fit / How / you / do ?
- does / play / Where / your local football team ?
- is / Who / your favourite sports star ?

3 Work in pairs. Ask and answer the questions in exercise 2.

4 Complete the sports quiz questions with the correct words.

Do the sports quiz!

- How (...) you say 40–40 in tennis?
a equals b deuce c forty–forty
- What (...) surfing, skateboarding and karate got in common?
a They're adventure sports. b They come from Australia.
c They're Olympic sports.
- What (...) the name of the New Zealand rugby team?
a All Whites b All Blacks c All Reds
- When (...) the NBA basketball season usually begin?
a September b October c November
- How many rings (...) on the Olympic flag?
a five b six c seven

5 16 Choose the correct answers in the quiz. Listen and check.

6 Write questions with *is, are, do, does* and *have got*.

- What / you / do in your free time ?
- When / you / do it ?
- How many video games / you ?
- What / your favourite game ?
- Why / you / like it ?

7 Work in pairs. Ask and answer the questions in exercise 6.

8 Choose the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8



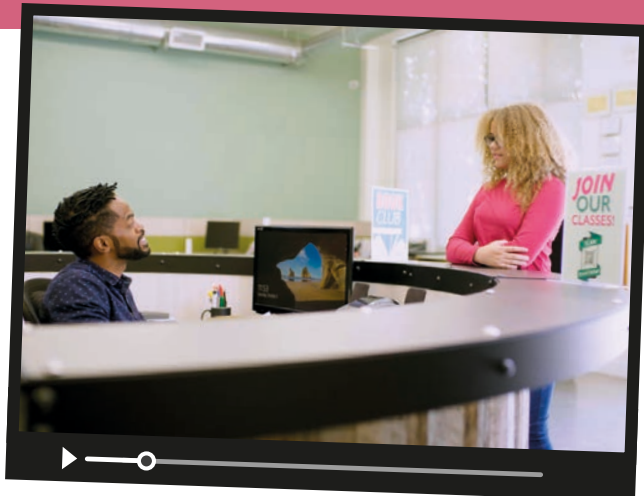
The latest team sport

What game 1 **do/does** you play with a hockey ball and a bicycle? The answer is simple: bike polo.

Bike polo is over 100 years old. It 2 **come/comes** from Ireland, but now it's popular all over the world.

People 3 **usually play/play usually** polo on horses, but in this sport all you need is a bike. It 4 **doesn't cost/don't cost** a lot of money, and each team 5 **has/have** only got three players.

Brendan Fox, aged 15, loves 6 **play/playing** bike polo. You can see 7 **he/him** on his bike every day after school. Why 8 **does he like/he likes** it? 'Well, it 9 **is sometimes/sometimes is** a bit dangerous,' he says, 'but it's really good fun.'



Asking for information

- 1 Look at the leaflet. Which course would you like to do?
- 2 Watch the video. Which course does Maria choose?
- 3 Watch again. Which questions in the Key phrases box does Maria ask?
- 4 Complete the dialogue with the Key phrases. Watch again and check.

Maria

Excuse me. Hi. I'd like to 1 (...) your courses, please.

Receptionist

Oh, hello. Yes, of course.

Maria

2 (...) a photography course?

Receptionist

Just one moment. Yes, we do. It's on Mondays, from 6 to 7:30.

Maria

That isn't good for me. I always play basketball on Mondays.

Receptionist

We have a painting class on Wednesdays.

Maria

I don't like painting. Thanks anyway.

Receptionist

What about movie-making? That's on Thursdays, from 4:30 to 5:30.

Maria

3 (...) is it?

Receptionist

Let's see. It's \$75 for ten classes, but the first class is free.

Maria

Great! Can I 4 (...) ?

Receptionist

Of course, just one moment ...

MONDAY

Let's cook! Street food
5:00–6:00 pm
Photography
6:00–7:30 pm

TUESDAY

Yoga
4:30–5:30 pm
Easy robotics
5:30–7:00 pm

WEDNESDAY

Painting for beginners
4:00–5:30 pm

THURSDAY

Movie-making
4:30–5:30 pm
Chess
5:00–6:00 pm

FRIDAY

Drawing masterclass
3:30–4:30 pm
Coding and app building
7:00–9:00 pm

LEARN SOMETHING new today!



- 5 Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Choose an activity from the leaflet, or think of another activity.

PREPARE

Prepare a dialogue. Use the information about days and times from the leaflet, or use your own ideas.

PRACTISE

Practise your dialogue. Take turns to ask for and give information.

PERFORM

Act out your dialogue for the class.

- 6 Peer review Listen to your classmates and answer the questions.

- 1 What activity do they choose?
- 2 What questions do they use to ask for information?

Key phrases


I'd like to find out about your courses, please.
Can you tell me about your photography course?
What time does it start?
How much is it?
Do you have a ... course?
Can I sign up for it?
What day is it on?



Do you have a photography course? (US)
→ Have you got a photography course? (UK)

Hi everyone!

My name's Akio and I'm from Japan. I'd love to have a pen pal. I like all kinds of sports. I do karate and I love watching baseball. Baseball is very popular in Japan. Do you like sports? Who is your favourite sports person? What sports are popular in your country? Hope to hear from you soon!



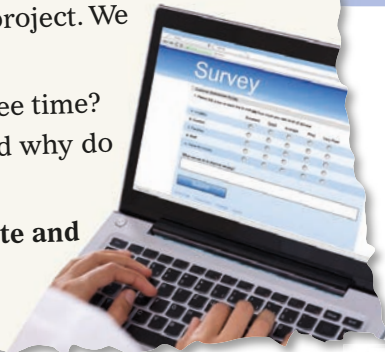
B CALLING ALL STUDENTS!

We want to find out what people do in their free time for a class project. We need your help!

How do you spend your free time?
What are your hobbies and why do you like them?

Please write us a short note and send it to Nick and Ava.

Cheers!



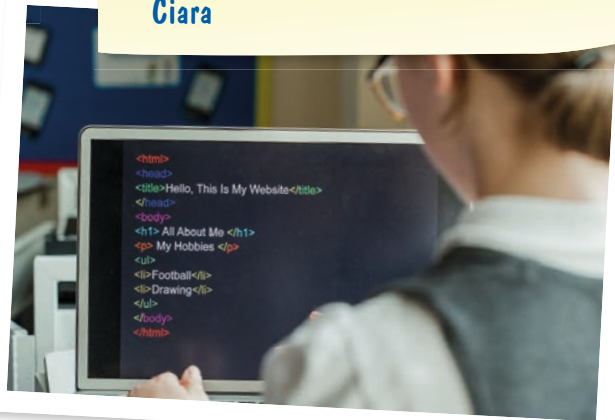
C

Hi Ed!

I'd like to find out about the Tech Club. I know you're a member. When does the club meet? Where do you have the club? What exactly do you do in it?

Let me know!

Giara



Informal messages

1 Read the messages and answer the questions.

- Who is each message to and from?
- Why does each person write their message?

2 Read the reply. Which message does it answer?

Hi!

We meet on Thursdays after school at four. We usually finish at five, but we sometimes stay until half past five. We meet in the computer lab, but most people bring their own laptops or tablets. Alex from Class 5A organises the club and he's really great! He knows loads about coding. We do different things – it depends. We often work in groups. Some people create websites or blogs. Other people design apps. We all learn how to install software and solve problems with viruses. Let me know if you want to go on Thursday. We can meet and go together.

See you soon!

3 Read the reply in exercise 2 again and answer the questions from the original message.

Subskill: *and*, *or* and *but*

We use *and*, *or* and *but* to connect ideas in a sentence.

4 Find examples of *and*, *or* and *but* in the reply in exercise 2. Complete the rules.

and or but

- We use (...) to add a different idea.
- We use (...) to add an alternative.
- We use (...) to add a similar idea.

5 Complete the sentences with *and, or* and *but*.

- 1 On Saturday afternoons, I visit a friend. We go to her house (...) we meet in town.
- 2 I like doing sports, (...) I don't like watching them.
- 3 I like painting (...) I like drawing too.
- 4 I have a guitar lesson on Mondays (...) I go swimming on Thursdays.
- 5 Which do you prefer, football (...) basketball?
- 6 We sometimes go to the cinema, (...) it's very expensive.

6 Write a message. Answer message A or B in exercise 1. Follow the steps in the Skills boost.

THINK

- 1 Choose message A or B.
- 2 What questions does the person ask?
- 3 What information do you need to give in your answer?

PREPARE

Make notes about your answers to the questions.

Question 1:

Question 2:

Question 3:

WRITE

Write your message.

Hi!/Hi Akio, ...

I usually ... in my free time.

I like ... but I don't like ...

Most people like ...

CHECK

Read your message. Answer the questions.

- 1 Do you answer the three questions?
- 2 Do you use adverbs of frequency (*usually, always, ...*)?
- 3 Do you use verb *-ing* after *like, love, ...*?
- 4 Do you use *and, or* and *but* correctly?

7 Peer review Exchange your message with another student. Answer the questions.

- 1 Does the writer use adverbs of frequency, verbs to express likes and dislikes, and *and, or* and *but* correctly?
- 2 Does the writer answer all the questions in the original message?

Grammar

Adverbs of frequency

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

be → adverb of frequency

We're never late for class.

I'm sometimes nervous before exams.

adverb of frequency → other verbs

We usually watch TV in the evenings.

My friends and I 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

... + verb <i>-ing</i>	... + noun
<i>I love skateboarding.</i>	<i>I love sports.</i>
<i>He likes practising the piano.</i>	<i>He likes music.</i>
<i>I don't mind drawing.</i>	<i>I don't mind art.</i>
<i>We don't like playing chess.</i>	<i>We don't like chess.</i>
<i>They hate watching TV.</i>	<i>They hate TV.</i>

Question forms

Questions with *be, have got* and other verbs

Question word + *be* + subject

Why are you late?

I'm late because ...

How old is he?

He's 14.

Question word + *have/has* + subject + *got*

What have you got in your bag?

I've got my laptop.

How many video games has he got?

He's got about 50.

Question word + *do/does* + subject + infinitive

How do you go to school?

I go to school by bus.

What time does the match start?

It starts at nine o'clock.

Vocabulary

17 Free-time activities

collect things, draw, go to a dance class, go to the gym, help at home, listen to music, make videos, meet friends, play chess, play football, play in a band, play in a team, play video games, practise the piano, sleep, take photos, use social media, watch TV series

18 Collocations with *do, go* and *play*

do: aerobics, athletics, gymnastics, hip hop, karate, martial arts, yoga

go: cycling, horse-riding, roller-skating, skateboarding, skiing, surfing, swimming

play: badminton, basketball, hockey, table tennis, volleyball

2

Project

WDYT?
(What do you think?)


How important are hobbies for teenagers?

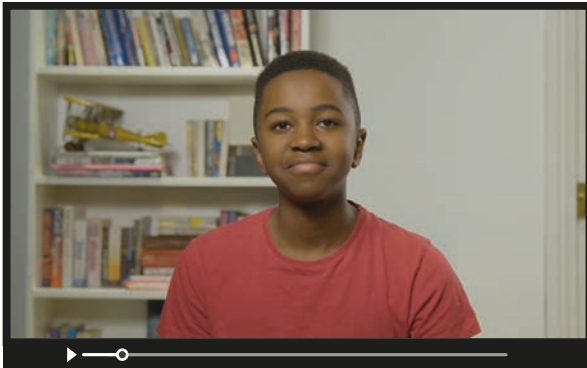
TASK: Do a survey about how students in the class spend their free time.

Learning outcomes

- 1 I can design a survey about free-time activities and summarise results.
- 2 I can organise a task with my classmates.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p118

- 1  Watch a video of students doing a survey. What's the topic of the survey?



STEP 1: THINK

- 2 Read the survey that the student uses in the Model project.

- 1 Find an example of a question which ...
 - a is a Yes/No question
 - b gives options for answers
 - c is open and has lots of possible answers
- 2 Which question word asks about ... ?
 - a people
 - b things
 - c time
 - d reasons

STEP 2: PLAN

- 3 Work in groups. Read the tips in the Super skills box and practise saying the Key phrases with your group.

COLLABORATION



Planning and task management

Tips

- Agree together how to organise things.
- Make clear notes.
- Use time effectively.

Key phrases

- We can discuss first and then write.*
- What do you think?*
- Can you write down our ideas?*
- Let's write the questions in a different colour.*
- OK, let's start.*
- We need to move to the next question.*

- 4 Work in groups of three. Choose a topic for your survey. Use these ideas or your own. Use the tips and Key phrases in the Super skills box.

- creative hobbies (art, painting, drawing, photography)
- music
- social media
- socialising
- sports

- 5 Write at least six questions for your survey. Remember to include a variety of question types.

Do you like ... ? When do you usually ... ?

- 6 Each person chooses other classmates to ask. Ask the classmates your questions and note their answers.

STEP 3: CREATE

- 7 Read the summary of results in the Model project. Notice the expressions in bold.

Model project

FREE-TIME activities survey

1 Do you like playing computer games?

Yes No

2 What games do you like playing?

3 How many hours a week do you spend playing games?

1–3 hours 4–10 hours
more than 10 hours

4 Who do you play games with?

a brother or sister

friends

other people online

5 What is your favourite game?

6 Why do you like it?



FREE-TIME ACTIVITIES SURVEY Class 1B

Most students in the class like playing computer games. Only four students say they don't like playing games. The most popular games are adventure, action and sports games.

My classmates usually spend four to ten hours a week playing games. Six people play 1–3 hours a week, 14 people play 4–10 hours a week and nine people play more than ten hours a week.

They usually play with friends, but they sometimes play with people online. Their favourite game is the new Spider-Man game. It's fun and exciting.

8 In your group, compare the results of your survey.

9 Read the *How to ...* tips on p118. Then write a summary of your results.

STEP 4: PRESENT ■ ■ ■ ■

10 **Peer review** Share your summaries and read other groups' results. How important are free-time activities for students in your class?

2 FINAL REFLECTION

1 The task

Do you ask different types of questions in your survey?



Is your summary clear and organised?



2 Super skill

Is your group effective at planning and organising work together?



Give examples.

3 Language

Do you use language from the unit? Give examples.

