

# > 1 Sports and free time

## Unit overview

In this unit, students will explore the topic of sports and free time. The main focus is on developing skimming and scanning reading skills, so that students can respond to text-based questions with short or single-word answers. Students will also focus on topic-based

vocabulary and specific language structures, and use these in both writing and speaking activities. In the project, students will work in pairs to create a display about leisure activities.

Learning intentions	Check for success
Students will be able to:	
understand and use a range of vocabulary related to the topic of sport and leisure activities	Activities B1–4
understand and use verbs followed by the <i>-ing</i> form and <i>to + infinitive</i>	Activities C1–6; Language focus
communicate ideas in speech by making suggestions and expressing preferences	Activities C1–6; Project
understand the difference between skimming and scanning, and use both techniques	Sections D and E; Exam-style question
identify and select information from a personal blog and an online article about sports and pastimes	Sections D and E

### SKILLS FOR LIFE: LEARNING TO LEARN

It is important for students to continue learning new skills and acquiring knowledge throughout their education and beyond. The aim of this course is to focus as much on the *skills* of learning (*how*) as on the *outputs* of learning (*what*). Within the area of Learning to learn there are six key competencies:

- 1 developing skills for participating in learning
- 2 taking control of one's own learning
- 3 reflecting on and evaluating one's own learning success
- 4 identifying and using effective learning techniques and strategies
- 5 making notes, storing and retrieving information
- 6 managing exam preparation.

In this unit, the Reading tip in Section D (about skimming and scanning) is the first of many that help students to identify and use effective learning techniques and strategies (competency 4). Do not skip over these tips, but focus on them with students, checking that they understand their importance and relevance to their learning. Skimming and scanning are essential sub-skills that support reading comprehension, and all students should be confident in using them. Whenever students read a text for the first time, remind them about skimming and scanning, and of the need to read quickly to get a general overview of text content and to find details and key information.

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### A Watch and talk (15 minutes)



#### 1 Whole class

Explain to students that they are going to watch a documentary-style video that focuses on the unit's main topic – sports and free time. Use this video to introduce:

- the subject of sports and leisure activities
- the language of preference
- verb + infinitive / verb + *-ing*.

Read the title screen and ask students what they think they might see. Then play the video, pausing to check students' predictions and discuss what is being shown. The main differences are: sports vs activity; individual vs team; competition vs collaboration (working together).

Discuss the questions on the end screen. Note that each question is differentiated. Most students should be able to list different sports and activities and express likes/dislikes with support. You can take the opportunity to revise the names of different sports and activities. More confident students will be able to offer more extensive reasons for their preferences.

Take note of how fluently students can manipulate *like*, *prefer*, *try*, etc. + *to* infinitive and verb + *-ing*.

### B Speaking and vocabulary (30 minutes)

#### 1 Pairs, then whole class

When students write down the words or phrases they know in response to this type of activity, do not worry too much about language accuracy, as this may create a barrier to creativity. Use the questions *What are the people doing?* or *What can you see in the picture?* to promote discussion in English. Offer help to students with derivatives of words, e.g. *relaxing* – *relax*, *relaxed*, *relaxation*. Depending on responses, provide more support if necessary. Be ready to give key words and phrases (see answers).

When students have finished, take class feedback. There are no right or wrong answers, so encourage all students to participate. (Note: You can easily adapt this style of activity for other contexts by providing students with a range of different photos. Activities like this prompt students to recall associated vocabulary.)

**Answers:** The pictures show: 1 squash racket and ball; 2 someone solving a Rubik's Cube; 3 young people watching something on a tablet; 4 family playing a board game; 5 people at a sports match.

#### 2/3 Pairs, then whole class

Students continue working in pairs to respond to the questions in Activities B2 and B3. There are no right or wrong answers, but encourage students to give reasons for their responses. Then come together as a class to share feedback. If appropriate, take a class poll for Activity 2 and put the results on the board for everyone to see.

#### 4 Alone, then pairs, then whole class

Working alone, students add their own ideas to the table. When they have completed the table, ask students to compare their lists in pairs, identifying similarities and differences. In class feedback, encourage students to talk about their partner's ideas as well as their own, to give them practice in using the third person singular.

##### > Differentiation:

**Support:** Tell students that they only need to add two or three ideas to the table, and suggest that they use some ideas from Activities B1 and B2 if they need to.

**Challenge:** Ask students to write complete sentences in the table rather than notes. Encourage students to think of alternative verbs for *like* and *dislike* in their sentences.

### Language focus: Verbs followed by other verbs (30 minutes)

This Language focus feature will help students with several activities in the rest of the unit, so ensure that all students understand the patterns and meanings described here. The focus is on verbs that can be followed by a second verb, either the present participle (verb + *-ing*) or the infinitive (*to* + verb).

Before students start the activities, display the information in the Language focus feature on the board and go through the structure and example for each verb group. There are five activities, but it is not necessary for all students to complete all five. Allocate activities according to students' needs and confidence.

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### 1 Whole class

Read the two sentences in Activity 1 to the class. Ask the following three concept-checking questions (CCQs) to elicit the answers:

- 1 When does *I remembered* take place in both sentences? (in the past)
- 2 Which sentence means that the speaker did not forget to do something? (the second sentence)
- 3 Which sentence means that the speaker had a memory of doing something? (the first sentence)

### 2 Alone, then pairs

Ask students to create a table like the one in the Coursebook, with space to write their answers in. They should work alone to fill in the table with the underlined verbs from sentences a–l. One example is given (*avoided*), but give one or two more examples if necessary. Allow students to check their answers in pairs.

**Answers:**

verb + *-ing*: avoided; begin; denied; discuss; enjoy; suggested

*to* + infinitive: afford; permitted; arranged

noun + *to* + infinitive: advised; taught; urged

### 3 Pairs, then whole class

If students have access to reference sources, they can do this activity in pairs; if not, do this as a whole-class activity, asking students in which column each verb should go. Confirm their answers before asking students to add the verbs to their own copies of the table. Point out that some verbs (*demand*, *dread* and *recommend*) will fit in more than one column.

**Answers:**

verb + *-ing*: consider; dislike; dread; mind; recommend; miss; resent

*to* + infinitive: demand; dread; threaten

noun + *to* + infinitive: allow; demand; force; recommend

### 4 Alone, then pairs

Students practise using the verbs in their own written sentences. When they have completed their sentences, they should share them with a partner to check for accuracy.

› **Differentiation:**

**Support:** Reduce the number of sentences students need to write (perhaps just one or two per column) and/or provide gapped sentences for students to complete using the appropriate verb.

**Challenge:** Ask students to write more sentences or to find more verbs for each column.

### 5 Pairs, then whole class

This is a challenging activity, so allow students to work with a partner for support. Do at least the first verb as an example – more if you feel it is necessary:

- *I hate eating shellfish.*
- *I hate to eat shellfish.*

There is no change in meaning, and either form can be used.

- *Maria forgot to meet her friend.*
- *Maria forgot meeting her friend.*

Here, the two sentences have different meanings. In the first, Maria did not meet her friend because she forgot to do it. In the second, Maria has no memory of meeting her friend (that is, she has forgotten that she met her friend).

**Example answers:**

- *Adnan regrets telling Peter to go.*
- *Adnan regrets to tell you that Peter cannot go.*

The two sentences have different meanings: 1) Adnan feels sorry about telling Peter to go; 2) Adnan is telling you something now, and is sorry about it.

- *She starts screaming when she's hungry.*
- *She starts to scream when she's hungry.*

There is no change in meaning, and either form can be used.

- *Samira tried opening the window.*
- *Samira tried to open the window.*

The two sentences have different meanings:

1) opening the window was one thing Samira did; she may also have done other things (e.g. opening the door); 2) Samira attempted to open the window but was unsuccessful.

- *Fabio continued to run very fast.*
- *Fabio continued running very fast.*

There is no change in meaning, and either form can be used.

There are activities in the **Workbook** to support this Language focus. These can be used for homework, in the classroom for early finishers or for students who need extra practice.



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Common misconceptions

Misconception	How to identify	How to overcome
<p>1. Students often miss out the word <i>to</i> when using verbs followed by <i>to</i> + infinitive:                      Incorrect: <i>I <u>hope hear</u> from you soon.</i>                      Correct: <i>I <u>hope to hear</u> from you soon.</i></p> <p>2. Students may also incorrectly use the <i>to</i> infinitive and the <i>-ing</i> form together:                      Incorrect: <i>We will <u>spend time to go shopping</u>.</i>                      Correct: <i>We will <u>spend time shopping</u>.</i></p>	<p>The Language focus feature focuses on verbs followed by other verbs. Check answers to all the activities in the feature for signs of these errors.</p>	<p>1. Ask students to practise speaking in pairs, with a third person listening out for any instances where <i>to</i> is missed out. The third person should hold up their hand to alert the speaker whenever they identify the error.</p> <p>2. Give each student two pieces of paper. Ask them to choose a verb and write the <i>to</i> infinitive form on one piece of paper and the <i>-ing</i> form on the other. Ask students questions that they need to answer using their chosen verb; they should respond and then hold up the form of the verb that they used, e.g. for the verb <i>shop</i>, they would write <i>shop</i> and <i>shopping</i>. If you ask <i>What activity do you enjoy?</i>, they would answer <i>I enjoy shopping</i> and hold up the 'shopping' piece of paper. This should reinforce the understanding that the forms are mutually exclusive.</p>

C Speaking: Making suggestions and expressing preferences (70 minutes)

1 Alone

Explain to students that they are going to listen to a short exchange between two friends, in which they make suggestions and express preferences. Ask students to give you some examples of both types of expression and write these on the board. Then play the audio while students list the expressions the speakers use to make a suggestion or show a preference. Students can also check if any of their own ideas are used in the conversation.

Answers:

Making a suggestion: *Why don't we; let's; what do you think about; I suggest; Would you like to*  
 Expressing a preference: *I'd rather; I'd prefer; To be honest*

**Maria:** Hi Christos, how are you?

**Christos:** Hey Maria, I'm really great – what about you?

**Maria:** Everything's fine! Why don't we go to the shopping centre later? I want to get some new trainers.

**Christos:** Yes, we could do that, but I'd rather go at the weekend. Can you wait until then?

**Maria:** I'd prefer to go today, but I suppose so. Why?

**Christos:** Well, I get paid for my part-time job tomorrow so I'll have some money to spend.

**Maria:** Fair enough! So let's go at the weekend instead. But what are we going to do today? To be honest,



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I really don't want to do anything that involves spending money!

**Christos:** OK, so what do you think about seeing if Pavlos and Giulia are free?

**Maria:** Good idea, but I have a feeling they might be away for a few days with their parents. I suggest we give them a call to check.

**Christos:** Would you like to do that? I'm out of credit.

**Maria:** Surprise, surprise!

2/3 Alone, then pairs

After listening, students look at the audioscript in Appendix 3 of the Coursebook, find the underlined phrases and check they have them in their table. Then, in pairs, they should think of more ways of making suggestions and expressing preferences and add them to the table. Do not worry about corrections at this stage.

**Language tip: Suggestions and preferences**

This important tip highlights the grammatical structures used after making a suggestion or expressing a preference. Draw students' attention to the three possibilities listed:

- phrase + infinitive
- phrase + *to* + infinitive
- phrase + *-ing* form.

After reviewing the Language tip, ask students to close their Coursebook and try to remember which phrases are followed by which ending. More confident students could work with all three endings, while for less confident students you could allocate just one phrase + ending.

4 Alone

Students study the verb pattern in each of the phrases listed. When they have decided which pattern each phrase contains, they should write it in a copy of the table in the correct column.

Answers:

	Making a suggestion	Expressing a preference
<b>infinitive</b>	<i>Why don't we go to the cinema?</i> Can't we go to the cinema? I suggest we go to the cinema. Let's go to the cinema.	I think we should go to the cinema. I'd rather go to the cinema.
<b>to + infinitive</b>	Would you like to go to the cinema?	<i>I'd prefer to go to the cinema.</i> I'd like to go to the cinema.
<b>-ing form</b>	<i>I suggest going to the cinema.</i> What do you think about going to the cinema? Do you feel like going to the cinema?	I don't feel like going to the cinema.

**Speaking tip**

The Speaking tip points out that we usually give a reason for a preference or a suggestion, in order to explain our choice. Ask students to look again at the audioscript of the conversation between Maria and Christos and identify the reasons that they give.

5 Pairs, then whole class

You can pair students in various ways for this activity. Offer support for less confident students by pairing them with a more confident partner (make sure the more confident student does not dominate the conversation). You could also give the role of the person making the suggestion to a less confident student and the person responding to a more confident student. There are no 'right' answers, so allow students to speak freely without interruptions or corrections. Take class feedback once students have finished.





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### 6 Alone, then whole class

Allow 30 minutes for this presentation. It is a demanding activity, but it is extremely useful. Students prepare a short speech to deliver to the class, then respond to questions from other students about the content of their presentation. Allow sufficient planning and preparation time, and provide guidance where needed. If you have a large number of students, put them into groups of three or four so they can present to other members of the group instead of having everyone present to the whole class individually.

#### > Differentiation:

**Support:** Students could work in groups of up to three, with one confident student and two others. They can all be involved in the preparation – writing down ideas, making a mind map, thinking of reasons for suggestions and preferences, etc. The speech itself could be delivered by all members of the group, with different students taking on more or less of the task. If there are visuals to support the content, students could be involved by displaying and/or explaining these. During the questions at the end, one student could field (but not answer) the questions.

#### Reflection

Encourage students to reflect on their performance – to identify what went well (WWW) and how it could have been improved (EBI – ‘even better if . . .’). Check that students have written down one thing to do differently next time.

## D Reading 1 (60 minutes)

### Before reading

#### 1 Pairs, then whole class

These pre-reading discussion questions are designed to get students thinking about how they read a text and to encourage them to discuss ideas in English. There are no right or wrong answers, and it would be better not to correct students if they make mistakes at this point. During class feedback, explain that when we read for pleasure, we often read in a different way to when we are trying to find something quickly in a text. Draw students' attention to the Reading tip, which explains the differences between skimming and scanning.

#### 2 Alone

This activity gives students some examples of the types of information they may be looking for when skim reading a text. Ask students to skim the text, then give them 15 seconds to respond to parts a–d.

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**Answers:** a seven; b paragraphs 3, 4 and 5; c picture 1; d A winner at all costs

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#### 3 Whole class

As a class, discuss how students found the answers for Activity D2. Encourage them to be specific about the reading skill(s) they used. They should note that they did not read every word in the text but instead read quickly to identify the main information and ideas.

#### 4 Alone

In this activity, students listen as you read 12 words and phrases from Text 1.1 (see below). As you read the phrases, students should underline them on a copy of the text. Before you start, explain that students will hear the words in the same order that they appear in the text. Read the following words: 1 professional; 2 unfamiliar; 3 opponent; 4 suffering; 5 determined; 6 promise to; 7 movements; 8 marketing; 9 discipline; 10 association; 11 inspire; 12 generation.

#### 5/6 Groups of three

Put students into groups of three and ask groups to split the 12 words from Activity D4 between them, so they take four each. They then identify the definitions from the box for their four words. Remind them that there are four definitions that they will not use. Students then share and discuss their choices.

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**Answers:** professional = describing activities that need special training; unfamiliar = not known to you; opponent = someone you play against in sport; suffering = experiencing in a negative way; determined = wanting to do something very much; promise to = a decision to definitely do something; movements = changes of position; marketing = encouraging people to buy things; discipline = personal control; association = a group; inspire = encourage and motivate; generation = age group; not used: a target or goal; totally; to get better at something; an approach or technique

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### While reading

#### 7 Alone

Students look at Text 1.1 more closely and identify where the information listed in a–g is located in the text. Encourage students to read quickly and not to worry about understanding everything in the text at this point. The aim of this activity is to reinforce the importance of and to give practice in fast reading.

Answers: a 6; b 2; c 1; d 7; e 2; f 5; g 4

#### 8 Pairs

Students work in pairs, asking and answering questions a–g. Note that they should not write anything down yet, in order to encourage them to talk to each other about their answers and to think about any changes they may want to make. Remind students that the words in bold in the text are explained in the glossary.

**Answers:**

- a** a sport (to add to her fitness regime)  
**b** one from: both sports use a racquet/a ball; can be played by two players/four players  
**c** about 20 million  
**d** two from: burn plenty of calories; mentally intense; physically intense  
**e** she was a beginner/not very good  
**f** in 2020 at a Professional Squash Association event  
**g** to inspire next generation (of women athletes)

#### 9 Pairs, then small groups

Before students write their answers to the questions in Activity D8, ask them to read the Writing tip, which reinforces the point that it is not necessary to write long answers for many reading activities. It also draws students' attention to the importance of including symbols or units of measurement in their answers, if required. Students then work in pairs to write down their answers to a–g from Activity D8, keeping them short but specific. When they have finished, two pairs should join up to discuss their answers in groups of four.

### After reading

#### 10 Groups of four, then whole class

Monitor the discussions for this activity and provide general feedback, highlighting any particular issues that students may have. Ask students to take brief notes during their

discussions and encourage them to refer to these during whole-class feedback.

› **Differentiation:**

**Support:** There is no need for all students to respond to all the questions here. Differentiate by giving fewer or less challenging questions to different students. Removing *Why?* after a question can also reduce the challenge.

## E Reading 2 (60 minutes)

### Before reading

#### 1 Alone

The five words in this activity are challenge words taken from Text 1.2, which students will read for Activity E3. Students should work alone to check their understanding, then fill in the gaps in sentences a–e. They can check their answers with a partner, or you could do whole-class feedback. There is further practice on these words in the **Workbook**, which can be set as homework for consolidation or used at this point in class if there is time.

Answers: **a** feat; **b** hence; **c** pastime; **d** monetary; **e** regardless

#### 2 Pairs

Refer students back to the picture of someone solving a Rubik's Cube in Section B as they discuss and answer questions a–c here. It does not matter if students are unsure about the answers to the questions – they can check as they read the text in the next activity.

#### 3 Alone

Ask students to quickly read Text 1.2 and check their ideas from Activity E2.

Answers: **a** 1980; **b** solving a Rubik's Cube in the fastest time possible; **c** less than 3.5 seconds

### While reading

#### 4 Alone

This activity gives students more practice in reading quickly. Set a realistic time limit depending on the confidence of your student group (up to two minutes).

Answers: **a** 4; **b** 5; **c** 1; **d** 3

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### 5 Alone, then pairs

Students look at the text more carefully to find the information, then rewrite the sentences so that they are correct. They can compare answers in pairs when they have finished.

#### Answers:

- a More than one billion people have played with a Rubik's Cube.
- b Some people try to discover the minimum number of moves required to solve a cube.
- c The fastest solvers in 19 countries competed in 1982.
- d A Rubik's Cube is cheap if you buy it online.
- e You do not need to solve a cube quickly in order to join a competition.

### After reading

#### 6 Pairs, then whole class

Monitor students' discussions and provide general feedback, highlighting any particular issues. Encourage them to take brief notes and to refer to these during class feedback after the pair discussions. Point out that Activity 6c requires students to refer back to both texts they have read in this unit.

### Project: Create a display on leisure activities (60 minutes)

For this project, students will imagine how famous or successful people spend their leisure time. Read the introductory information as a class, so all students understand what they will be doing for this project.

- 10 minutes:** Introduce the focus of the project: how successful people spend their free time. Ask students to discuss in pairs what they think *success* means, and how people become successful. Elicit examples of successful people. This will help students to recall vocabulary from the unit as they work through the project.
- 10 minutes:** Students work alone to create a list of six things that they think are important for successful people, e.g. doing physical exercise. If students are able to provide reasons for their choices, encourage them to do so; if they struggle to think of ideas, give them some choices, e.g. successful people might read, take classes, volunteer, network, have hobbies, spend time with friends

and family. It is important for students to have opportunities to work alone as well as in pairs and groups, to help them become more confident about their own abilities.

- 10 minutes:** Students share their ideas with their partner, then discuss them in order to reach a final list of seven ideas. Encourage students to give reasons for their decisions about which ideas to cut, and to make notes recording their choices and reasons. This will help students to practise topic vocabulary as well as phrases for making suggestions and giving reasons, using both speaking and note-making skills.
- 15 minutes:** Students then present their ideas to the rest of the class, either in the form of a classroom poster or an online post, depending on the resources and technology available. Encourage students to read each other's lists and to listen to each other's presentations, and to compare the content with their own. While the whole project provides students with practice in all the six skills for life, this stage in particular supports students' communication skills.
- 15 minutes:** Finally, students compare their ideas. They should consider and discuss the two questions in the Coursebook, and agree on any conclusions. Use whole-class feedback to bring all the ideas together.

### Students speak (25 minutes)

In this section, students watch some students talking about their free time. Before watching, ask students to quickly recall their own ideas from the unit about things they enjoy and do not enjoy doing in their free time. They will practise this more after watching the video. Review the questions in Activity 1, then play the video. As students watch, they should respond to part a. If appropriate, pause the video to allow students to write their notes and for checking, before moving on to the next student in the video. Students then check their answers in pairs and discuss their own free-time activities for Activity 1b.

Prepare students to watch again by previewing the questions in Activity 2. Play the video, then do whole-class feedback to check answers and understanding.

### Exam-style question (40 minutes)

Give students 20 minutes to read the text and answer the questions independently before going through the



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answers as a class. Get different students to volunteer their answers, then ask everyone to find the answers in Text 1.3. Make a note of any questions that students found challenging and try to elicit *why* this was – did they struggle with particular vocabulary or grammar, or did the students find it difficult to record their answers? Decide how you will address this issue (perhaps as homework or in the next lesson).

### Answers:

- 1 in the main Market Square (opposite the City Hall)
- 2 Sunday
- 3 the food, arts and crafts market
- 4 vegetarian food
- 5 the Christmas period
- 6 Any three from: reputation for quality; reasonable prices; improved public transport; the opportunity to talk to the makers of the products.

If students need more practice with skimming and scanning, set them the Skills focus: Reading activities in the **Workbook**.

### Check your progress (10 minutes)

Ask students to reflect on their progress by completing the Check your progress table independently and then setting themselves a personal goal. A typical personal goal might be: *I need to do more speaking practice so that I can make suggestions more confidently*, or *One area I should improve in is reading texts more quickly*. Be ready to encourage students and to provide solutions if they have indicated scores that suggest low confidence.

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# > 2 Digital life

## Unit overview

In this unit, students will read several short texts on the topic of digital life and answer questions about them to identify which text contains particular information. They will also practise making effective notes on a

reading text, and learn more about using adverbs. In the project at the end of the unit, students will conduct a class survey about digital entertainment.

Learning intentions	Check for success
Students will be able to:	
understand and use a range of vocabulary related to the topic of digital entertainment	Activities B1–8
understand the requirements of a multiple-matching activity and select relevant information in response to one	Activity C3
understand the connections between their own ideas and opinions and those in an online article	Activity D5
understand the different ways in which adverbs can be used, and use them in different combinations	Language focus
make effective notes on a reading text	Activities D6–11

### SKILLS FOR LIFE: COLLABORATION

Asking students to work in pairs or groups provides opportunities for them to practise language; however, it also helps them develop a key 21st-century skill: collaboration. Collaborating with others has several advantages:

- It reduces the workload on individuals.
- It allows them to benefit from other people's knowledge and experiences.
- It increases creativity levels.
- It provides better-quality outcomes and solutions.

There are three key competencies within the area of collaboration:

- 1 taking personal responsibility for one's own contribution to a group task
- 2 listening respectfully and responding constructively to other's contributions
- 3 managing the sharing of tasks in a project.

Throughout the course, students are encouraged to collaborate, in pairs or in groups of varying sizes. It is likely that students will speak to their classmates during lessons without being asked to do so, and while this should be encouraged, it is important to make sure that communication and collaboration are done in English and remain on task. Giving clear instructions is an important step here.

The project at the end of this unit will give students a chance to practise all three key collaboration competencies, but particularly managing the sharing of tasks (competency 3). Note that this competency is important in all activities where students are asked to work with others. When students move into pairs or groups, ask them to think about how they are going to manage the sharing of tasks, such as their individual roles (timekeeper, notetaker, leader, etc.), as well as what outcomes for the task or project they are trying to achieve.