

Second Edition

OWN IT!

1



CAMBRIDGE

Student's Book

Claire Thacker

with Melissa Wilson and Daniel Vincent

Contents

Vocabulary		Skills		Language in action	
Starter Unit Welcome! p4	Months Numbers Colours Classroom objects p4 p4 p4 p7	Reading An online profile: Welcome to my life! Listening A talk p5 p8	Subject pronouns and possessive adjectives Verb <i>be</i> Question words <i>whose</i> + possessive pronouns Imperatives p6 p6 p6 p9 p9		
Unit 1 Friends and family p10	Family members Describing people p11 p14	Reading A webpage: Meet the Kanneh-Masons Listening A conversation Speaking Phoning a friend Writing An informal email p12 p14 p16 p17	have got : affirmative and negative Possessive 's have got questions p13 p13 p15		
Learn to learn p20, Review p21					
Unit 2 That's life! p22	Daily routines Leisure activities p23 p26	Reading A profile: A day in the life of ... Listening Street interviews Speaking An interview Writing An article p24 p26 p28 p29	Present simple : affirmative and negative Adverbs of frequency Present simple : questions <i>Wh</i> - questions p25 p25 p27 p27		
Learn to learn p32, Review p33					
Unit 3 School days p34	School subjects Places in a school p35 p38	Reading A webpage: Ballet school Listening A radio programme Speaking Asking for help Writing A description p36 p38 p40 p41	can for ability and permission Verb forms: (<i>don't</i>) <i>like</i> , <i>don't mind</i> , <i>love</i> , <i>hate</i> + <i>-ing</i> Object pronouns p37 p39 p39		
Learn to learn p44, Review p45					
Unit 4 You are what you eat p46	Food and drink Adjectives p47 p50	Reading An article: Time for a snack Listening A quiz Speaking Ordering food and drink Writing A blog post p48 p50 p52 p53	Countable and uncountable nouns <i>a/an, some/any</i> <i>there is/isn't, there are/aren't</i> <i>much/many, a lot of</i> p49 p49 p51 p51		
Learn to learn p56, Review p57					
Unit 5 What's your style? p58	Clothes Accessories p59 p62	Reading An online diary: Michiko's mix.com Listening An interview Speaking Buying clothes or accessories Writing A description of a photo p60 p62 p64 p65	Present continuous Present simple and present continuous p61 p63		
Learn to learn p68, Review p69					
Unit 6 Sport for life p70	Sports Sports verbs p71 p74	Reading Online FAQs: Learn about Boccia Listening A conversation Speaking Buying tickets online Writing A profile of a sports person p72 p74 p76 p77	Comparatives Superlatives p73 p75		
Learn to learn p80, Review p81					
Unit 7 Amazing animals p82	Animals Adjectives p83 p86	Reading Fact files: Amazing animals in danger Listening A podcast Speaking Talk about a day out Writing An article p84 p86 p88 p89	<i>was/were, there was/were</i> Past simple : regular and irregular verbs p85 p87		
Learn to learn p92, Review p93					
Unit 8 Lost and found p94	Places in town Personal possessions p95 p98	Reading An online travel article: Lost treasures Listening A radio interview Speaking Losing things Writing A blog post p96 p98 p100 p101	Past simple : questions Past simple : <i>Wh</i> - questions p97 p99		
Learn to learn p104, Review p105					
Unit 9 Summer fun p106	Outdoor life Holidays p107 p110	Reading A leaflet: Wild weekend Listening A conversation Speaking Making suggestions and responding Writing An email p108 p110 p112 p113	Future with <i>will/won't</i> Present continuous for future <i>be going to</i> p109 p111 p111		
Learn to learn p116, Review p117					
Pronunciation p118–119 CLIL model projects p120–123 Grammar tutor p124–133 Irregular verbs p134					

 Learn to learn		 Around the world	 Life competencies	Project
Learning numbers together Recording vocabulary Using your own language	p4 p7 p8			
Making connections (1) Drawing pictures Increasing your vocabulary Organising your notebook	p11 p14 p19 p20	 An article: Twins Day  Children's Day	p18 p18	 Project: A poster  Teacher's Resource Bank
Word partners (1) Word partners (2) Working in pairs	p23 p26 p32	 Digital literacy: Staying safe online  Teens on screens  CLIL: Maths	p30 p30 p31	 Project: A class survey p31
Recognising cognates Making a spidergram Understanding new words from context Using flashcards	p35 p38 p43 p44	 A blog post: Welcome to my school day!  The school of the air	p42 p42	 Project: A haiku  Teacher's Resource Bank
Personalising vocabulary True or false sentences Playing vocabulary games	p47 p50 p56	 Social responsibilities: Sustainable food choices  Think before you eat  CLIL: Science	p54 P54 p55	 Project: A menu p55
Making a picture dictionary Listening for the general idea Making connections (2) Guessing the meaning of words	p59 p62 p67 p68	 A magazine article interview: Special days  Culture and Fashion	p66 p66	 Project: A lookbook  Teacher's Resource Bank
Saying collocations out loud Remembering vocabulary sets Writing example sentences	p71 p74 p80	 Emotional development: A healthy and happy life  Healthy and happy  CLIL: Biology	p78 p78 p79	 Project: An exercise plan p79
Word categories Preparing to listen Noun and verb forms Using mind maps	p83 p86 p91 p92	 An article: The girl and the golden eagle  Four-legged friends	p90 p90	 Project: A scrapbook  Teacher's Resource Bank
Compound nouns Using photos to predict content Improving your writing	p95 p98 p104	 Creative thinking: Art that tells a story  Painting nature  CLIL: Art	p102 p102 p103	 Project: A factsheet p103
Collocation Personalising spidergrams Understanding different types of English Making an action plan	p107 p110 p115 p116	 A webpage: Your guide to American summer camps  A summer camp in ...	p114 p114	 Project: A webpage  Teacher's Resource Bank

5

What's your style?

Learning outcomes

I can ...

- understand texts about fashion and a Hindu wedding
- buy clothes and accessories
- write a description of a photo
- understand how to use present tenses
- talk about clothes and accessories
- make a picture dictionary and practise vocabulary by making connections.



Start it!

- 1 What is your style? Look at the photo. What do you like wearing?
- 2 Before you watch, which people wear uniforms?
- 3 Have all schools got uniforms? Watch and check.
- 4 Do you think uniforms are a good idea?

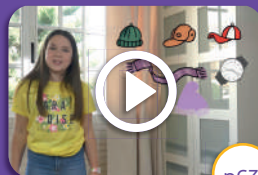


Watch video 5.1



p61

Language in action 5.2



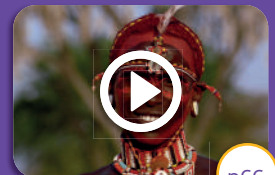
p63

Language in action 5.3



p64

Everyday English 5.4



p66

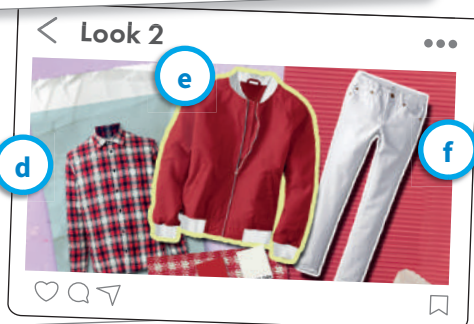
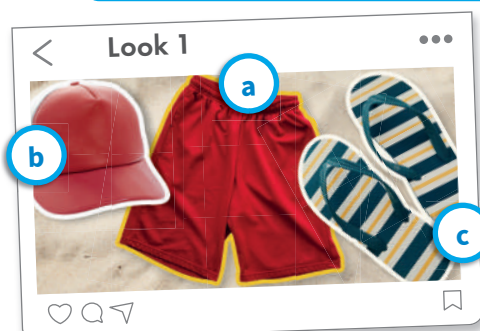
Globetrotters 5.5

Vocabulary

Clothes

 **1** Match the words in the box with the pictures. Listen, check and repeat.

- | | |
|-------------------------------------|--|
| ☐ boots | ☐ cap |
| ☐ hoodie | ☐ jacket |
| ☐ jeans | ☐ joggers |
| ☐ flip-flops | ☐ trainers |
| ☐ T-shirt | ☐ skirt |
| ☐ shirt | ☒ shorts |



 **2** Which look do you prefer? Why? Compare with a partner.

3 Circle the odd one out.

- skirt / jeans / joggers / shorts
- flip-flops / trainers / shirt / boots
- shorts / jacket / hoodie
- shirt / hoodie / jeans / T-shirt
- jacket / cap / shirt / hoodie



Learn to learn

Making a picture dictionary

Drawing and labelling pictures helps you remember new words.

4 Make a picture dictionary for the clothes in Exercise 1. Compare with a partner.



5 Add more pictures to your dictionary. Cover the labels and show the pictures to a partner. Can they guess the words?

 **Use it!**

6 Discuss the questions.

- What do you wear to school / at the weekend?
- What is your favourite outfit? Why?

Explore it! 

Guess the correct answer.

Flip-flops have a lot of different names around the world. What do people in New Zealand call them?

- a slops b jandals c chinelos

What do you call them? Find an interesting clothes fact. Write a question for your partner to answer.



Reading

An online diary

- 1 Look at the photos and describe the clothes you see. Where do you think the people are from?
- 2 Read the online diary and check your answer to Exercise 1.
- 3 Choose the correct answer. Which person ...

Michiko Sofia Akiko

- | | |
|---------------------------------|------------------------------|
| 1 has got a pet? Michiko | 4 is Michiko's friend? _____ |
| 2 has got a maths test? _____ | 5 is wearing boots? _____ |
| 3 wants to go outside? _____ | 6 is wearing sandals? _____ |

- 4 Find adjectives in the online diary for the headings. Add two more adjectives for each heading.

Colour: **black** _____

Size: _____

Style: _____



- 5 Discuss the questions.

- 1 Do you dress like your friends? Why / Why not?
- 2 How do the people you like influence the clothes you wear?
- 3 How does the place you live in influence the clothes you wear?

Michiko'sMix.com

8:00 am **Saturday**
Happy weekend!

I'm writing this post in my bedroom. My cat, Candy, is sleeping right here beside me.



What are you doing this morning?
It's so hot!

Comments:

10 replies ❤️ 12 likes

Sofia: Hi, Michiko. I'm revising for a maths test! 😞 It's really hot and I want to be outside!

Michiko: Poor you! Good luck! 🙏 My friend is calling me. See you later!

10:00 am **Back online!**

We ❤️ Harajuku – the fashion district

I'm sitting in a café with my best friend, Akiko. We're mixing traditional Japanese clothes with our own clothes to create a wamono style today. Look! We're wearing summer dresses and shirts. I'm wearing big black boots but Akiko isn't wearing the same boots. She's wearing zori (they're Japanese sandals).

We're also people watching from the café! There are a lot of different looks. There's a boy outside the café. He's wearing a black and white striped



T-shirt,
a red shirt,
tight jeans,
a green
jacket and
trainers. What a cool retro sporty
look! What do you think?

Comments:

Kyle from London: I love it!

1:00 pm **Lunchtime**

I'm not having ramen today. I've got sushi and sashimi. It's definitely a susimi kind of day. Delicious! Are you having ramen for lunch?

Comments:

Lily: No, I'm not. I'm making pizza for ten friends! 🍕

Language in action

Present continuous



Watch video 5.2
What is he wearing?
Is Hiro wearing a uniform?

I	He / She / It	We / You / They
+ Today, I'm asking about clothes.	He's wearing grey trousers.	The girls are wearing skirts.
- I'm not wearing a T-shirt.	Hiro isn't wearing jeans.	They aren't wearing trousers.
? Am I wearing a T-shirt?	Is he wearing jeans today?	What are they wearing at the moment?

Pronunciation p119

1 Look at the table and choose the correct words in the rules.

- The present simple of *be* goes **before** / **after** the main verb.
- We add **-ing** / **-s** to the main verb.

2 Write the words in the correct order to make sentences.

- wearing a / today. / I'm not / jacket
I'm not wearing a jacket today.
- the party. / trainers for / buying new / You're

- her favourite / She's trying to / find / cap.

- washing the / boots outside. / They're

- playing? / are you / instrument / What

3 Remember the information from the online diary. Write sentences in the present continuous. Check with a partner. How many sentences have you got?

Get it right!

We say: *Are you wearing a cap?* ✓
~~*You are wearing a cap?*~~ ✗

4 Choose a classmate but don't tell your partner. Ask ten questions to guess your partner's classmate. Your partner can only answer Yes or No.

Is this person sitting near me? No.

Grammar tutor p129

Use it!

5 Write present continuous questions. Ask and answer with a partner.

1 what / you / wear / today?

2 which TV series / you / watch / this month?

3 where / your best friend / sit?

4 what / you / think about / right now?

5 who / wear / hoodie outside?

What are you wearing today?

I'm wearing my favourite jeans, but I'm not wearing flip-flops.



Vocabulary and listening

Accessories



1 Match the words with the photos. Listen, check and repeat.

- | | | |
|-----------------------------------|-----------------------------------|---|
| ☐ belt | ☐ bracelet | ☐ earrings |
| ☐ gloves | ☐ necklace | ☒ purse |
| ☐ ring | ☐ scarf | ☐ sunglasses |
| ☐ umbrella | ☐ wallet | ☐ watch |

2 Write the words from Exercise 1 in the correct place in the table.

Carry	purse			
Wear	belt			

Use it!

- 3** Work with a partner. Ask and answer.
Which of the accessories in Exercise 1 ...
- are you wearing/carrying today?
 - have you got at home?
 - do you wear/carry every day?



An interview

4 Look at the photos. What are the people wearing? Do you like the clothes?



Learn to learn

Listening for the general idea

When you listen for the first time, don't worry if you don't understand every word. Listen for the general idea.

5 Listen to the interview. What is Tom talking about?
a his family b his job c his clothes

6 Listen again. Are the sentences *T* (true) or *F* (false)? Correct the false sentences.
Tom ...

- designs clothes for musicians. ____
- usually starts work at 7 am. ____
- never works late. ____
- is good at drawing. ____
- makes the clothes. ____

Language in action

Present simple and present continuous



Watch video 5.3

Which clothes and accessories do you hear? Which three tips does she give?

	Present simple	Present continuous
+	I usually wear bright colours.	Today, I'm talking about style.
-	I don't like wearing uncomfortable dresses.	She isn't wearing bright colours.
?	What do you usually wear ?	What's she wearing now ?
Expressions	adverbs of frequency (usually, always), days of the week, every day	Just / Right now ... / Now ... / Today ... / This week / month ... / At the moment ...

1 Look at the table and complete the rules.

- We use the present _____ to talk about routines (with days of the week or with *sometimes, usually, always*).
- We use the present _____ to talk about things happening now (with *at the moment, today, right now, this week, etc.*).

2 Circle the correct verbs.

- I *talk* / *'m talking* to Emily today.
- Emily *starts* / *is starting* school at 8 am every day.
- She *finishes* / *'s finishing* her outfit right now.
- Emily usually *makes* / *'s making* all the clothes.
- Emily *makes* / *'s making* a skirt and belt now.



5.07

3 Complete the blog post with the present simple or present continuous form of the verbs in brackets. Listen and check.



Grammar tutor p129



Use it!

4 Write questions with the present simple or present continuous. Ask and answer.

What ...

- you / always / wear / at the weekend?
What do you always wear at the weekend?
- music / you / listen to / at the moment?

Who ...

- you / sit next to / right now?
- you / usually sit next to / at lunchtime?

What do you always wear at the weekend?

I always wear joggers on Saturday and jeans on Sunday.

¹Do _____ you *want* _____ (want) to know more about my life?

What ²_____ we _____ (do) this week? We ³_____ (study) the history of fashion in art. It's really interesting and I

⁴_____ (learn) lots of cool new stuff. We ⁵_____

(prepare) our class fashion show this week, too. Joe and I ⁶_____

(wear) clothes from the 1980s. We ⁷_____ usually _____ (not wear)

clothes like this. We ⁸_____ (not smile) in the photo but we like the

look! I ⁹_____ (love) the 1980s.

What ¹⁰_____ you _____ (do) right now?



Speaking

Buying clothes or accessories

- 1 Look at the photo. What do you think Salif wants to buy?

-  2 Listen to the conversation. Does Salif find what he's looking for?



Sales Assistant Good afternoon.
¹Can I help you _____?

Salif Yes, please. ²_____ a scarf for my grandma.

SA Sure. Let's have a look.
³_____

Salif My grandma doesn't wear pink.
⁴_____ a different colour?

SA Yes, I have. You're in luck!
⁵_____ blue or purple.

Salif ⁶_____ the purple one, please?

SA Here you go. What do you think?

Salif It's perfect. How much is it?

SA It's £8 but there's a special offer today. Buy two for £12.

Salif No, thanks. I'm fine with just one!

SA Are you sure? It's a bargain.

Salif No, honestly. One is fine.

-  3 Complete the conversation with phrases from the *Useful language* box. Listen and check.

Useful language

Can I help you?
 Can I see the ... one, please?
 Have you got it in a different (size/ colour/style)?
 I'm looking for ...
 It comes in ...
 What about this one / these?



- 4 Look at the *Everyday English* box. Find and underline the phrases in the conversation.

- 5 Work with a partner. Practise the conversation.



Watch video 5.4 Everyday English

It's a bargain. It's perfect.
 No, honestly. You're in luck!

Plan

- 6 Work in pairs. Decide who is the customer and who is the sales assistant.

Customer Decide what you are buying and who it is for. Use the ideas below or your own ideas.

something new to wear to a party
 new earrings for your friend's birthday
 some new trainers for yourself

Sales assistant Think about different colours and sizes, prices and special offers.

Speak

- 7 Practise the conversation about buying something with your partner. Remember to use:

- the present simple and present continuous
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

- 8 Work with another pair. Listen to their conversation and complete the notes.

What does the customer buy?

How much is it?

Was it a special offer?

Writing

A description of a photo

- 1 Look at the photo. Which person is Emin? Read the description and find the answer.



- 2 Read Emin's description again and match topics a–c with paragraphs 1–3.

- a Description of the people in the photo
- b Brief description of who is in the photo
- c Opinion on why it is your favourite photo

- 3 Complete the *Useful language* box. Read and find the expressions in the description.

Useful language

- | | |
|---------------------------------|-----------------------------------|
| ¹ <u>at</u> the back | ⁴ _____ the right |
| ² _____ the middle | next ⁵ _____ (someone) |
| on ³ _____ left | |

- 4 Read the sentences and circle the correct words.

- 1 Who's the person in / on / at the middle?
- 2 That's me to / on / at the back! I'm wearing my favourite blue cap.
- 3 Jamal is in / on / at the right. He's holding his camera.
- 4 Lara is standing next at / in / to Joel. She's laughing.
- 5 Behrat is in / on / at the left. He's wearing a green hoodie.

My favourite photo By Emin

- 1 ☐ This is a photo of my friends and me. We're all sitting on the beach. We're celebrating my friend Irem's 13th birthday.
- 2 ☐ Irem and I are in the middle. She's wearing a white T-shirt and a woollen jacket. She's laughing. My friend Greg is on the left. Greg's wearing a red checked shirt. He usually wears a cap but he isn't wearing it in this photo. He's holding some food but he isn't eating. Sophie is next to Greg. She's wearing her new jeans. My friend Hakan is on the right. He's wearing his favourite checked shirt and his new trainers. He's smiling. There isn't anyone at the back in this photo. I'm next to Hakan. I'm wearing beige trousers and a grey hoodie, with a white T-shirt under it because it's cold.
- 3 ☐ This is my favourite photo because I'm with my friends and we're all having a great time.

Write your own description of a photo.

Plan

- 5 Look at the photo below. Decide what information to include and make notes.

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Write

- 6 Write your description. Remember to include:

- the information in the correct order
- the present simple and present continuous
- expressions from the *Useful language* box

Check

- 7 Do you ...

- describe people in the photo, including the clothes and accessories they are wearing?
- describe the people's positions in the photo?
- say why you like the photo?





Reading

A magazine article interview

1 Look at the photo of the people. Discuss the questions.

- 1 Where do you think they are from?
- 2 What do you think they are celebrating?
- 3 What is the woman at the front holding?

2 Read the interview and check your answers to Exercise 1.

3 Read the interview again and answer the questions.

- 1 How long does a Hindu wedding last for?

- 2 What is a *lehenga*?

- 3 What colour is popular for Hindu weddings? Why?

- 4 What accessories is Mishal wearing in the photo?

- 5 What is a *sherwani*?

4 Complete the table with adjectives ending in *-ful* from the interview. Check the meanings in a dictionary.

Noun	Adjective
1 wonder	<i>wonderful</i>
2 colour	
3 beauty	
4 power	



Globetrotters

Watch video 5.5
Culture and Fashion

- Where do the 'blue people' live?
- What do the Sami make?
- Which colour is important for the Maasai?



Special days

Weddings are a wonderful time for families and friends to celebrate together and to wear special clothes. This week, Amrit is talking about his cousin's Hindu wedding in India and some of their traditions.



Q: What are Hindu weddings like?

A: They're incredible! There's a lot of amazing food, music and dancing. They're always very colourful events because everyone wears beautiful clothes. They last for three days.

Q: What does the bride wear?

A: The bride usually wears a lehenga (a long skirt with a top) and a long scarf. Red is very popular at Hindu weddings. It's a powerful colour because in India it symbolises love and new life. In this photo, my cousin Mishal is wearing a red and gold lehenga. She's also wearing special wedding accessories: a gold necklace, earrings, rings on her fingers and toes, and lots of red and gold bracelets.



Q: What does the groom wear?

A: The groom usually wears a sherwani (a long jacket with gold designs on it), a pair of trousers and special wedding shoes. My cousin's new husband, Ranjit, is also wearing a red turban.

Q: Are there any other special wedding traditions?

A: There are lots, but my favourite is joota chupai – a member of the bride's family steals the groom's wedding shoes and hides them. It's great fun! In this photo, my aunt Jaz is holding Ranjit's shoes and everyone is laughing.

People around the world celebrate special days like weddings and birthdays in different ways. How do you celebrate special days in your country?

Voice it!

5 Answer the questions.

- 1 What do people wear to special celebrations in your country?
- 2 What is a typical wedding like in your country?
- 3 Are colours important in your country? Have they got special meanings?

Learn to learn

Making connections (2)

When you read an article, try to make connections with your own life and experiences. This can help you to understand the article more easily.

6 Think about a special celebration in your life and answer the questions.

- 1 Is there a part of this article that reminds you of that special celebration?
- 2 Who and what does it remind you of: people, food, clothes, traditions?

7 Explain your connections to your partner. Are your partner's connections the same or different?

Explore it!

Guess the correct answer.

Hindu brides have special paint on their hands. What does the design include?

- a their age
- b their husband's name
- c their favourite food

Find out about other interesting Hindu wedding traditions.

Choose your favourite tradition and write a question for your partner to answer.





Learn to ... guess the meaning of words

When you don't know a word, you can guess the meaning. This helps you to read and listen in English.

- 1 Circle the answer that is true for you. Compare and discuss your answer with a partner.

When I see a word I don't know, I usually ...

- 1 guess the meaning.
- 2 ask the teacher what it means.
- 3 look in a dictionary.
- 4 write it in my notebook.

- 2 Read the text. Discuss the questions about each of the words in **bold** with a partner.

I don't like tight jeans. I prefer **baggy** jeans because they're comfortable. I have lots of T-shirts, T-shirts with long **sleeves**, T-shirts with short **sleeves**, but I don't like T-shirts with **logos** – I don't like pictures or writing on my clothes. I love trainers. I have big feet so it can be difficult to find my size, but my new trainers **fit** really well. They're the perfect size!



Yusuf

- 1 Are they nouns, verbs or adjectives?

I think 'baggy' is an adjective.

- 2 What clues about the meaning can you find in the text?

*Baggy jeans are not tight.
Baggy jeans are comfortable.*

- 3 What do you think each of the words in **bold** means?

I think 'baggy' means not tight.

OWN IT!

- 3 Read the text. Answer the questions in Exercise 2 about each of the words in **bold**.

I never wear rings, bracelets or earrings, because I don't like **jewellery**, but I have lots of hats, gloves and scarves. Why? Well, my grandma loves to make me clothes – she especially loves to **knit** me clothes. I'm happy about this, because I like to be **warm** on cold winter days, and woollen clothes are great for that!



Nikita

jewellery

- 1 **noun** _____
- 2 _____
- 3 _____

knit

- 1 _____
- 2 _____
- 3 _____

warm

- 1 _____
- 2 _____
- 3 _____



Search online for different strategies for learning vocabulary. Use at least three of them and share your findings with your classmates.

Vocabulary

- 1 Complete the names of clothes with the missing vowels.

- | | |
|-----------------|-------------------|
| 1 j _ _ ns | 5 h _ _ d _ _ |
| 2 tr _ _ n _ rs | 6 sh _ _ rts |
| 3 sh _ _ rt | 7 c _ _ p |
| 4 b _ _ ts | 8 j _ _ gg _ _ rs |

- 2 Write the accessories.

- two things you can wear on your wrist

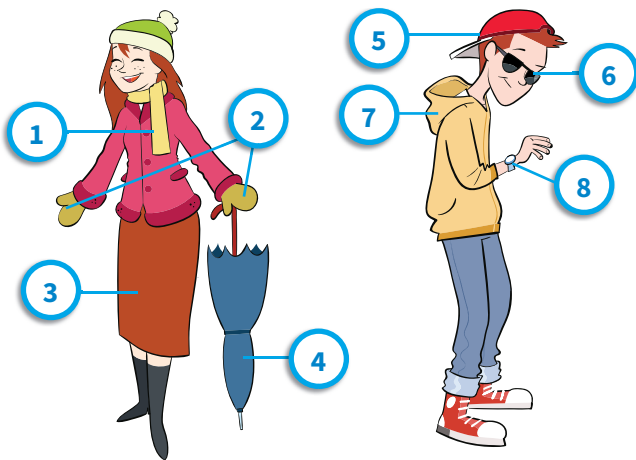
- two things you can put your money in

- something you can use when it's raining

- things you can wear in your ears

- things you can wear on your hands when it's cold

- 3 Look at the pictures. What are they wearing? Write the clothes and accessories.



- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

Language in action

- 4 Complete the conversations. Use the correct form of the present continuous.

- 1 you / watch / TV just now?
X do / my homework
- _____

- 2 Lidia / wear / a red T-shirt today?
X wear / a blue shirt
- _____

- 3 Mike / chat / with his friends at the moment?
X take / a photo
- _____

- 5 Complete the posts with the present simple or present continuous form of the verbs.

What ¹ _____ you usually _____ (wear) at school?

I usually ² _____ (wear) jeans and a T-shirt. It ³ _____ (rain) today so I ⁴ _____ (carry) an umbrella!

⁵ _____ your dad _____ (work) today?

No, he ⁶ _____ (not work) on Saturdays. He often ⁷ _____ (play) football, but today he ⁸ _____ (not do) that. He and Mum ⁹ _____ (shop) in Hull.



Self-assessment

I can name twelve clothes words in English.



I can name twelve accessories in English.



I can use the present continuous to talk about what is happening now.



I can use the present simple and the present continuous together.



6

Sport for life

Learning outcomes

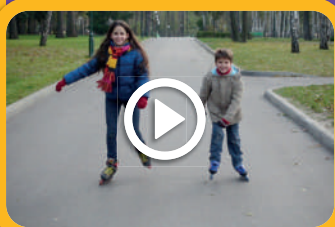
I can ...

- understand texts about sport
- book tickets
- write a profile
- understand how to use comparatives and superlatives
- talk about sports
- say collocations out loud and remember vocabulary sets together
- design an exercise plan.



Start it!

- 1 Look at the photo. What is the girl doing?
- 2 Before you watch, guess three sports from the video.
- 3 Which other sports can you see? Watch and check.
- 4 Which sport do you want to try? Why?

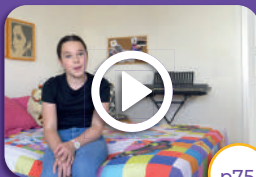


Watch video 6.1



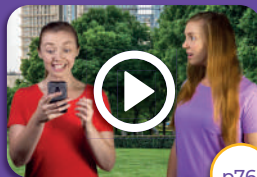
Language in action 6.2

p73



Language in action 6.3

p75



Everyday English 6.4

p76



Healthy and happy 6.5

p78

Vocabulary Sports

1 Match the words in the box with the photos. Listen, check and repeat.

- | | |
|--|-------------------------------------|
| ☐ athletics | ☐ basketball |
| ☐ gymnastics | ☐ hockey |
| ☐ rugby | ☐ running |
| ☐ sailing | ☐ swimming |
| ☒ a table tennis | ☐ volleyball |
| ☐ windsurfing | ☐ yoga |
| ☐ (mountain/rock) climbing | |

2 Listen. Which six sports do you hear?

- | | |
|-----------------------|---------|
| 1 <u>table tennis</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

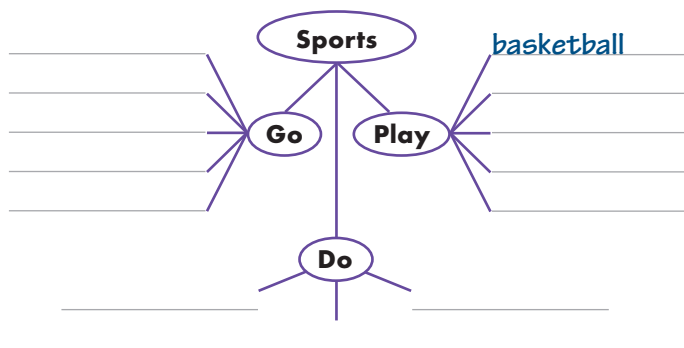
Learn to learn

Saying collocations out loud

When you learn new collocations, say the words out loud. There are three main verbs we use with sports.

- play ball sports
- go sports that end in *-ing*
- do other sports

3 Write the sports from Exercise 1 in the spidergram. Say them out loud as you write them. How many more sports can you add?



4 Work in pairs. Say a sport out loud and your partner says the verb.

Use it!

5 Discuss the questions.

- 1 Which sports do you do? How often do you do them?
- 2 Do you prefer team sports or individual sports? Why?
- 3 Which sports do you want to try?

Explore it!

Guess the correct answer.

Sport climbing is an Olympic sport. It's similar to rock climbing. How many different types of sport climbing are there?

- a one b two c three

Find an interesting fact about a sport.

Write a question for your partner to answer.



Reading Online FAQs

1 What do you think the people in the photo are doing?
Tell your partner.

 2 Read the article. Match the questions with the answers in the FAQs.

3 Read the article again. Are the sentences *T* (true) or *F* (false)?

- 1 Boccia is only for teams. **F**
- 2 Boccia is a Paralympic sport, not an Olympic sport. **___**
- 3 Boccia balls are the same size as footballs. **___**
- 4 You can play boccia when it's raining. **___**
- 5 Boccia is a very new sport. **___**

4 Find the meaning of the words in bold in the article. Are they positive or negative? Write them in the table. Can you add any more adjectives?

Positive	Negative
popular	

 **Voice it!**

5 Discuss the questions.

- 1 Are there any boccia teams where you live?
- 2 Do you think boccia looks interesting or boring to watch or play? Why?
- 3 Do you want to try boccia or watch a match? Why / Why not?

Learn about Boccia

There are lots of Olympic and Paralympic sports – some of them are the same and some are different. This week we're looking at boccia. It isn't an Olympic sport but it's becoming more **popular** than some Olympic sports. Its history goes back to Ancient Greece and Egypt. Here are our answers to your questions.



FAQs

- Q1:** What is boccia?
Q2: Is it a team game?
Q3: Where can I play it?
Q4: How big are the balls in boccia?
Q5: How many balls are there?
Q6: How do I play?

Answers

- A1:** Players move each ball with their hands or feet to get close to the 'jack'.
A2: They're bigger than tennis balls but smaller than footballs.
A3: You can play boccia in a team, in a pair or by yourself.
A4: There are six red balls, six blue balls and one small white ball (a 'jack').
A5: It's a ball game for wheelchair users and it's a Paralympic sport.
A6: You can play it outdoors or indoors if the weather's **bad**.

The rules are easier than other ball games but it's more **difficult** than it looks! Boccia players think it's better than other ball games. It's more **exciting** than you think! It isn't **boring** to watch and it's even more **amazing** to play. Play or watch boccia NOW!



Language in action

Comparatives

1 Look at the table and circle the correct words in the rules.

- We add -er to short / long adjectives to form the comparative.
- We use *more* before *irregular* / long adjectives in the comparative.
- We use / don't use *more* before irregular adjectives in the comparative.

2 Match the adjectives 1-6 to the correct comparative form a-f.

- | | |
|-----------|---------------|
| 1 bad | a more boring |
| 2 big | b better |
| 3 boring | c healthier |
| 4 fast | d bigger |
| 5 good | e worse |
| 6 healthy | f faster |

3 Complete the sentences with the comparative form of the adjectives.

- Basketball players are **taller than** (tall) football players.
- Gymnastics is _____ (interesting) yoga to watch.
- Yoga is _____ (healthy) gymnastics.
- Windsurfing is _____ (difficult) sailing.
- Rock climbing is _____ (exciting) windsurfing and yoga.
- Do you think gymnastics is _____ (easy) windsurfing?



Watch video 6.2

Which sports does he talk about?
Which sport is healthy?

Comparative adjectives

Short adjectives	
slow	Yoga is slower than gymnastics.
Long adjectives	
popular	Football is more popular than basketball.
Irregular adjectives	
good	Basketball is better than football.

> Pronunciation p119

4 Write sentences with the comparative form of the adjectives.

- windsurfing (exciting) swimming
Windsurfing is more exciting than swimming.
- table tennis (interesting) yoga
- climbing (difficult) volleyball
- A boccia ball (big) tennis ball.

> Grammar tutor p130



5 Write sentences to compare some of the things below, using adjectives in the box or your own ideas. Discuss with a partner. Do you agree?

boring comfortable difficult easy exciting
good healthy interesting smart

table tennis / tennis

hanging out with friends / going shopping

joggers / jeans

I think table tennis is more interesting than tennis. What do you think?

I don't agree. I think tennis is more interesting.





1 throw / dive / pass



2 kick / hit / jump



3 catch / lift / bounce



4 climb / run / score

Vocabulary and listening

Sports verbs

- 1 Circle the correct verbs to describe the photos. Listen, repeat and check. Can you guess the meaning of the other verbs?

Get it right!

You **win** or **lose** a game, match, race or competition. When you win, you **beat** the person or people you are competing with.

I want to win the race. ✓ I want to beat the race. ✗
I think we can beat this team. ✓ I think we can win this team. ✗

- 2 Circle the correct verbs. Can you guess the sports? Listen and check.

This is a popular team sport in Asia. It's a combination of volleyball and football. Players can't use their hands. One player ¹dives / passes the ball to another player to start. Players ²run / kick the ball with their feet. The first team to ³throw / score 21 points in two games wins.

- a capoeira
- b underwater hockey
- c sepak takraw



This is a team game with six soft balls. It's popular in PE classes in the UK. Players ⁴lift / run fast to pick up balls from the middle of the court. Then they ⁵dive / throw their balls at the other team. If a ball ⁶hits / jumps someone, that person is 'out'. Players can ⁷catch / score a ball in their hands, but if it ⁸climbs / bounces off another player, they can't use it.

- a basketball
- b dodgeball
- c volleyball

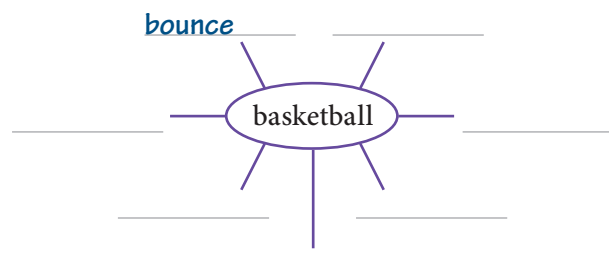


Learn to learn

Remembering vocabulary sets

Think about which verbs you can use for each sport.

- 3 Work with a partner and add other verbs to the diagram.



Use it!

- 4 Describe a sport in three sentences. Use verbs from Exercise 1. Can your partner guess the sport?

A conversation

- 5 Look at the photos. Which fitness activities or sports can these people do? Listen and check.



Joan MacDonald



Victor Wembanyama

- 6 Listen again. Circle the correct answers.

- 1 Joan MacDonald can run and ... weights.
a throw b catch **c lift**
- 2 Joan cooks fresh food ...
a every day b at the weekend c in the evenings
- 3 Victor Wembanyama's trainers are size ...
a 41 b 55 c 37
- 4 Victor and his parents are all very ...
a popular b old c tall

Language in action

Superlatives

1 Look at the table and complete the rules.

- 1 We add *the* + *-est* to **short** adjectives.
- 2 We put *the most* before _____ adjectives.
- 3 There are some _____ adjectives,
e.g. *good* – *the best*, *bad* – *the worst*.

2 Complete the sentences with the superlative form of the adjectives.

Joan MacDonald is one of ¹**the most popular** (popular) women in their 70s on social media.
She's probably ²_____ (fit) and
³_____ (healthy) person that age I know.

Victor Wembanyama is one of ⁴_____ (tall) basketball players in the world. Does the article say he is ⁵_____ (good) player in his team? Maybe Victor's got ⁶_____ (big) feet in his team!

3 Complete the sports quiz with the superlative form of the adjectives. Predict and circle the answers to the questions. Discuss with a partner.



The *biggest* (big) sports quiz in the world

- 1 Juju Noda is one of the **best** (good) female Japanese **footballers** / **racing drivers**.
- 2 Lots of people think that **basketball** / **football** is _____ (easy) sport to learn.
- 3 **Sitting volleyball** / **Wheelchair basketball** is one of _____ (popular) Paralympic sports.
- 4 **Surfing** / **Table tennis** is one of _____ (new) Olympic sports.
- 5 _____ (healthy) food to eat before you do sport or exercise is a **carrot** / **banana**.



Watch video 6.3
Who is the most amazing painter?
Who can play the piano?

Superlative adjectives

Short	She's the fastest player.
Long	She's the most amazing painter.
Irregular	Have you got something you're the best at?

4 Listen and check your answers to Exercise 3.



> Grammar tutor p130

Use it!

5 Write four sentences with your opinions about sports. Use the words in boxes A and B. Compare with a partner. Do you agree?

A easiest most boring
most difficult
most interesting on TV

B do learn play watch

6 Write sentences with superlative adjectives about you. Use the topics in the box or choose your own topics. Ask and answer with a partner.

day of the week (good)
food (delicious)
sportsperson (amazing)
person (happy)

Which is the best day of the week?

I think Friday is the best day of the week because I always finish school early. What about you?

Speaking

Buying tickets online



- 1** Listen to the conversation.
How much do they pay
for the tickets?

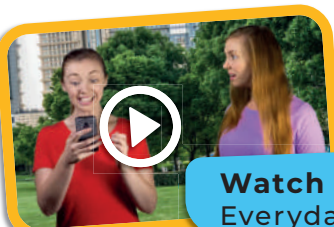


- 2** Complete the conversation with the
phrases from the *Useful language* box.
Listen and check.

Useful language

How much are tickets?
They're (£45).
Shall we go?
Let's go. Let's book them.
What's the (quickest/best/cheapest)
way to get there?

- 3** Look at the *Everyday English* box.
Find and underline the phrases in the
conversation.



Watch video 6.4
Everyday English

Got them! Look! That's crazy!
What are we waiting for? Why not?

- 4** Work with a partner. Practise the
conversation.

Ruben Look! Our favourite team is playing football this
afternoon. ¹ *Shall we go* _____?

Omar Why not? ² _____

Ruben The best seats are the most expensive.
³ _____.

Omar That's crazy! Are there any cheaper tickets?

Ruben Yes, there are. The cheapest tickets are £12 but
they're the worst seats.

Omar That's OK. I don't mind if you don't.
⁴ _____.

Ruben Got them! We collect and pay for them when we
get there. The match starts in an hour.

Omar What are we waiting for? ⁵ _____.

Ruben ⁶ _____.

Omar Run – fast!

Ruben Wait for me!

Plan

- 5** Work with a partner. Plan a conversation about buying
tickets online for a sports event. Decide ...
what event you want to see

a basketball game a tennis match an athletics event

how much the tickets cost _____

how you are going to get there _____

Speak

- 6** Practise the conversation with your partner.
Remember to use:

- comparatives and superlatives
- the vocabulary from this unit
- expressions from the *Useful language* and
Everyday English boxes

Check

- 7** Work with another pair. Listen to their conversation
and complete the notes.

What event do they want to see?

How much are the tickets? _____

How are they going to get there?

Writing

A profile of a sportsperson

- 1 Look at the photo. What sport do you think Oriane Bertone does? Read the profile and check.
- 2 Match topics a–c with paragraphs 1–3.
 - a Achievements
 - b Basic information and description
 - c Training and other interests
- 3 Find and underline examples of *also* and *too* in the profile.
- 4 Read the *Useful language* box and circle the correct words.

Useful language

We use *also* and *too* to give extra information.

We use **also** ¹before / after the verb *be*.

We use **also** ²before / after other verbs.

We use **too** at the ³beginning / end of a sentence.

- 5 Complete the sentences with *also* or *too*.
 - 1 I enjoy playing basketball and I like watching it on TV **too**.
 - 2 Athletics is fun and hockey is _____ fun.
 - 3 Our school rugby team loses some matches but we win some _____.
 - 4 Emma is our team captain. She's _____ the best player.
- 6 Rewrite the second sentence with the word in brackets.
 - 1 I like playing football. I enjoy hanging out with friends. (also)

 - 2 Table tennis is easy to play. It's fun. (too)

 - 3 She's running. She's jumping. (also)

 - 4 He's wearing trainers. He's wearing a T-shirt. (too)

My favourite sportsperson

By Kelly Nammour



- 1 ☐ My favourite sportsperson is Oriane Bertone. She's a French rock climber and she lives in Paris. She's 164 cm tall. She's taller than other female climbers.
- 2 ☐ She trains for seven or eight hours every day. She **also** eats healthy food and she doesn't go to bed late. Oriane goes rock climbing whenever she can and she climbs with her younger brother Max, **too**. She loves climbing but she **also** loves walking outdoors, watching science-fiction movies and cooking.
- 3 ☐ I think she's amazing because she's the first woman and the youngest person to climb 'Golden Shadow' rock in Rocklands, South Africa. It's one of the most difficult rocks to climb in the world. She is one of the world's strongest climbers and one of the most successful young sportspeople in the world, **too**.

Write a profile of your favourite sportsperson.

Plan

- 7 Make notes about your favourite sportsperson. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

Write

- 8 Write your description. Remember to include:
 - three paragraphs
 - comparatives and superlatives
 - expressions from the *Useful language* box

Check

- 9 Do you ...
 - give basic information and a description of your sportsperson?
 - describe their sport using sports verbs?
 - talk about their achievements and why you like them?



Emotional development

A healthy and happy life

1 Look at the photos. What are the people doing? How do you think they feel? Discuss with a partner.

2 Read the text and check your ideas.



Watch video 6.5
Healthy and happy

Why is having healthy habits important?

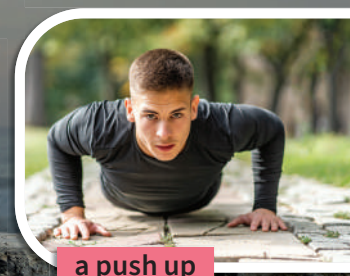
How much sleep do 14-year-olds need?

What other things help us to be healthy and happy?

Body and mind



a plank



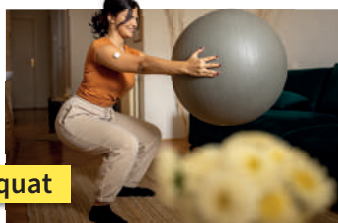
a push up

Children and teenagers need about 60 minutes of physical activity every day. Around the world, 81% of 11- to 17-year-olds don't do enough physical activity. When you're active and doing exercise, the movement makes your **brain** more active, too.

Physical activity is good for your body because you're healthier and fitter. You have stronger **bones** and muscles, and you sleep better. Doing exercise when you're young also helps you to stay healthy when you're older.

It's a good idea to do some exercise to have strong **muscles** and bones. Your muscles are important because they help keep your bones strong. There are a lot of different activities for different muscle groups.

The muscles in your centre, or core, are the most important ones for standing up. Gymnastics is great for this, or do some simple exercises at home, like a plank. Do some push-ups for stronger muscles in your chest, shoulder and arms.



a squat

Do a few squats every day for stronger legs and feet.



Don't forget your heart – it's a muscle, too! Play basketball and go swimming so your heart works harder!

Physical activity isn't just good for your body, it's also good for your mind.

- When you do exercise, your brain produces **endorphins**. These help you to feel happier and they can change your **mood** from sad to happy.
- When you exercise, your brain is more active. You can **concentrate** better in school and you can learn things faster.
- When you exercise with a friend or play sport in a team, you connect with other people. This is good for your brain because you smile, have fun and produce more endorphins!



Physical activity isn't just sport! You can go for a walk with a friend, dance to your favourite songs or even tidy your bedroom.

+ Vocabulary extra

3 Match the words in the box with the meanings.

bones brain concentrate
endorphins mood muscles

- 1 parts of your body that help you to move muscles
- 2 the hard parts inside our body that form your skeleton _____
- 3 the organ inside your head that controls your thoughts and feelings _____
- 4 a natural chemical your brain produces to make you feel relaxed _____
- 5 think about something you are doing very carefully _____
- 6 the way you feel at a certain time, e.g. happy or sad _____

4 Answer the questions.

- 1 How much physical activity do you do every week?
- 2 Why do you think people don't do enough physical activity?
- 3 Which physical activities make you feel happy? Why?



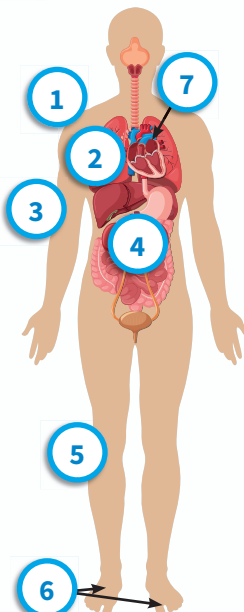
CLIL: Biology

Parts of the body

5 Match the words in the box with 1-7 in the picture.

arm chest core feet
heart leg shoulder

- 1 shoulder
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____



6 Complete the table with the correct parts of the body for each exercise.

Exercise	Parts of the body
1 plank	<u>core, arms, legs</u>
2 push-up	_____
3 squat	_____
4 basketball, swimming	_____

7 Which activities that you do every day (not just sport) use the parts of the body you mentioned in Exercise 6?

- 1 I'm carrying bags of shopping. I'm using the muscles in my arms and my chest.
- 2 I'm _____. I'm using the muscles in my legs.
- 3 I'm _____. My heart is working harder than usual.
- 4 I'm _____. I'm using my core muscles.
- 5 I'm _____. My shoulders and arms are working hard putting away my things!



Project: an exercise plan

Design a plan to keep active

Step 1: Plan

Work in groups. Design an exercise plan for one day for 60 minutes of physical activity.

Think about:

- different ways you can be more active
- how the activity helps you have a healthy body
- how the activity helps you have a healthy mind
- activities that make you feel happy
- activities you can do alone or with a friend

Agree on the activities and the times.

> OWN IT! Project: an exercise plan p122



Learn to ... write example sentences

Example sentences help you understand and remember vocabulary

- 1 Read Peiyu's blog. How does she remember new words? Why?

Today's tip

Peiyu's English learning blog

Remembering new words



When I learn new words, I use them in example sentences. I think this is better than writing them in my language. When I write sentences, I think about what the word means and this helps me to remember it.

Also, when you write example sentences, the meaning is easier to remember later because the other words in the sentence can help you. I try to write funny sentences or sentences about me and my friends because it's easier to remember the sentences.

Look at my notebook! What do you think?

My parents **do yoga** in the garden.



I **run** to school when I'm late.



- Search online for other examples of tips people use to remember things. Try and use a different website from the one you normally use. Share your findings with your classmates.

- 2 Circle the example sentences you prefer, a or b. Compare your answers with a partner and say why.

1 bananas

a Bananas are nice.

b Bananas are a long yellow fruit.

I prefer example sentence b because the words 'long', 'yellow' and 'fruit' help you remember what bananas are.

2 kick

a In football, players kick a ball.

b They kick it.

3 rugby

a Rugby is my grandma's favourite sport.

b Rugby is boring.

4 throw

a Throw it!

b My baby sister throws her food at me.

OWN IT!

- 3 Write an example sentence for each of the words in the box.

beat catch rock climbing
score volleyball

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 4 Tell your partner your sentences from Exercise 3. Who has the best example sentence for each word?

I prefer your sentence for 'beat' because it's funny.

6 Review

Vocabulary

1 Complete the sentences with the sports in the box.

mountain climbing rugby
sailing table tennis volleyball
windsurfing yoga

- 1 You need a net to play _____ and _____.
- 2 _____ is a ball game that people always play outdoors.
- 3 People usually do _____ indoors.
- 4 You need to be on the water to go _____ or _____.
- 5 _____ can be dangerous, so you need very good equipment.

2 Circle the correct verbs.

- 1 We're playing football so we can *kick* / *score* the ball.
- 2 That looks heavy. Can you *climb* / *lift* it?
- 3 I want to *run* / *dive* a marathon one day.
- 4 *Catch* / *Throw* me that ball, please.
- 5 How do you *jump* / *score* in hockey?
- 6 It's important to *pass* / *hit* the ball in rugby.

Language in action

3 Write the comparative form of the adjectives.

- 1 bad _____
- 2 big _____
- 3 easy _____
- 4 exciting _____
- 5 good _____
- 6 interesting _____

4 Look at the information and write sentences. Use comparative and superlative adjectives.

Jack's opinion			
	Table tennis 	Rugby 	Hockey 
easy	★★★★★	★★	★
exciting	★	★★★★	★★
good	★★	★★★★	★

- 1 table tennis / easy

- 2 rugby / easy / hockey

- 3 hockey / exciting / table tennis

- 4 table tennis / good / hockey

- 5 rugby / good

- 6 rugby / exciting



Self-assessment

I can name thirteen sports in English.



I can use twelve sports verbs to talk about sports.



I can use comparative adjectives to compare two things.



I can use superlative adjectives to compare three or more things.



5

What's your style?

Vocabulary

Clothes

1 ★ Look at the photos and circle the correct words.



1 boots / trainers



2 hoodie / T-shirt



3 jeans / joggers



4 boots / flip-flops



5 shorts / skirt



6 T-shirt / jacket

2 ★ Look at the picture. Complete the text with the words in the box.

boots cap jacket joggers
shirt shorts trainers T-shirt



Laura

Alex

Laura's favourite outfit is a ¹ T-shirt, ² , ³ and a ⁴ . Alex's favourite outfit is a ⁵ and a ⁶ , ⁷ and ⁸ .

3 ★★★ What can you wear? Write at least three clothes items for each situation.

1 Your friends ask you to go to the mountains with them in December.

I can wear _____

2 It's July and you have a picnic with your parents.

3 It's Saturday afternoon and you want to visit your grandma.

Explore it!

Guess the correct answer.

A kurta is a long shirt without a collar. Men and women from South America / South Asia / Europe wear kurtas.



kurta

Find an interesting fact about clothes in your country. Then send a question in an email to a classmate or ask them in the next class.

Reading

An online diary

1 ★ Read Marina's online diary. Who doesn't like purple?



Marina'sFashionFriends.com

Sunday, 10.30 am

It's Sunday morning and I'm writing this post from the park. I'm here with my family. I can see a group of girls. They're talking and having some snacks. One girl looks great! I want her clothes! 😊



She's wearing purple jeans, an orange T-shirt, a black cap and some fabulous purple trainers. 👍👟 I think those trainers are in a shop round the corner! Hmm ... have I got the money to buy them?

14.00 pm (and back online!)

I'm at home and guess what? I've got those lovely trainers!

18.00 pm

Comments

Ethan: Hi, Marina! I always read your diary and I usually like your ideas. 😊 But sorry ... I don't like purple. I think it's a horrible colour! 😞 It's a nice day today and I'm in a park, too. I'm wearing my new joggers and a T-shirt, but it's hot now and I'm not wearing my cap. What are you wearing? 

Ada: Where can I buy those trainers? I want some, too. Ethan, purple is THE colour! I've got six purple T-shirts and a pair of purple shorts! I'm wearing my favourite purple T-shirt today! 

20.00 pm

Ada, they're selling them in World of Trainers. I'm wearing them now! 
Now I need some jeans. 
Sorry, Ethan, purple is the colour! 😊
New post tomorrow!

2 ★★ Read the diary again and underline these words. Check their meanings in a dictionary and then complete the sentences.

corner fabulous guess what
lovely pair

- I love my green boots. They're fabulous!
- _____? We're in the same class!
- The clothes shop isn't far away. It's round the _____.
- Sara's new skirt is _____. I want one!
- You need to get a new _____ of shoes.

3 ★★ Read the diary again. Circle the correct answers.

- It's Sunday and Marina is / isn't at home.
- She likes *one girl's* / *some girls'* trainers.
- Ethan *usually likes* / *doesn't usually like* Marina's posts.
- Marina and *Ethan* / *Ada* want to buy the trainers.
- Ada *has got some* / *hasn't got any* purple clothes.
- Marina tells *Ethan* / *Ada* the name of a trainers shop.

4 ★★★ Answer the questions with your own ideas.

- Do you think fashion is important? Why / Why not?

- Where do you get your ideas about what to wear? For example, from online diaries, friends, magazines, TV, vlogs, films, shops?

Language in action

Present continuous

1 ★★ Write the words in the correct order to make sentences.

1 on TV / I'm / fashion show / a / watching

I'm watching a fashion show on TV.

2 her / She / isn't / doing / homework

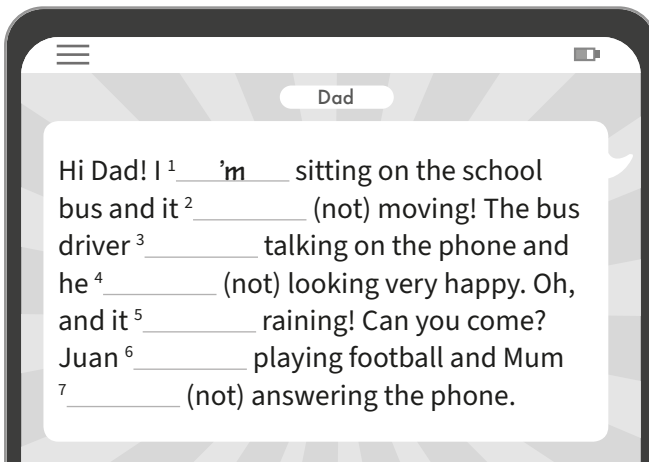
3 the park / sitting / Marina / is / in

4 a / Ethan / isn't / cap / wearing

5 playing / We're / football

6 same / skirt / the / buying / They're

2 ★★ Complete the message with the correct form of the verb be.



3 ★★ What are they doing? Look at pictures 1–4 and write sentences using the words in boxes a and b.

a dance read ride write

b a magazine salsa on the board a bike

1 He's reading a magazine.

2

3

4

4 ★★ Match questions 1–6 with answers a–f.

1 Are you listening to me?

b

2 Is Anton wearing his new trainers?

3 Is Claudia studying?

4 What are they eating?

5 Which film is Pedro watching?

6 Where are you having your lunch?

a Wonder Woman.

b Yes, I am!

c In the canteen.

d No, she isn't.

e Fried spiders. Yuck!

f Yes, he is.

5 ★★★ Answer the questions.

1 What are you wearing today?

2 What is your best friend doing now?

6 ★★★ Find out what two people in your family are doing now. Write sentences in the present continuous.

My sister's watching TV.

1



2



3



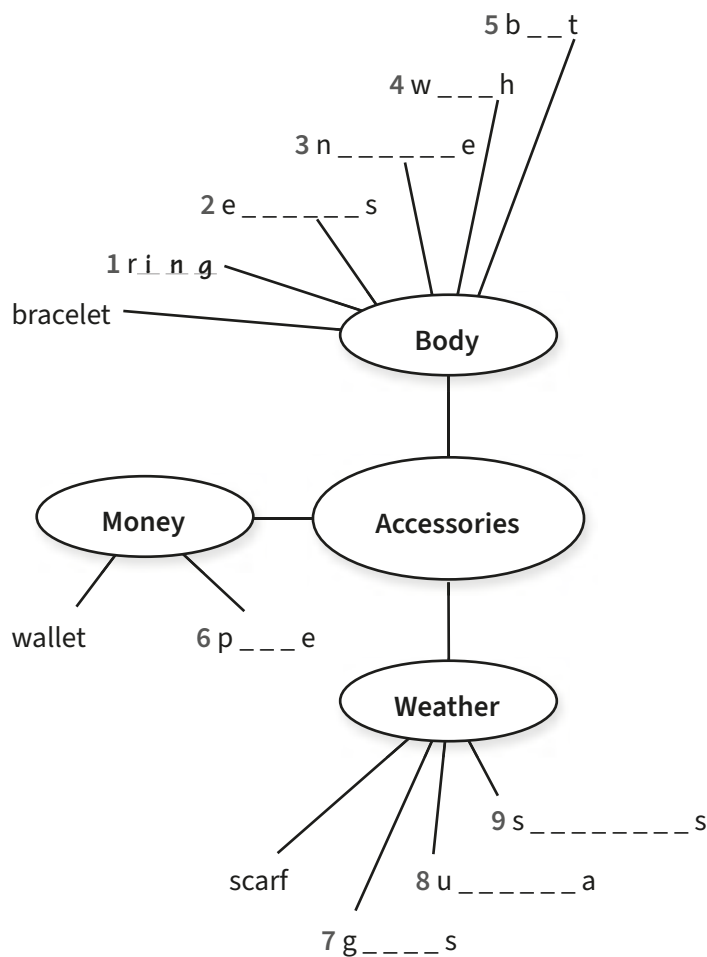
4



Vocabulary and listening

Accessories

1 ★ Complete the accessory words in the spidergram.



2 ★★ Complete the sentences with words from Exercise 1.

- Those new jeans look big. You need a belt.
- José always wears _____ when it's sunny.
- Miriam doesn't use a wallet for her money. She uses a _____.
- I don't wear a _____ because there's a clock in the classroom.
- It's raining and I haven't got my _____!
- In cold weather, my grandma always wears _____ and a _____.
- My dad has a big _____, but he's never got any money in it!

An interview

3 ★ Listen to the interview. Tick (✓) the two things that Alba paints.



4 ★★★ Listen again. Answer the questions.

- Who is Alba painting this week?
Her baby brother.
- Where does she get her ideas from?

- What does she put in the mini boxes?

- What is inside the box for her friend?

- What does the interviewer want?

5 ★ Alba is making you a box (big or small). Write two things you want to put in it. Use the ideas below or your own ideas.

a bracelet a ring a wallet a watch gloves

I'd like _____ and _____.

Language in action

Present simple and present continuous

1 ★ Circle the correct options.

- We use the present *simple* / *continuous* to talk about things happening now.
- We use the present *simple* / *continuous* to talk about facts, habits and routines.

2 ★ Complete the table with the words and phrases in the box.

at the moment every Monday never
now ~~on Fridays~~ sometimes this week
this morning today usually

Facts, habits and routines	Things happening now
<u>on Fridays</u>	

3 ★★ Write sentences with the present simple or present continuous.

- Some people / wear / sports clothes / at the weekend
Some people wear sports clothes at the weekend.
- I / look for / some jeans / right now

- They / make / the costumes for the show / now

- Naima / usually / buy / red clothes

- We / never / go shopping / on Saturdays

- A lot of people / wear / hats / at the moment



4 ★★ Complete the conversation with the present simple or present continuous form of the verbs in brackets.

- Dana** What ¹ are you doing (do), Paula?
- Paula** I ² _____ (look) at my clothes. Some of them are very small now. I ³ _____ (often / need) new clothes in the summer.
- Dana** Oh! Can I have this skirt?
- Paula** Well, I ⁴ _____ (always / give) my small clothes to my little sister, but she ⁵ _____ (not wear) skirts, so it's yours!
- Dana** Thanks! Where ⁶ _____ (you / usually / buy) your clothes?
- Paula** A shop near home. My mum ⁷ _____ (shop) there right now.
- Dana** ⁸ _____ (they / sell) accessories, too? I ⁹ _____ (look for) a bracelet at the moment.
- Paula** Yes, they do! They ¹⁰ _____ (sell) lovely bracelets. We can go shopping there together next time!



5 ★★★ Answer the questions.

- What do you do with your old clothes and accessories?

- What clothes are you wearing a lot at the moment?

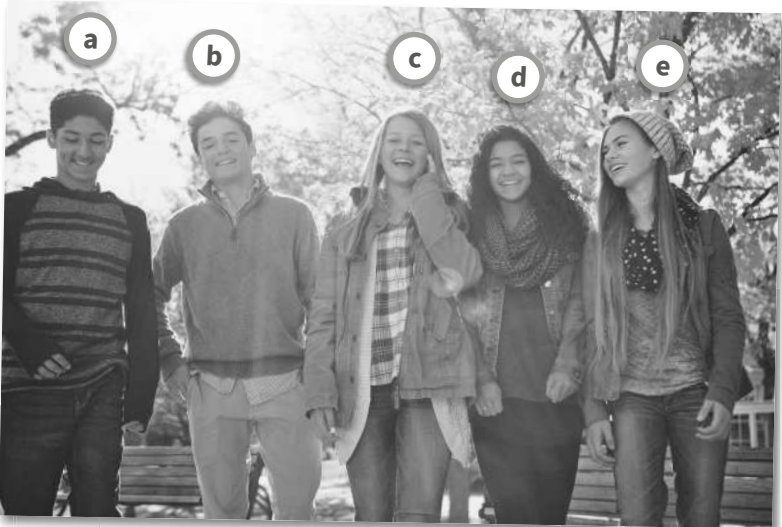
- What do you usually wear in the evening during the week?

Writing

A description of a photo

1 Read the description and look at the photo. Write the names of the people (a–e).

- a Damir
- b _____
- c _____
- d _____
- e _____



A photo of a day out
By Alyssa

- 1 This is a photo of my friends and me. We're on a school trip to a national park. It's cold but sunny.
- 2 The boy on the left is Damir. He ¹looks / 's looking down. He often ²looks / is looking down because he hates photos! He ³wears / 's wearing a black and grey hoodie. Next to Damir is Peter. He's in a pink shirt and a grey jumper. The boys ⁴don't wear / aren't wearing jackets in the photo. Then that's me in the middle, with a jacket and a checked shirt. Carmen's next to me. She ⁵wears / 's wearing her favourite denim jacket and a big scarf. Gina's on the right. She's got a grey T-shirt, a green jacket and a scarf. Gina's the only one in a hat.
- 3 This is one of my favourite photos. We ⁶laugh / 're laughing because it's a fun day. I like this photo because there are trees at the back and we all look happy. We always ⁷have / are having a great time!

2 Circle the correct form of the verbs (1–7) in the description.

3 Read the description again. Complete the sentences with the words in the box.

Alyssa boys girls Peter trees

- 1 The trees are at the back.
- 2 _____ is in the middle. Carmen and _____ are next to her.
- 3 The _____ are on the left.
- 4 The _____ are on the right.

4 Match topics a–c with paragraphs 1–3.

- a why it is a favourite photo ☐
- b people in the photo, where they are, what they're wearing ☐
- c who is in the photo and where the photo is ☐

Writing tutor p83

Write your own description of a photo of a day out.

Plan

5 Choose your photo and make notes. Decide what information to include in each paragraph. Use the information in Exercise 4 to help you.

Write

6 Write your description. Remember to include:

- the information in the correct order
- the present simple and present continuous
- expressions from the Useful language box (see Student's Book, p65).

Check

7 Do you ...

- describe the people in the photo, including the clothes and accessories they are wearing?
- describe the people's positions in the photo?
- say why you like the photo?

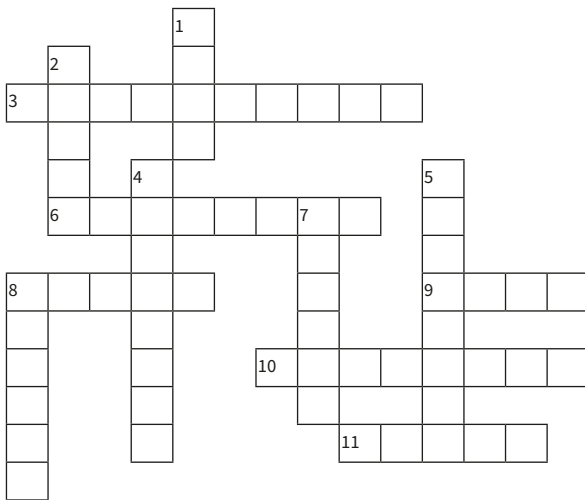
5 Review

Vocabulary

1 Circle the odd one out.

- 1 joggers / T-shirt / jeans
- 2 trainers / shorts / boots
- 3 shorts / boots / skirt
- 4 jacket / hoodie / cap
- 5 shirt / skirt / shorts
- 6 flip-flops / boots / trainers

2 Complete the crossword. Use the pictures.



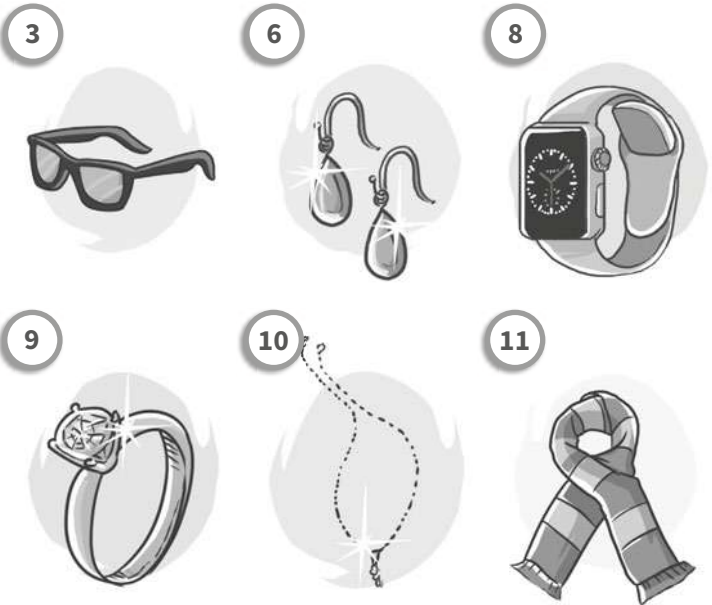
Language in action

3 Complete the sentences with the present continuous form of the verbs in the box.

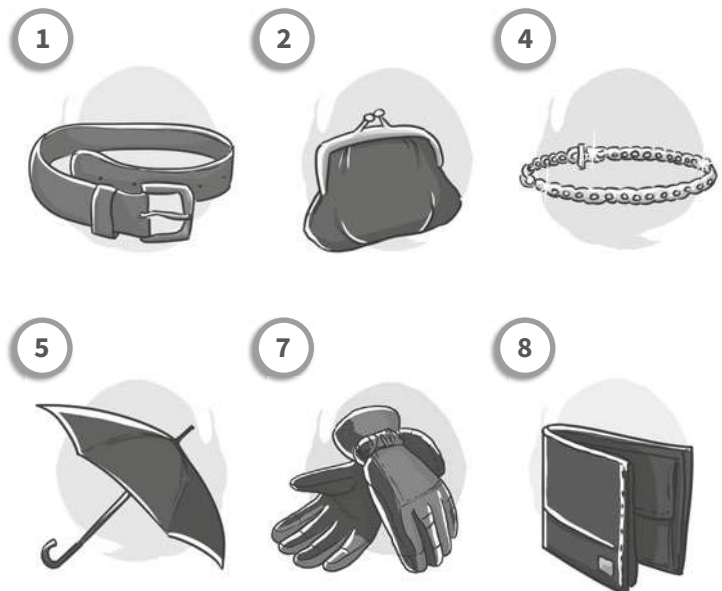
do look make not rain
not wear watch

- 1 A: What _____ you _____ now?
B: I'm doing my homework.
- 2 At the moment, I _____ for a new jacket with my dad.
- 3 They _____ a TV programme about the history of fashion.
- 4 We _____ our school uniform today – it's Sunday.
- 5 My grandma _____ me a new dress for my birthday.
- 6 You don't need an umbrella. It _____.

Across →



Down ↓



4 **Circle** the correct options.

Maya What ¹*do you usually do / are you usually doing* at the weekend?

Isaac We ²*sometimes visit / are sometimes visiting* my grandparents, but they ³*travel / 're travelling* around Europe at the moment.

Lily ⁴*Is Jimi having / Does Jimi have* lunch at home this month?

Tom Yes. He usually ⁵*has / is having* lunch at school, but this month he ⁶*goes / 's going* home early.

Hugo ⁷*Does Dad do / Is Dad doing* the shopping now?

Caleb No, it's Sunday. The shops ⁸*close / are closing* early on Sundays.



Cumulative language

5 Complete the conversation with the missing words. **Circle** the correct options.

Adil Hi, Mum. ¹_____ are you?

Mum Hi, Adil! I'm ²_____ the shopping with Dad.

Adil Oh, OK! Listen, ³_____ for a bike ride this afternoon with Tom and his brother?

Mum Sure! We haven't got ⁴_____ plans.

Adil Great! But ⁵_____ a problem. I can't ⁶_____ my trainers, or my hoodie. Where are they?

Mum I ⁷_____ know. They're your things.

Adil Oh! The trainers are under my bed, but I can't see my hoodie. Can you buy ⁸_____ a new one, please?

Mum A new one? I haven't got ⁹_____ time now, and you've got a hoodie! You need to look for ¹⁰_____.

Adil Ugh! I hate ¹¹_____ things.

Mum I know, but how often ¹²_____ things when you look for them?

Adil Hmm, I suppose so. OK, speak later.



1 a When

b Where

c What

2 a does

b do

c doing

3 a can I go

b I can go

c do I go

4 a any

b some

c a

5 a there are

b there's

c it's

6 a find

b to find

c finding

7 a not

b 'm not

c don't

8 a me

b it

c my

9 a many

b any

c a lot

10 a it

b they

c them

11 a look for

b looking for

c looks for

12 a are you finding

b do you find

c you find

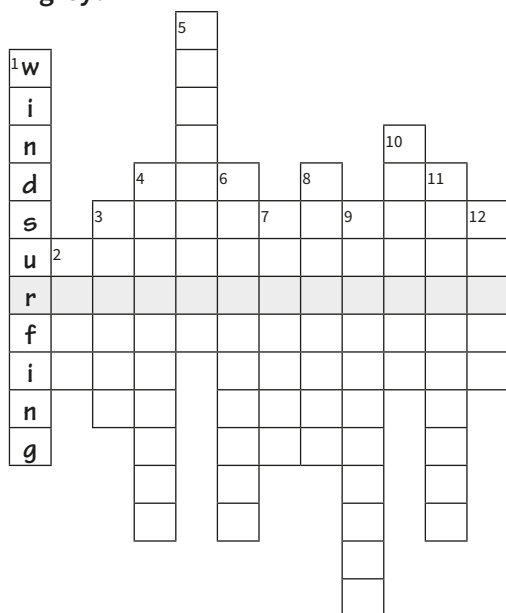
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Sport for life

Vocabulary

Sports

- 1 ★ Complete the word puzzle. Use the pictures (1–12). What is the mystery word in grey?



- 2 ★★ Complete the rules with *play*, *do* or *go*.

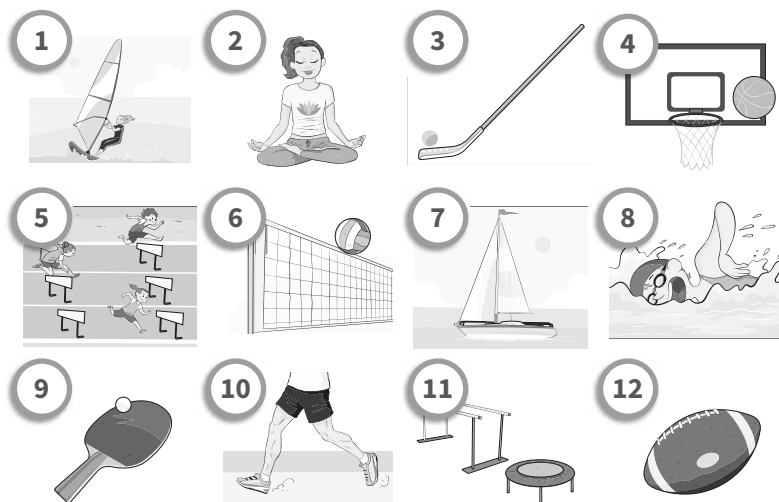
We usually use ¹_____ with sports that end in *-ing*.

We usually use ²_____ with ball sports.

We usually use ³_____ with other sports.

- 3 ★★ **Circle** the correct options.

I like doing sport. At school, we do ¹*running / athletics* and I like that. Sometimes at the weekend I go ²*swimming / yoga* with my brother. He does ³*gymnastics / rugby* at an after-school club and goes ⁴*running / table tennis* twice a week. I don't really like team sports, but in the holidays I sometimes play ⁵*sailing / volleyball* with my friends on the beach. And I love going ⁶*yoga / rock climbing* with my dad in the mountains.



- 4 ★★★ Answer the questions.

1 What are your favourite sports?

2 Do you do sports at school? Which sports?

Explore it!

Guess the correct answer.

Which sport comes from Canada?

a ice hockey b table tennis c rugby

Find an interesting fact about sport in your country. Then send a question in an email to a classmate or ask them it in the next class.



Reading

Online FAQs

- 1 ★ Read the article. What sport is it about?
Tick (✓) the correct photo (1–3).



Get the ball rolling!

Are you looking for a new sport? Do you want to try something different? In New Zealand we've got the answer – try zorbing!

FAQs

Q1:

What is zorbing?

Zorbing is an outdoor sport. Here in New Zealand, it's more popular than in other countries.

Q2:

You need a large plastic ball. This is called a 'zorb.' You get inside the ball and run or walk. When you move, the ball moves, too! You know where you're going and how you're moving because you can see through the ball. Lots of people love going down a hill in their zorb. It's fun!

Q3:

No, it's an individual sport. You get inside the zorb on your own, but it's not boring. You can have a race with your family and friends in other balls. Sometimes children are faster than their parents!

Q4:

Yes, it is, but always do it in a zorbing centre and follow the rules. Have fun, but be careful – don't get hurt!

Q5:

Yes. To go zorbing, you usually need to be six years old, or older.

Q6:

There are zorbing centres in many places on the South Island of New Zealand. Click [here](#) for a list.

Q7:

Yes. It's more expensive than other traditional sports, but it's an exciting activity for special days. So, are you ready for zorbing? Go and try it!

- 2 ★★ Read the article again. Complete it with the missing questions.

- | | |
|--------------------------|----------------------|
| a Is there an age limit? | e Where can I do it? |
| b Is it a team sport? | f Is it expensive? |
| c What do you do? | g Is it safe? |
| d What is zorbing? | |

- 3 ★★ Read the article again and underline the words in the box. Then check their meanings in a dictionary and complete the sentences.

get hurt hill race safe try

- Be careful! Going out alone at night isn't safe.
- The Spartathlon is a _____ in Greece. People run 246 kilometres!
- I live at the top of a _____. Walking down to school is easy!
- I love tennis, but this year I want to _____ a new sport.
- Careful there! You can fall and _____!

- 4 ★★★ Answer the questions.

- 1 Do you think zorbing is a fun sport to try? Why / Why not?

- 2 Which fun outdoor sports are popular in your country?

Language in action

Comparatives

1 ★ Write the comparative forms.

- | | |
|---------------------|------------------------|
| 1 small
_____ | 4 happy
_____ |
| _____ smaller _____ | |
| 2 big
_____ | 5 interesting
_____ |
| _____ | |
| 3 good
_____ | 6 bad
_____ |
| _____ | |

2 ★ Complete the rules with the adjectives from Exercise 1.

- For one-syllable adjectives, add -er:
_____ smaller _____.
- For two-syllable adjectives ending in -y, remove the -y and add -ier: _____.
- For long adjectives, add *more* to the adjective: _____.
- For one-syllable adjectives ending in a vowel and a consonant, double the consonant and add -er: _____.
- For irregular adjectives, use a different word: _____ and _____.

3 ★★ Underline and correct one mistake in each sentence.

- Windsurfing is more expensive that running. _____ than _____
- Rugby is more fast than basketball.

- Runners are usually thinner than swimmers.

- Which sport is noisier, volleyball or yoga?

- She's badder at gymnastics than at hockey.

- Playing sport is more better than watching it. _____

4 ★★ Complete the sentences with the comparative form of the adjectives in brackets.

- An ice hockey match is _____ longer _____ than a basketball match. (long)
- I think rock climbing is _____ than yoga. (exciting)
- Lola's _____ at tennis than her dad. (good)
- Our school hockey team is _____ than the rugby team. (bad)
- We think rugby is a _____ game than football. (difficult)
- Doing sport is _____ than watching TV. (healthy)

5 ★★ Complete the questions with a comparative adjective. Then check the answers at the bottom of the page.

- Daniel** Let's do this quiz! First question: Which ball is ¹ _____ faster _____, a table tennis or a tennis ball?
- Andrea** A table tennis ball?
- Daniel** Next question: Which match is ² _____, a basketball or an ice hockey match?
- Andrea** I don't know. Ice hockey?
- Daniel** Number three: Which country is ³ _____ at table tennis, China or South Korea?
- Andrea** South Korea, I think.
- Daniel** And the last question: Which sport is ⁴ _____ at schools here in New Zealand, hockey or athletics?
- Andrea** Oh, dear! I don't know. Athletics maybe. What are the answers?



6 ★★★ Write three sentences comparing sports. Look at Exercise 4 to help you.

I think football is more entertaining than rugby. _____

Answers

- table tennis ball: 116 km/h; tennis ball: 263 km/h
- ice hockey match: 60 minutes; basketball match: 48 minutes

- China (1); South Korea (2)
- number of people playing at schools in New Zealand: hockey: 13,967, athletics: 12,713

Vocabulary and listening

Sports verbs

1 ★ Match photos 1–6 with six of the sports verbs a–l.

a dive b kick c bounce d hit e catch f climb
g jump h lift i pass j run k throw l score

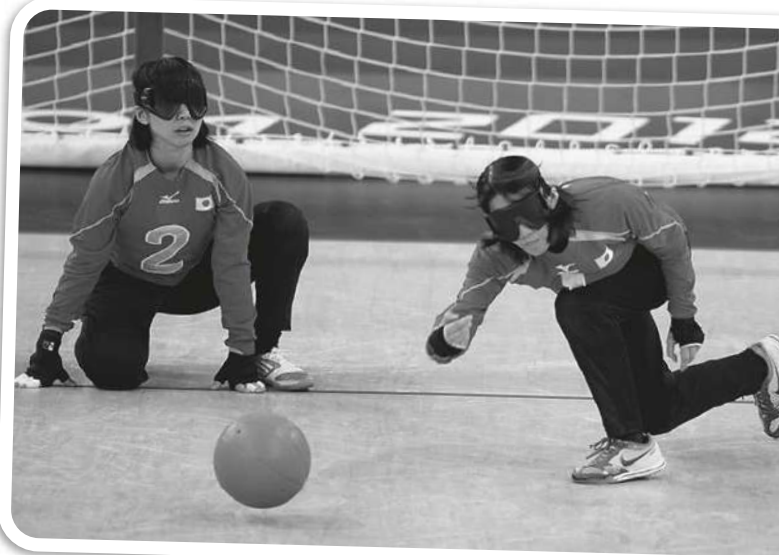


2 ★★ Circle the correct verbs.

I don't understand rugby! OK, the players
1 pass / score the ball to each other. Then they
2 catch / run up the field and put the ball over a line
to 3 score / hit points. They also 4 kick / jump the ball
over a big goalpost. But sometimes the teams make
a circle and push each other. Then one player
5 scores / throws the ball into the circle and another
player from the same team gets it. And sometimes
some players 6 lift / jump on top of other players!

3 ★★★ Write two sentences describing what players
can and can't do in a sport. Use the sports verbs
from Exercise 1.

In football, the players can kick the ball but they can't
score goals with their hands.



A conversation

4 ★ Look at the photo and listen to a conversation
about goalball. Circle the correct answers.

- 1 In goalball, players use a ball that has *lights* / *sound*.
- 1 Goalball is a *team* / *an individual* sport.

5 ★★★ Listen again. Complete the sentences
with one word or a number.

- 1 Goalball is a Paralympic sport.
- 2 In goalball, the ball is like a _____, but heavier.
- 3 A goalball team has _____ players in it.
- 4 Players try to _____ the ball to score a goal.
- 5 They use their _____ to stop the ball.
- 6 Some players can make the ball go at _____ km per hour.
- 7 The girl plays goalball at the _____ centre.
- 8 The boy wants to see the girl play on _____.

6 ★★★ Watch part of a goalball match on the
internet. Then write three things you like
about it.

I like how the players throw the ball.

Language in action

Superlatives

- 1 ★ Complete the table with the superlative form of the adjectives in the box.

bad entertaining fit healthy old

<i>The most + adjective</i>	<i>The + double the final consonant + -est</i>	<i>The + change y to i + -est</i>	<i>The + adjective + -est</i>	<i>The + irregular form</i>
the most popular	² _____	the easiest	⁴ _____	the best
¹ <u>the most entertaining</u>	the biggest	³ _____	the fastest	⁵ _____

- 2 ★★ Complete the text with the superlative form of the adjectives in brackets.

My cousin Nick is the
¹ most popular (popular)
 person in my family. He's the
² _____ (tall) of my cousins
 and also the ³ _____ (fit) –
 at the weekend, he does yoga and plays hockey!
 Everybody loves Nick.



He's the ⁴ _____ (happy) person
 I know! I'm the ⁵ _____ (young)
 person in my family and the
⁶ _____ (bad) at sport! But that's
 OK because we're all different. I love
 reading and writing stories. Nick says I write the
⁷ _____ (interesting) stories in the world.



- 3 ★★ Write the questions in the quiz using the superlative form of the adjectives. Then **circle** the correct answers. Check your answers at the bottom of the quiz!

Sports question time!

- Which is / popular / sport in Brazil?
Which is the most popular sport in Brazil?
a basketball **b** football
- Which is one of the / old / ball sports?

a Ulama. It comes from Mexico.
b Alama. It comes from Ecuador.
- Which is one of the / new / sports?

a table tennis.
b 360Ball. You use a racket and a ball and play it in a round field.
- Which is one of the / difficult / sports for many people?

a rock climbing **b** running
- Which is one of the / expensive / sports in the world?

a tennis **b** swimming

ANSWERS
 1 b 2 a 3 b 4 a 5 a

- 4 ★★★ Complete the questions with the superlative form of the adjectives. Then answer them for you.

- Who is the youngest (young) person in your family?

- Which is _____ (popular) sport at your school?

- Which is _____ (difficult) school subject?

- Which is _____ (entertaining) film you know?

Writing

A profile of a sportsperson

1 ★ Read the profile. Then complete the sentence.

For Beata, Natalia Partyka is an _____
sportsperson because she has a lot of _____.

A popular sportsperson from my country

By Beata Nowak

- 1 I'm from Poland. There are many good sportspeople from my country, but one of the ¹ *more / most* amazing is the table tennis player, Natalia Partyka. She was born in 1989. She weighs 64 kg and she's 1.73 m tall. I like her because we're both from Poland, we're both dedicated sportspeople, and we both have one hand.
- 2 Natalia trains for six hours a day. She often plays with her ² *older / more older* sister, Sandra. Sometimes she practises bouncing the ball on the top of her arm to begin the game. Natalia loves music. She also likes going to the beach with friends. I like doing that, too!
- 3 Natalia is ³ *more / most* successful than any other table tennis player from Poland. She has gold medals from the 2004, 2008, 2012, 2016 and 2020 Paralympic games, and a silver medal from the 2024 Paralympic games. She played in the Olympic games in 2008, 2012 and 2016, too. She also has medals from other sports competitions. I think she's one of the ⁴ *better / best* players in the world.

2 ★★ Circle the correct options (1–4) in the profile.

3 ★★ Read the profile again. Underline two sentences with *also* and two sentences with *too*. Then complete the rules with *also* or *too*.

We use *too* and *also* to give extra information. We use ¹ _____ at the end of a sentence. We use ² _____ after the verb *be* and before other verbs.

4 ★★ Read the profile again. Match topics a–c with paragraphs 1–3.

- a training and other interests ☐
- b achievements ☐
- c basic information and description ☐

> Writing tutor p83



Write a profile of a popular sportsperson from your country.

Plan

- 5 ★★ Make notes about the sportsperson. Decide what information to include in each paragraph. Use the information in Exercise 4 to help you.

Write

- 6 ★★★ Write your profile. Remember to include:
- three paragraphs
 - comparatives and superlatives
 - expressions from the *Useful language* box (see Student's Book, p77).

Check

- 7 Do you ...
- give basic information and a description of your sportsperson?
 - describe their sport using sports verbs?
 - talk about their achievements and why you like them?

6 Review

Vocabulary

1 Complete the table with the sports in the box.

athletics hockey rugby
running sailing swimming tennis
windsurfing yoga

Water sports	Ball sports	Other sports

2 Find 12 sports verbs in the word search.

b	d	i	b	t	d	i	v	e	h
u	i	c	s	d	q	h	g	r	i
v	o	l	i	f	t	a	h	b	t
y	k	i	c	k	r	z	o	s	p
e	c	m	w	q	m	n	s	c	a
n	p	b	o	u	n	c	e	o	l
l	y	k	j	c	j	a	t	r	u
t	h	r	o	w	v	t	g	e	r
h	j	u	m	p	w	c	e	f	u
f	p	a	s	s	k	h	x	g	n

3 Complete the sentences with the correct form of the verbs from Exercise 2.

- 1 A table tennis player b_____ the ball across the table.
- 2 My brother loves j_____ on the bed!
- 3 Mount Everest, the highest mountain in the world, is very difficult to c_____.
- 4 We never s_____ many goals in football.
- 5 Tennis players can't h_____ the ball with their hands. They use a racket.
- 6 In gymnastics, we sometimes l_____ heavy boxes to make our arms strong.

Language in action

4 Write sentences using the comparative form of the adjectives in brackets.

- 1 zorbing / running (exciting)

- 2 water / fizzy drinks (healthy)

- 3 joggers / jeans (comfortable)

- 4 a table tennis ball / a tennis ball (small)

- 5 jumping / rock climbing (easy)



5 Complete the text with the superlative form of the adjectives in brackets.



I think tennis is the ¹_____ (boring) sport, but my dad loves it! At the moment, he's in London at the All England Club. This club is the ²_____ (old) in the world. Every year, there are different tennis tournaments there. The ³_____ (popular) one is called Wimbledon. My dad says all the ⁴_____ (good) players want to win there. People watching tennis at Wimbledon don't usually speak to each other a lot. The ⁵_____ (bad) thing you can do at Wimbledon is talk! The players don't like noise. I think the ⁶_____ (easy) thing is to watch Wimbledon on TV, but not for me – I prefer a good film!

Cumulative language

6 Complete the conversation with the missing words. Circle the correct options.

- Esma** Which sports ¹_____ you like, Rafael?
- Rafael** I like ²_____ athletics and playing football.
- Esma** I think football is the ³_____ sport in the world.
- Rafael** Me, too! Today I ⁴_____ football training and then yoga.
- Esma** Yoga! I think it's ⁵_____ than athletics!
- Rafael** Then try it with me! I can teach you the ⁶_____ exercises.
- Esma** Sounds great, but I'm the ⁷_____ student in the world!
- Rafael** Ah! But I'm a ⁸_____ teacher!
- Esma** OK! I ⁹_____ try.
- Rafael** ¹⁰_____ your joggers in your bag?
- Esma** No, but I can ¹¹_____ home and get them now.
- Rafael** Perfect. Run home and bring ¹²_____ joggers!

- | | | |
|----------------------|--------------------|---------------|
| 1 a does | b are | c do |
| 2 a does | b do | c doing |
| 3 a best | b better | c good |
| 4 a got | b 've got | c 'm got |
| 5 a most interesting | b more interesting | c interesting |
| 6 a more easy | b easier | c easiest |
| 7 a bad | b worse | c worst |
| 8 a good | b the better | c best |
| 9 a can | b have | c do |
| 10 a Have you got | b You got | c You have |
| 11 a go to | b go | c come |
| 12 a yours | b you | c your |



Unit 5

What's your style? Lesson aim: I can talk about clothes and accessories.

Warmer

Show students a few pictures of famous people. Elicit relevant clothing vocabulary. Students discuss what they are wearing and if they like their style.

Start it!

Extra digital activity

Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 In pairs, students discuss which clothes in the picture they like.

2 Give students two minutes to write a list of people who wear uniforms, using a dictionary if necessary.

► 3 & 4 After playing Video 5.1, give students two minutes of thinking time before they discuss question 4.

Extra digital activity

Ask students to complete the video comprehension questions.

Class challenge

In Indonesia at the end of the school year, students give their uniforms to younger students / throw away their uniforms / **decorate each other's uniforms with paint.**

Flipped class

Prepare for **Explore it!** (p59). Students research an interesting fact about clothes.

Unit aims

Skills

I can ...

- understand texts about fashion and a Hindu wedding p60, pp66–67
- buy clothes and accessories p64
- write a description of a photo p65

5

What's your style?

Learning outcomes

I can ...

- understand texts about fashion and a Hindu wedding
- buy clothes and accessories
- write a description of a photo
- understand how to use present tenses
- talk about clothes and accessories
- make a picture dictionary and practise vocabulary by making connections.



Start it!

- What is your style? Look at the photo. What do you like wearing?
- Before you watch, which people wear uniforms?
- Have all schools got uniforms? Watch and check.
- Do you think uniforms are a good idea?

No, not all schools have got uniforms.



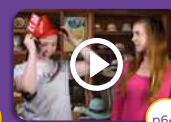
Watch video 5.1



Language in action 5.2



Language in action 5.3



Everyday English 5.4



Globetrotters 5.5

58 What's your style? | Unit 5

Language

I can ...

- understand how to use present tenses p61, p63
- talk about clothes and accessories p59, p62

Learn to learn

I can ...

- make a picture dictionary p59
- listen for the general idea p62
- make connections p67
- guess the meaning of words p68

Extra resources

- Grammar tutor, Student's Book p129
- Workbook pp40–47 and Writing tutor p83

Teacher's Resource Bank

Worksheets:

- Grammar 5.1 and 5.2 (3 levels)
- Vocabulary bank pages
- Vocabulary 5.1 and 5.2 (3 levels)
- Course-specific tests package
- Video 5.1–5.5
- Cambridge Exams practice
- Communication
- Speaking and Writing frames (2 levels)
- Culture project
- Project Book pp38–41
- Finished? pages

Lesson aim: I can talk about clothes and accessories.

Warmer

Put students into teams. Ask them to choose one team member and write a list of everything he/she is wearing, using a dictionary if necessary. The first team to finish wins.

- 1 5.01 ★★ Ask students to cover the words and to guess the items in the pictures.

Audioscript p128

Target vocabulary

boots /bu:ts/
cap /kæp/
flip-flops /flɪp flɒps/
hoodie /'hʊdi/
jacket /'dʒækɪt/
jeans /dʒi:nz/
joggers /'dʒɒgəz/
shirt /ʃɜ:t/
shorts /ʃɔ:ts/
skirt /skɜ:t/
T-shirt /'ti:ʃɜ:t/
trainers /'treɪnəz/

- 2 Students mingle and ask as many other students as possible. Encourage them to describe the look they prefer. Ask: *Which looks don't you like?*
- 3 Alternatively, play a whole-class game. Read the first group of words. The first team to shout out the odd one out wins a point.

Vocabulary bank

Learn to learn

At this level, students should be able to take effective notes in class and from homework reading. This can include pictures as well as words.

Vocabulary Clothes

- 1 5.01 Match the words in the box with the pictures. Listen, check and repeat.

j boots	b cap
i hoodie	e jacket
f jeans	h joggers
c flip-flops	g trainers
k T-shirt	l skirt
d shirt	a shorts



- 2 Which look do you prefer? Why? Compare with a partner.

- 3 Circle the odd one out.
 - 1 skirt / jeans / joggers / shorts
 - 2 flip-flops / trainers / shirt / boots
 - 3 shorts / jacket / hoodie
 - 4 shirt / hoodie / jeans / T-shirt
 - 5 jacket / cap / shirt / hoodie

- 1 The others are for your legs.
- 2 You wear the others on your feet.
- 3 The others are types of jacket.
- 4 You wear the others above your waist / on your top half.
- 5 It's the only one that you wear on your head.

Learn to learn

Making a picture dictionary

Drawing and labelling pictures helps you remember new words.

- 4 Make a picture dictionary for the clothes in Exercise 1. Compare with a partner.



- 5 Add more pictures to your dictionary. Cover the labels and show the pictures to a partner. Can they guess the words?

Use it!

- 6 Discuss the questions.
 - 1 What do you wear to school / at the weekend?
 - 2 What is your favourite outfit? Why?

Explore it!

Guess the correct answer.

Flip-flops have a lot of different names around the world. What do people in New Zealand call them?

a slops **b jandals** c chinelos

What do you call them? Find an interesting clothes fact. Write a question for your partner to answer.

Unit 5 | What's your style? 59

- 4 & 5 Encourage students to write the vocabulary far from the picture so that they can fold the paper to cover the vocabulary and test themselves at home.

- 6 Write the following prompts on the board before the discussion: *This outfit makes me feel ... comfortable, relaxed, pretty, sporty, free, cool.*

Explore it!

Students write a question using the interesting fact they researched for homework.

Homework

Workbook p40

Warmer

Ask students why people like to write online diaries. Ask if anyone in the class has an online diary.

1 ★★★ Put students into A/B pairs. Student A describes the pictures and Student B, book closed, draws them. Students then compare the drawings with the pictures and check together any necessary vocabulary.

2 5.02 Give students one minute to scan the text for the name of a nationality. Elicit that the people are from Japan.

3 Put students into A/B pairs. Student A looks for the answers to 1–3, and Student B for 4–6. At the end, they share answers and show each other where the answers are in the text.

4 After feedback, students work in groups. Students take turns to think of a teacher and describe what he/she usually wears, using the adjectives they found. The first student to guess the teacher wins.

5 Allow students two minutes of silent thinking time where they can make notes and use a dictionary if necessary, before speaking.

Reading An online diary

- 1 Look at the photos and describe the clothes you see. Where do you think the people are from?
- 2 Read the online diary and check your answer to Exercise 1.
- 3 Choose the correct answer. Which person ...

Michiko Sofia Akiko

- | | |
|--------------------------------------|-------------------------------------|
| 1 has got a pet? Michiko | 4 is Michiko's friend? Akiko |
| 2 has got a maths test? Sofia | 5 is wearing boots? Michiko |
| 3 wants to go outside? Sofia | 6 is wearing sandals? Akiko |

- 4 Find adjectives in the online diary for the headings. Add two more adjectives for each heading.

Colour: **black** **white**, **red**, **green**

Size: **big**

Style: **traditional**, **retro**, **sporty**

Voice it!

- 5 Discuss the questions.

- 1 Do you dress like your friends? Why / Why not?
- 2 How do the people you like influence the clothes you wear?
- 3 How does the place you live in influence the clothes you wear?

Michiko'sMix.com

8:00 am **Saturday**
Happy weekend!

I'm writing this post in my bedroom. My cat, Candy, is sleeping right here beside me.



Look!

What are you doing this morning? It's so hot!

Comments:

10 replies **♥** 12 likes

Sofia: Hi, Michiko. I'm revising for a maths test! ☹️ It's really hot and I want to be outside!

Michiko: Poor you! Good luck! 😊👉 My friend is calling me. See you later!

10:00 am **Back online!**

We ♥ Harajuku – the fashion district

I'm sitting in a café with my best friend, Akiko. We're mixing traditional Japanese clothes with our own clothes to create a wamono style today. Look! We're wearing summer dresses and shirts. I'm wearing big black boots but Akiko isn't wearing the same boots. She's wearing zori (they're Japanese sandals).

We're also people watching from the café! There are a lot of different looks. There's a boy outside the café. He's wearing a black and white striped



T-shirt, a red shirt, tight jeans, a green jacket and trainers. What a cool retro sporty look! What do you think?

Comments:

Kyle from London: I love it!

1:00 pm **Lunchtime**

I'm not having ramen today. I've got sushi and sashimi. It's definitely a susimi kind of day. Delicious! Are you having ramen for lunch?

Comments:

Lily: No, I'm not. I'm making pizza for ten friends! 🍕

60 What's your style? | Unit 5

Flipped class

▶ Ask students to watch **Video 5.2** and do **Video worksheet 5.2** in preparation for the next class.

Homework

Workbook p41

Lesson aim: I can understand how to use the present continuous.

Warmer

Students choose three famous people and work in groups to guess what they are doing right now, e.g. *Messi. I think he's training. No, I think he's still sleeping!*

► Play **Video 5.2**. Elicit that the boy is wearing jeans, a shirt and a T-shirt. Hiro is wearing a uniform.

Pronunciation

Students do the Pronunciation activities on *-ing* on p119.

Audioscript p128

1 Ask volunteers or assign students to read the examples in the table. (Some students may particularly apply to some examples, such as *I'm not wearing a T-shirt*.) Point out the word order and *-ing* forms in the examples. Check answers as a class.

2 Ask pairs to check each other's answers. Students who finish early can make one more jumbled sentence for their partner to write in order.

3 Allow students one minute to look at the text again, if necessary, before writing their sentences.

Get it right!

Remind students that we invert the word order when making questions.

4 Stress that in this game, all the questions must be about the person right now. Elicit that *Is he wearing a green jumper?* is fine. *Has he got green eyes?* is grammatically correct but not good for the game.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

Language in action

Present continuous



Watch video 5.2

What is he wearing?
Is Hiro wearing a uniform?

	I	He / She / It	We / You / They
+	Today, I'm asking about clothes.	He's wearing grey trousers.	The girls are wearing skirts.
-	I'm not wearing a T-shirt.	Hiro isn't wearing jeans.	They aren't wearing trousers.
?	Am I wearing a T-shirt?	Is he wearing jeans today?	What are they wearing at the moment?

Pronunciation p119

1 Look at the table and choose the correct words in the rules.

- The present simple of *be* goes **before** / **after** the main verb.
- We add **-ing** / **-s** to the main verb.

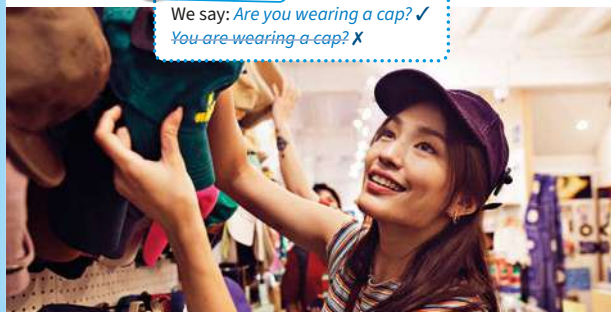
2 Write the words in the correct order to make sentences.

- wearing a / today. / I'm not / jacket
I'm not wearing a jacket today.
- the party. / trainers for / buying new / You're
You're buying new trainers for the party.
- her favourite / She's trying to / find / cap.
She's trying to find her favourite cap.
- washing the / boots outside. / They're
They're washing the boots outside
- playing? / are you / instrument / What
What instrument are you playing?

3 Remember the information from the online diary. Write sentences in the present continuous. Check with a partner. How many sentences have you got?

Get it right!

We say: *Are you wearing a cap?* ✓
You are wearing a cap? X



4 Choose a classmate but don't tell your partner. Ask ten questions to guess your partner's classmate. Your partner can only answer Yes or No.

Is this person sitting near me? **No.**

Grammar tutor p129

Use it!

5 Write present continuous questions. Ask and answer with a partner.

- what / you / wear / today?
What are you wearing today?
- which TV series / you / watch / this month?
Which TV series are you watching this month?
- where / your best friend / sit?
Where is your best friend sitting?
- what / you / think about / right now?
What are you thinking about right now?
- who / wear / hoodie outside?
Who is wearing a hoodie outside?

What are you wearing today?

I'm wearing my favourite jeans, but I'm not wearing flip-flops.

Unit 5 | What's your style? 61

5 Encourage students to repeat the task with at least two different partners.

Homework

Workbook p42

Grammar game

Students look back at p26 and work in groups. One student from each group chooses an activity on p26 and mimes it. The first student to guess the activity and use the present continuous correctly (e.g. *You're listening to music!*) wins a point and mimes the next activity.

Lesson aim: I can describe clothes and accessories.

Warmer

Elicit the word *accessories* /æk'sesəriz/. Students say which accessories in the pictures they have and don't have.

- 1 5.05 ★★★ Books closed. Play the audio, pausing after each item for students to draw it. Then they compare with the pictures on p62 and complete the exercise in pairs.

Audioscript p128

Target vocabulary

belt /belt/
bracelet /'breislət/
earrings /'iərɪŋz/
gloves /glʌvz/
necklace /'nekləs/
purse /pɜːs/
ring /rɪŋ/
scarf /skɑːf/
sunglasses /'sʌŋglɑːsɪz/
umbrella /ʌm'brelə/
wallet /'wɒlɪt/
watch /wɒtʃ/

- 2 ★★★ Put students into pairs. Ask them to think about all the accessories they have with them today and add any of them to the categories.

Vocabulary bank

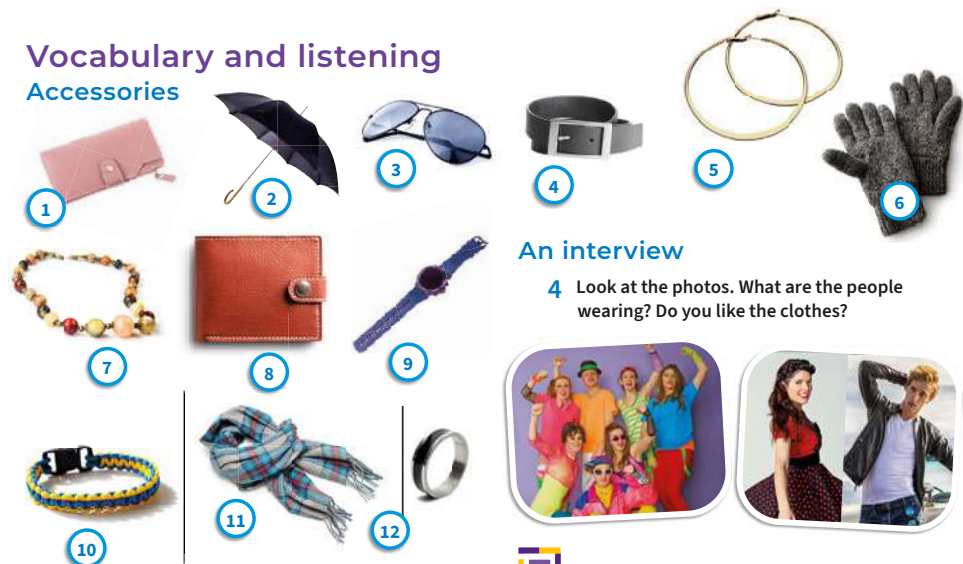
- 3 Alternatively, students answer two questions with the truth and one with a lie. Their partner must ask extra questions to guess the lie.

- 4 Encourage students to use adjectives from p60 to describe the clothes and explain what they like about them.

Learn to learn

Some students worry because they can't understand listening texts at first. Encourage them to manage their feelings, and play long audio recordings more than once in the classroom, to develop their confidence.

Vocabulary and listening Accessories



- 1 5.05 Match the words with the photos. Listen, check and repeat.

4 belt	10 bracelet	5 earrings
6 gloves	7 necklace	1 purse
12 ring	11 scarf	3 sunglasses
2 umbrella	8 wallet	9 watch

- 2 Write the words from Exercise 1 in the correct place in the table.

Carry	purse	umbrella	wallet
Wear	belt	bracelet	earrings
	gloves	necklace	ring
	scarf	sunglasses	watch

Use it!

- 3 Work with a partner. Ask and answer. Which of the accessories in Exercise 1 ...
- are you wearing/carrying today?
 - have you got at home?
 - do you wear/carry every day?

62 What's your style? | Unit 5

An interview

- 4 Look at the photos. What are the people wearing? Do you like the clothes?



Learn to learn

Listening for the general idea

When you listen for the first time, don't worry if you don't understand every word. Listen for the general idea.

- 5 5.06 Listen to the interview. What is Tom talking about?

a his family b his job c his clothes

- 6 5.06 Listen again. Are the sentences T (true) or F (false)? Correct the false sentences.

Tom ...

1 designs clothes for musicians. F

He designs clothes for actors.

2 usually starts work at 7 am. T

3 never works late. F

He sometimes works late / until midnight.

4 is good at drawing. T

5 makes the clothes. F

He designs the clothes. / Emily makes the clothes.

- 5 5.06 ★★★ Challenge stronger students to write the keywords which indicated the answer in the interview.

- 6 5.06 Students read the questions and discuss what they remember before playing the audio again.

Audioscript pp128–129

Flipped class

▶ Ask students to watch **Video 5.3** and do **Video worksheet 5.3** in preparation for the next class.

Homework

Workbook p43

Lesson aim: I can understand how to use the present simple and continuous.

Warmer

► Play **Video 5.3**. Elicit the clothes/accessories (jeans, hoodies, dresses, boots, hat, watches, scarfs) and the tips: wear clothes you like; wear colours that look good on you; don't forget accessories.

- 1 Draw attention to the table. Point out the difference between the routine activities shown in the table and the things that are happening right now. Ask volunteers to complete the exercise.
- 2 Put students in pairs to check each other's answers, then confirm answers as a class.
- 3 5.07 After feedback, divide students into as many groups as there are subjects in their school week. Each group chooses a subject. Students collaboratively write a comment for the blog post, saying what they are studying in the subject. Display the texts around the classroom and ask students to check if they are all correct.

Audioscript p129

► Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

- 4 Focus students on the phrases in the questions that determine which tense to use (*always, usually* = present simple; *right now, at the moment* = present continuous).

Language in action

Present simple and present continuous



Watch video 5.3

Which clothes and accessories do you hear? Which three tips does she give?

	Present simple	Present continuous
+	I usually wear bright colours.	Today, I'm talking about style.
-	I don't like wearing uncomfortable dresses.	She isn't wearing bright colours.
?	What do you usually wear ?	What's she wearing now ?
Expressions	adverbs of frequency (usually, always), days of the week, every day	Just / Right now ... / Now ... / Today ... / This week / month ... / At the moment ...

1 Look at the table and complete the rules.

- 1 We use the present **simple** to talk about routines (with days of the week or with *sometimes, usually, always*).
- 2 We use the present **continuous** to talk about things happening now (with *at the moment, today, right now, this week*, etc.).

2 Circle the correct verbs.

- 1 I talk / 'm talking to Emily today.
- 2 Emily starts / is starting school at 8 am every day.
- 3 She finishes / 's finishing her outfit right now.
- 4 Emily usually makes / 's making all the clothes.
- 5 Emily makes / 's making a skirt and belt now.

3 Complete the blog post with the present simple or present continuous form of the verbs in brackets. Listen and check.

Grammar tutor p129

Use it!

4 Write questions with the present simple or present continuous. Ask and answer.

What ...

- 1 you / always / wear / at the weekend?
What do you always wear at the weekend?
- 2 music / you / listen to / at the moment?
What music are you listening to at the moment?

Who ...

- 3 you / sit next to / right now?
Who are you sitting next to right now?
- 4 you / usually sit next to / at lunchtime?
Who do you usually sit next to at lunchtime?

What do you always wear at the weekend?

I always wear joggers on Saturday and jeans on Sunday.

'Do _____ you **want** (want) to know more about my life?
What ² **are** we **doing** (do) this week? We ³ **'re studying** (study) the history of fashion in art. It's really interesting and I ⁴ **'m learning** (learn) lots of cool new stuff. We ⁵ **'re preparing** (prepare) our class fashion show this week, too. Joe and I ⁶ **are wearing** (wear) clothes from the 1980s. We ⁷ **don't** usually **wear** (not wear) clothes like this. We ⁸ _____ (not smile) in the photo but we like the look! I ⁹ **love** (love) the 1980s. _____ **'re not smiling**
What ¹⁰ **are** you **doing** (do) right now?



Unit 5 | What's your style? 63

Grammar game

Put students into groups. Students take turns to think of an activity (e.g. reading a book) and mime doing it. The first student to guess the activity using the present continuous (*You're reading a book!*) wins a point.

Homework

Workbook p44

Lesson aim: I can buy clothes and accessories.

1 & 2  **5.08** ★★★ Books closed. Put students into groups of four. Ask them to brainstorm all the vocabulary for accessories they can remember from p62. Play the recording and ask students what accessory the man is trying to buy (a scarf) and if he finds it (yes, he does).

Audioscript p129

3  **5.08** Alternatively, students cover the *Useful language* box, listen again and write the phrases as they listen.

4 ▶ Play **Video 5.4**, ask students to translate these phrases into their own language.

5  **5.08** Play audio 5.08 again and ask students to repeat the *Everyday English* phrases, copying the intonation, to build confidence. Students then practise the conversation in pairs.

6 Encourage students to make notes while they plan, as this will help them make efficient use of their time.

7 Ask students to underline the things the instructions say they should use and encourage them to tick these as they practise the conversation.

8 Students take turns to perform the conversation, while another student makes notes to answer the questions in Exercise 8 and the other ticks the language he/she hears from Exercise 7.

Speaking frames

Speaking Buying clothes or accessories

1 Look at the photo. What do you think Salif wants to buy? **a scarf**

2  **5.08** Listen to the conversation. Does Salif find what he's looking for? **Yes, he does.**



Sales Assistant Good afternoon.
Salif Yes, please. ¹**Can I help you** ?
SA Sure. Let's have a look.
Salif My grandma doesn't wear pink. ²**I'm looking for** a scarf for my grandma.
SA What about this one?
Salif ³ a different colour? **Have you got it in** blue or purple?
SA Yes, I have. You're in luck!
Salif ⁴ **It comes in** blue or purple.
SA ⁵ **Can I see** the purple one, please?
Salif Here you go. What do you think?
SA It's perfect. How much is it?
SA It's £8 but there's a special offer today. Buy two for £12.
Salif No, thanks. I'm fine with just one!
SA Are you sure? **It's a bargain.**
Salif No, honestly. One is fine.

3  **5.08** Complete the conversation with phrases from the *Useful language* box. Listen and check.

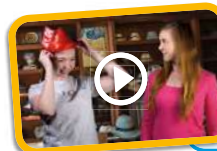
Useful language

Can I help you?
Can I see the ... one, please?
Have you got it in a different (size/colour/style)?
I'm looking for ...
It comes in ...
What about this one / these?



4 Look at the *Everyday English* box. Find and underline the phrases in the conversation.

5 Work with a partner. Practise the conversation.



Watch video 5.4 Everyday English

It's a bargain. It's perfect.
No, honestly. You're in luck!

Plan

6 Work in pairs. Decide who is the customer and who is the sales assistant.

Customer Decide what you are buying and who it is for. Use the ideas below or your own ideas.

something new to wear to a party
new earrings for your friend's birthday
some new trainers for yourself

Sales assistant Think about different colours and sizes, prices and special offers.

Speak

7 Practise the conversation about buying something with your partner. Remember to use:

- the present simple and present continuous
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

8 Work with another pair. Listen to their conversation and complete the notes.
What does the customer buy?

How much is it?

Was it a special offer?

Extend it!

Students choose five items they have with them that they want to 'sell'. They try to sell them to their classmates in groups.

Lesson aim: I can write a description of a photo.

Warmer

In pairs, students take turns to make sentences to describe the photo in as much detail as possible.

1 ★ Students circle all the names in the text before reading. This will break up the text and make it more manageable. Elicit that Emin is the boy wearing a grey hoodie.

2 Elicit the key information in the questions before students attempt the task.

3 Ask for five volunteers to come up to the front of the class and strike a pose as if someone was taking a picture of them. Ask the class: *Who is at the back? Who is in the middle? Who is on the left? Who is next to (name of student)?* The five volunteers then strike a new pose and the class shouts out new sentences about them.

4 Students work in pairs to complete the exercise. Check answers as a class. Elicit whether students can think of any other sentences to describe the people or what is happening in the photo in Exercise 1.

5 Students can use the photo in the book, or, if they have smartphones and if appropriate, they can choose a picture of themselves and their friends, to personalise the task.

6 & 7 Students share their first draft with a partner, answer the questions in Exercise 7 about both texts, then rewrite their texts.

Writing frames

Finished?

Writing

A description of a photo

1 Look at the photo. Which person is Emin? Read the description and find the answer.



2 Read Emin's description again and match topics a–c with paragraphs 1–3.

- a Description of the people in the photo
- b Brief description of who is in the photo
- c Opinion on why it is your favourite photo

3 Complete the *Useful language* box. Read and find the expressions in the description.

Useful language

- ¹at the back
- ²in the middle
- on ³the left
- ⁴on the right
- next ⁵to (someone)

4 Read the sentences and circle the correct words.

- 1 Who's the person in / on / at the middle?
- 2 That's me to / on / at the back! I'm wearing my favourite blue cap.
- 3 Jamal is in / on / at the right. He's holding his camera.
- 4 Lara is standing next at / in / to Joel. She's laughing.
- 5 Behrat is in / on / at the left. He's wearing a green hoodie.

My favourite photo By Emin

- 1 **b** This is a photo of my friends and me. We're all sitting on the beach. We're celebrating my friend Irem's 13th birthday.
- 2 **a** Irem and I are in the middle. She's wearing a white T-shirt and a woollen jacket. She's laughing. My friend Greg is on the left. Greg's wearing a red checked shirt. He usually wears a cap but he isn't wearing it in this photo. He's holding some food but he isn't eating. Sophie is next to Greg. She's wearing her new jeans. My friend Hakan is on the right. He's wearing his favourite checked shirt and his new trainers. He's smiling. There isn't anyone at the back in this photo. I'm next to Hakan. I'm wearing beige trousers and a grey hoodie, with a white T-shirt under it because it's cold.
- 3 **c** This is my favourite photo because I'm with my friends and we're all having a great time.

Write your own description of a photo.

Plan

5 Look at the photo below. Decide what information to include and make notes.

- Paragraph 1 _____
- Paragraph 2 _____
- Paragraph 3 _____

Write

6 Write your description. Remember to include:

- the information in the correct order
- the present simple and present continuous
- expressions from the *Useful language* box

Check

7 Do you ...

- describe people in the photo, including the clothes and accessories they are wearing?
- describe the people's positions in the photo?
- say why you like the photo?



Unit 5 | What's your style? 65

Flipped class

Prepare for **Explore it!** (p67). Students research an interesting fact about Hindu wedding traditions.

Homework

Workbook p45, Writing tutor p83

Lesson aim: I can understand a text about Hindu weddings.

Background information

Hindu weddings are long, colourful and fun. Students might be surprised to hear that in some parts of India, people wear white at funerals (in western countries, people wear black). That's why a bride doesn't usually wear white. People also don't usually wear black at weddings, so the outfit needs to be really colourful!

- For questions 1 and 2, encourage students to justify their answers with *because*.
-  Set a time limit of two minutes to encourage skim-reading, as the students will read the text in more detail in the following exercise.
- ★ Let students know that the answers are in order, and encourage them to scan the text to find the Hindi words from the questions (*lehenga* and *sherwani*).
- Students check the answers in groups. Then one student from each group writes the answers on the board. Students try to spot any spelling mistakes.

► Play **Video 5.5** and elicit the answers. Write these questions on the board: *What traditional clothes does your country have? Do you ever wear them?* Give students time to think about their answers, and then put them into pairs to discuss the questions.

- ⑥ **Complete the additional digital activity in Presentation Plus to check video comprehension.**



Around the world

In the Sahara, in Africa.

Colourful bags, purses and wallets.

Reading

A magazine article interview

-  Look at the photo of the people. Discuss the questions.
 - Where do you think they are from?
 - What do you think they are celebrating?
 - What is the woman at the front holding?

1 India
2 A wedding
3 The groom's shoes.

-  Read the interview and check your answers to Exercise 1.

- Read the interview again and answer the questions.

1 How long does a Hindu wedding last for?
Three days.

2 What is a *lehenga*?

A long skirt with a top.

3 What colour is popular for Hindu weddings? Why?

Red. It's popular because it symbolises love and new life.

4 What accessories is Mishal wearing in the photo?

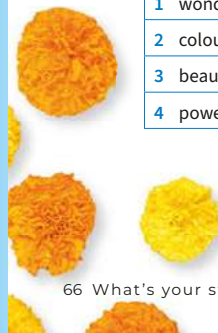
A necklace, earrings, rings and bracelets.

5 What is a *sherwani*?

A long jacket with gold designs on it.

- Complete the table with adjectives ending in *-ful* from the interview. Check the meanings in a dictionary.

Noun	Adjective
1 wonder	wonderful
2 colour	colourful
3 beauty	beautiful
4 power	powerful



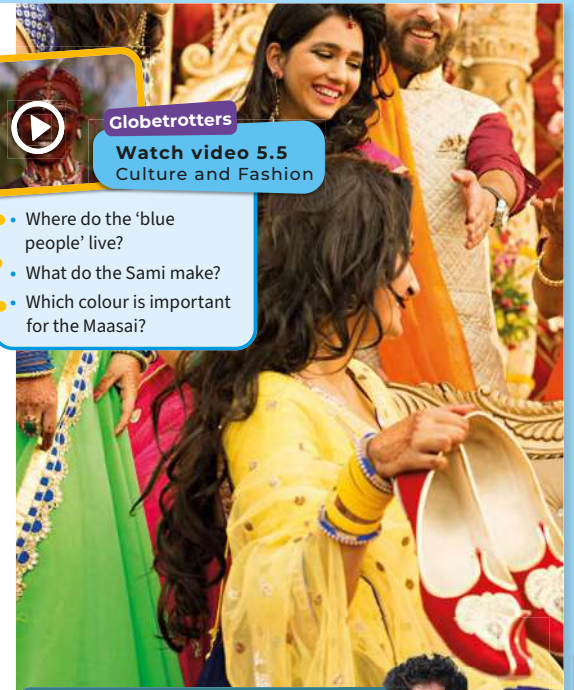
66 What's your style? | Unit 5



Globetrotters

Watch video 5.5
Culture and Fashion

- Where do the 'blue people' live?
- What do the Sami make?
- Which colour is important for the Maasai?



Special days

Weddings are a wonderful time for families and friends to celebrate together and to wear special clothes. This week, Amrit is talking about his cousin's Hindu wedding in India and some of their traditions.



Q: What are Hindu weddings like?

A: They're incredible! There's a lot of amazing food, music and dancing. They're always very colourful events because everyone wears beautiful clothes. They last for three days.

Q: What does the bride wear?

A: The bride usually wears a lehenga (a long skirt with a top) and a long scarf. Red is very popular at Hindu weddings. It's a powerful colour because in India it symbolises love and new life. In this photo, my cousin Mishal is wearing a red and gold lehenga. She's also wearing special wedding accessories: a gold necklace, earrings, rings on her fingers and toes, and lots of red and gold bracelets.

Class challenge

In Japanese weddings, grooms (the men getting married) can wear two different outfits during the day, and the brides (the women getting married) can wear 3 / 4 / 5.

Lesson aim: I can understand a text about Hindu weddings.

- 5 🗣️ Allow students thinking time and access to a dictionary to prepare for this activity. Then swap the pairs at least twice to ensure students have a chance to repeat the task and become more fluent.

📖 Learn to learn

Encourage students to think about how a reading text relates to them. This will help them see it as more than just a language exercise.

- 6 Ask students to brainstorm celebrations (e.g. weddings, birthdays). Give an example, e.g. *In my family, weddings are always fun, with lots of guests and beautiful clothes.*
- 7 Allow students to work in groups of five or six so as to generate more ideas.

🔍 Explore it!

Students help each other in pairs to write a question using the interesting fact they researched for homework. Then elicit the students' questions for the whole class to answer.

📌 Extend it!

Ask students to research information about wedding traditions in another country for homework. They write four brief answers to the following questions: *What are the weddings like? What does the bride wear? What does the groom wear? Are there any other special wedding traditions?* They create a poster with pictures, if possible, and the four questions and answers. During the following class,



Q: What does the groom wear?

A: The groom usually wears a sherwani (a long jacket with gold designs on it), a pair of trousers and special wedding shoes. My cousin's new husband, Ranjit, is also wearing a red turban.

Q: Are there any other special wedding traditions?

A: There are lots, but my favourite is joota chupai – a member of the bride's family steals the groom's wedding shoes and hides them. It's great fun! In this photo, my aunt Jaz is holding Ranjit's shoes and everyone is laughing.

People around the world celebrate special days like weddings and birthdays in different ways. How do you celebrate special days in your country?

they either present their poster to the whole class or display them for everyone to see. Ask: *Which country has the most interesting traditions?*

🗣️ Voice it!

5 Answer the questions.

- 1 What do people wear to special celebrations in your country?
- 2 What is a typical wedding like in your country?
- 3 Are colours important in your country? Have they got special meanings?

📖 Learn to learn

Making connections (2)

When you read an article, try to make connections with your own life and experiences. This can help you to understand the article more easily.

6 Think about a special celebration in your life and answer the questions.

- 1 Is there a part of this article that reminds you of that special celebration?
- 2 Who and what does it remind you of: people, food, clothes, traditions?

- 7 🗣️ Explain your connections to your partner. Are your partner's connections the same or different?

🔍 Explore it!

Guess the correct answer.

Hindu brides have special paint on their hands. What does the design include?

- a their age
- b their husband's name**
- c their favourite food

Find out about other interesting Hindu wedding traditions. Choose your favourite tradition and write a question for your partner to answer.



📖 **OWN IT!** The Culture Project Teacher's Resource Bank

Unit 5 | What's your style? 67

📖 Culture project

See Project Book p38 and the Unit 5 Project worksheet for further information and activities.

📌 Flipped class

Students complete the **Learn to learn** page (p68), then prepare for the **Review** lesson (p69). Students revise the grammar and vocabulary from Unit 5.

Warmer

In groups, students make a list of why it's good to play sports (e.g. to be healthy, make friends, etc.).

Start it!

Extra digital activity

Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Students work in A/B pairs. Student A describes what the girl in the photo is doing, using the present continuous. Student B, book closed, draws it. They then compare the drawing with the photo.

2 & 3 Alternatively, give pairs one minute to list as many sports as possible. Play **Video 6.1**. Pairs get two points for each sport in the video that they have in their list, and one point for every other sport in the video they can name.

Extra digital activity

Ask students to complete the video comprehension questions.

4 ★ Support students by writing on the board: *I'd like to try ... because ...*

Flipped class

Prepare for **Explore it!** (p71). Students research an interesting fact about a sport.

Unit aims

Skills

I can ...

- understand texts about sport p72
- book tickets p76
- write a profile p77
- design an exercise plan pp78–79

6

Sport for life

Learning outcomes

I can ...

- understand texts about sport
- book tickets
- write a profile
- understand how to use comparatives and superlatives
- talk about sports
- say collocations out loud and remember vocabulary sets together
- design an exercise plan.

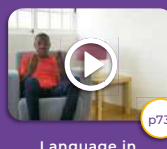
Start it!

- 1 Look at the photo. What is the girl doing?
- 2 Before you watch, guess three sports from the video.
- 3 Which other sports can you see? Watch and check.
- 4 Which sport do you want to try? Why?

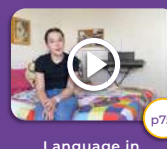
athletics, running, skateboarding, rugby, basketball, cricket, handball, rollerblading, rock-climbing, mountain biking, extreme/action sports



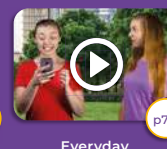
Watch video 6.1



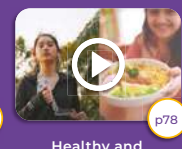
Language in action 6.2



Language in action 6.3



Everyday English 6.4



Healthy and happy 6.5

70 Sport for life | Unit 6

Language

I can ...

- talk about sports p71, 74
- understand how to use comparatives p73
- understand how to use superlatives p75

Learn to learn

I can ...

- say collocations out loud p71
- remember vocabulary sets together p74
- write example sentences p80

Extra resources

- Grammar tutor, Student's Book p130
- Workbook pp48–55 and Writing tutor pp83

Teacher's Resource Bank

Worksheets:

- Grammar 6.1 and 6.2 (3 levels)
- Vocabulary 6.1 and 6.2 (3 levels)
- Video 6.1–6.5
- Communication
- CLIL project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge Exams practice
- Speaking and Writing frames (2 levels)
- Project Book pp42–45

Lesson aim: I can describe different sports.

Warmer

Put students into teams. Ask them to write a list of all the different sports they know. After two minutes the team with the most sports wins.

- 1 6.01 ★★★ Books closed. Students play in teams of four. One student stands in front of the class. Whisper a sport from the box of words to the student to mime. The first team to guess the sport wins a point.

Audioscript p129

Target vocabulary

athletics /æθ'letiks/
basketball /'bɑ:skɪtbɔ:l/
(mountain/rock) climbing /('maʊntɪn/rɒk) 'klaɪmɪŋ/
gymnastics /dʒɪm'næstɪks/
hockey /'hɒki/
rugby /'rʌɡbi/
running /'rʌnɪŋ/
sailing /'seɪlɪŋ/
swimming /'swɪmɪŋ/
table tennis /'teɪbəl 'tenɪs/
volleyball /'vɒlɪbɔ:l/
windsurfing /'wɪnd sɜ:fɪŋ/
yoga /'jəʊɡə/

- 2 6.02 ★ Play the recording for the first time. Students listen and mime the sports as they hear them. Play the recording again. Students write the vocabulary.

Vocabulary bank

Learn to learn

Point out that collocations are words which go naturally together. Saying them out loud can help students get a feel if they sound natural or not.

Vocabulary Sports

- 1 6.01 Match the words in the box with the photos. Listen, check and repeat.

k	athletics	h	basketball
g	gymnastics	b	hockey
j	rugby	d	running
m	sailing	i	swimming
a	table tennis	c	volleyball
l	windsurfing	e	yoga
f	(mountain/rock) climbing		

- 2 6.02 Listen. Which six sports do you hear?

1	table tennis	4	hockey
2	swimming	5	running
3	basketball	6	sailing

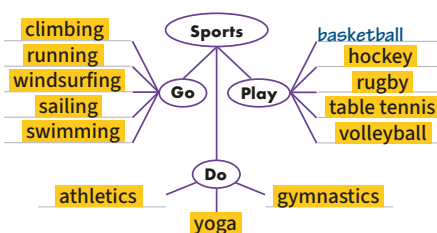
Learn to learn

Saying collocations out loud

When you learn new collocations, say the words out loud. There are three main verbs we use with sports.

- play ball sports
- go sports that end in -ing
- do other sports

- 3 Write the sports from Exercise 1 in the spidergram. Say them out loud as you write them. How many more sports can you add?



- 4 Work in pairs. Say a sport out loud and your partner says the verb.

Use it!

- 5 Discuss the questions.
- Which sports do you do? How often do you do them?
 - Do you prefer team sports or individual sports? Why?
 - Which sports do you want to try?

Explore it!

Guess the correct answer.

Sport climbing is an Olympic sport. It's similar to rock climbing. How many different types of sport climbing are there?

- a one b two c three

Find an interesting fact about a sport. Write a question for your partner to answer.

Unit 6 | Sport for life 71

- 3 You may want the class to create a poster with the spidergram and drawings, to be displayed on the wall.

- 4 ★★★ The first time they go through the vocabulary, each student has three seconds to say the verb. Then, two seconds and then, one second. Change pairs often.

- 5 Change pairs often to allow students to repeat the task and become more confident.

Class challenge

The first Olympics were in **776 BCE** / 1894 / 1994.

Explore it!

Help students make a question using the fact they researched for homework.

Homework

Workbook p48

Background information

Boccia is a ball sport similar to Bocce (or Boules), but it is played with leather balls rather than the wood, metal or clay balls used in Bocce. It's especially popular in Brazil, Korea, Slovakia, the UK, Spain and Portugal.

Warmer

In groups, students brainstorm all the sports-related vocabulary they can remember. The group with the most words wins.

1 During feedback, elicit the words *ball*, *hands*, *feet*, *team game*.

2 ^{6.03} Elicit that FAQs stands for Frequently Asked Questions, which is often a section of a website or leaflet. To clarify the meaning of the questions, elicit a sport and then ask the class the questions in the leaflet about the sport elicited.

3 Remind students to guess the answer before reading again, as this is a good comprehension strategy.

4 Disallow dictionaries and translation software. Refer students back to p69 to remember how to guess the meaning of new words.

5 Encourage students to say *because* to expand on their answers. Demonstrate with the first question. Elicit the answer from a student, then say *because* and nominate another student to continue the sentence.

Reading Online FAQs

1 What do you think the people in the photo are doing? Tell your partner.

^{6.03} 2 Read the article. Match the questions with the answers in the FAQs.

3 Read the article again. Are the sentences *T* (true) or *F* (false)?

- 1 Boccia is only for teams. **F**
- 2 Boccia is a Paralympic sport, not an Olympic sport. **T**
- 3 Boccia balls are the same size as footballs. **F**
- 4 You can play boccia when it's raining. **T**
- 5 Boccia is a very new sport. **F**

4 Find the meaning of the words in bold in the article. Are they positive or negative? Write them in the table. Can you add any more adjectives?

Positive	Negative
popular	bad
exciting	boring
amazing	difficult

Voice it!

5 Discuss the questions.

- 1 Are there any boccia teams where you live?
- 2 Do you think boccia looks interesting or boring to watch or play? Why?
- 3 Do you want to try boccia or watch a match? Why / Why not?

Learn about Boccia

There are lots of Olympic and Paralympic sports – some of them are the same and some are different. This week we're looking at boccia. It isn't an Olympic sport but it's becoming more **popular** than some Olympic sports. Its history goes back to Ancient Greece and Egypt. Here are our answers to your questions.



FAQs

- Q1: What is boccia?
- Q2: Is it a team game?
- Q3: Where can I play it?
- Q4: How big are the balls in boccia?
- Q5: How many balls are there?
- Q6: How do I play?

Answers

- A1: Players move each ball with their hands or feet to get close to the 'jack'.
- A2: They're bigger than tennis balls but smaller than footballs.
- A3: You can play boccia in a team, in a pair or by yourself.
- A4: There are six red balls, six blue balls and one small white ball (a 'jack').
- A5: It's a ball game for wheelchair users and it's a Paralympic sport.
- A6: You can play it outdoors or indoors if the weather's **bad**.

Q2 – A3; Q3 – A6; Q4 – A2; Q5 – A4; Q6 – A1

The rules are easier than other ball games but it's more **difficult** than it looks! Boccia players think it's better than other ball games. It's more **exciting** than you think! It isn't **boring** to watch and it's even more **amazing** to play. Play or watch boccia NOW!



72 Sport for life | Unit 6

Extend it!

Students have the conversation three times. The first time, they pretend to love the idea of Boccia. Then, they pretend to hate it. Finally, they give their honest opinion.

Flipped class

▶ Ask students to watch **Video 6.2** and do **Video worksheet 6.2** in preparation for the next class.

Homework

Workbook p49

Warmer

Students stand up in large groups and arrange themselves in order of age, from youngest to oldest. Elicit sentences like *Sera is older than Emine. Onur is younger than Emine* to get an idea of the students' current knowledge of comparative adjectives.

► Play **Video 6.2** and elicit the sports (basketball, football, yoga, gymnastics, windsurfing, kitesurfing), and the healthier sport (yoga). Ask: *Which sports do you like?*

1 Draw attention to the table. Explain that a 'short adjective' (e.g. small, big) has one syllable. 'Long adjectives' (e.g. exciting, popular) have three or more syllables. Complete the exercise as a class.

Pronunciation

Students turn to p119 for practice of the sound /ə/.

2 After feedback, students test each others in pairs. Students who finish quickly can quiz each other or different pairs, using different adjectives..

3 Elicit which adjectives in brackets are *short*, *long* or *irregular*.

4 After feedback, students change the sentences so the opinions are true for them.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 130.

5 Encourage students to disagree in their responses to practise the language more. Then they change pairs. This time, encourage them to tell the truth.

Language in action

Comparatives

1 Look at the table and circle the correct words in the rules.

- We add -er to short / long adjectives to form the comparative.
- We use *more* before *irregular* / long adjectives in the comparative.
- We use / don't use *more* before irregular adjectives in the comparative.

2 Match the adjectives 1–6 to the correct comparative form a–f.

- | | |
|-----------|---------------|
| 1 bad | a more boring |
| 2 big | b better |
| 3 boring | c healthier |
| 4 fast | d bigger |
| 5 good | e worse |
| 6 healthy | f faster |

3 Complete the sentences with the comparative form of the adjectives.

- Basketball players are taller than (tall) football players.
- Gymnastics is more interesting than (interesting) yoga to watch.
- Yoga is healthier than (healthy) gymnastics.
- Windsurfing is more difficult than (difficult) sailing.
- Rock climbing is more exciting than (exciting) windsurfing and yoga.
- Do you think gymnastics is easier than (easy) windsurfing?



Grammar game

Put students into groups. One member of the group says a food word from Unit 4, e.g. *peanuts*. The next student must make a sentence using the food and an adjective from p50, e.g. *Peanuts are more delicious than crisps*. The next student continues, e.g. *Salad is healthier than crisps*. Students repeat until one student cannot think of a new sentence and has to miss a turn.



Watch video 6.2
Which sports does he talk about?
Which sport is healthy?

Comparative adjectives

Short adjectives	
slow	Yoga is slower than gymnastics.
Long adjectives	
popular	Football is more popular than basketball.
Irregular adjectives	
good	Basketball is better than football.

Pronunciation p119

4 Write sentences with the comparative form of the adjectives.

- windsurfing (exciting) swimming.
Windsurfing is more exciting than swimming.
- table tennis (interesting) yoga.
Table tennis is more interesting than yoga.
- climbing (difficult) volleyball.
Climbing is more difficult than volleyball.
- A boccia ball (big) tennis ball.
A boccia ball is bigger than a tennis ball.

Grammar tutor p130

Use it!

5 Write sentences to compare some of the things below, using adjectives in the box or your own ideas. Discuss with a partner. Do you agree?

boring comfortable difficult easy exciting
good healthy interesting smart

table tennis / tennis
hanging out with friends / going shopping
joggers / jeans

I think table tennis is more interesting than tennis. What do you think?

I don't agree. I think tennis is more interesting.

Homework

Workbook p50

Lesson aim: I can talk about sports.

Background information

Joan MacDonald was born in 1946. She lifts weights and is probably one of the fittest and healthiest people in their 70s in the world. Victor Wembanyama is 2.23 metres tall – one of the tallest basketball players in the world.

- 1 6.06 ★★ After feedback, elicit which sports refer to the discarded vocabulary, e.g. *throw* = *javelin*, *pass* = *football*, etc.

Audioscript p129

Target vocabulary

bounce /baʊns/
catch /kætʃ/
climb /klaɪm/
dive /daɪv/
kick /kɪk/
hit /hɪt/
jump /dʒʌmp/
lift /lɪft/
pass /pɑːs/
run /rʌn/
score /skɔː/
throw /θrəʊ/

Get it right!

Write on the board: *Liverpool* ___ *Chelsea* at the weekend and *Real Madrid* ___ the *Champions League* and elicit answers (*beat*; *won*).

- 2 6.07 Demonstrate that the information after a gap can be as important as the information before it. Players can *dive* or *pass*, but they can only *pass* a ball, not *dive* a ball.

Vocabulary bank

Learn to learn

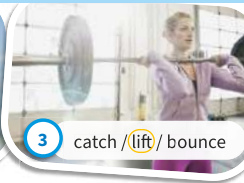
Encourage students to notice and record verbs and nouns which often go together.



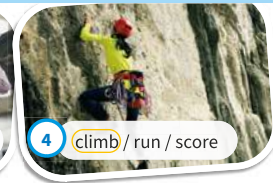
1 throw / dive / pass



2 kick / hit / jump



3 catch / lift / bounce



4 climb / run / score

Vocabulary and listening Sports verbs

- 1 Circle the correct verbs to describe the photos. Listen, repeat and check. Can you guess the meaning of the other verbs?

Get it right!

You **win** or **lose** a game, match, race or competition. When you win, you **beat** the person or people you are competing with.

I want to win the race. ✓ *I want to beat the race.* ✗
I think we can beat this team. ✓ *I think we can win this team.* ✗

- 2 Circle the correct verbs. Can you guess the sports? Listen and check.

This is a popular team sport in Asia. It's a combination of volleyball and football. Players can't use their hands. One player ¹*dive*s / *passes* the ball to another player to start. Players ²*run* / *kick* the ball with their feet. The first team to ³*throw* / *score* 21 points in two games wins.

- a capoeira
b underwater hockey
c sepak takraw



This is a team game with six soft balls. It's popular in PE classes in the UK. Players ¹*lift* / *run* fast to pick up balls from the middle of the court. Then they ²*dive* / *throw* their balls at the other team. If a ball ³*hits* / *jumps* someone, that person is 'out'. Players can ⁴*catch* / *score* a ball in their hands, but if it ⁵*climbs* / *bounces* off another player, they can't use it.

- a basketball
b dodgeball
c volleyball



74 Sport for life | Unit 6

- 3 ★★ Ask students to create a new spidergram about another sport and share it with the class.

- 4 Alternatively, turn this into a class quiz. The first team to guess a sport wins a point.

- 5 & 6 6.08 Students discuss the questions in pairs before listening again.

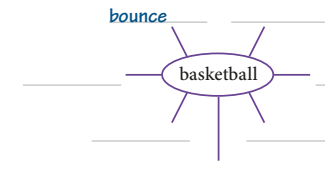
Audioscript pp129–130

Learn to learn

Remembering vocabulary sets

Think about which verbs you can use for each sport.

- 3 Work with a partner and add other verbs to the diagram.



Possible answers:
catch
jump
pass
run
throw
score

Use it!

- 4 Describe a sport in three sentences. Use verbs from Exercise 1. Can your partner guess the sport?

A conversation

- 5 Look at the photos. Which fitness activities or sports can these people do? Listen and check.



Joan MacDonald



Victor Wembanyama

- 6 Listen again. Circle the correct answers.

- 1 Joan MacDonald can run and ... weights.
a throw b catch c lift
2 Joan cooks fresh food ...
a every day b at the weekend c in the evenings
3 Victor Wembanyama's trainers are size ...
a 41 b 55 c 37
4 Victor and his parents are all very ...
a popular b old c tall

Flipped class

▶ Ask students to watch **Video 6.3** and do **Video worksheet 6.3** in preparation for the next class.

Homework

Workbook p51

Lesson aim: I can use superlatives.

Warmer

Elicit that you are the *oldest* person in the class. Then allow students to ask each other questions to find out who the youngest in the class is and elicit *youngest*.

► Play **Video 6.3**. Elicit that Joan is the most amazing painter, and Amelie is the best pianist.

1 Point out the differences between the short, long and irregular adjectives in the table. Ask volunteers to complete the rules, then check answers as a class. Ask students to think of one more short, long and irregular adjective using the correct forms.

2 Ask students to discuss what they remember about the two people in the listening activity on p74, before completing the sentences in pairs.

3 & 4  6.09 ★ Write the following phrases on the board to help students: *No way!*, *That doesn't sound right*, *I think this is better*, *Which do you think is right?* *Let's circle this*.

Audioscript p130

Grammar game

Put students into groups. Give them pieces of paper to cut up into 30 parts. On ten of them, they write an adjective; on another ten, the adjectives' comparatives; and on the last ten the adjectives' superlatives. Check that students have written the correct forms before they continue the game. Students shuffle the cards and place them face down on the desk. Students take turns to turn three cards. If they are an adjective, its comparative and its superlative, they keep the cards. If not, they turn the cards face down again.

Language in action Superlatives

1 Look at the table and complete the rules.

- We add the + -est to **short** adjectives.
- We put *the most* before **long** adjectives.
- There are some **irregular** adjectives, e.g. *good – the best, bad – the worst*.

2 Complete the sentences with the superlative form of the adjectives.

Joan MacDonald is one of ¹**the most popular** (popular) women in their 70s on social media. She's probably ²**the fittest** (fit) and ³**(the) healthiest** (healthy) person that age I know. Victor Wembanyama is one of ⁴**the tallest** (tall) basketball players in the world. Does the article say he is ⁵**the best** (good) player in his team? Maybe Victor's got ⁶**the biggest** (big) feet in his team!

3 Complete the sports quiz with the superlative form of the adjectives. Predict and circle the answers to the questions. Discuss with a partner.



The *biggest* (big) sports quiz in the world

- Juju Noda is one of the **best** (good) female Japanese **footballers / racing drivers**.
- Lots of people think that **basketball / football** is **the easiest** (easy) sport to learn.
- Sitting volleyball / Wheelchair basketball** is one of **the most popular** (popular) Paralympic sports.
- Surfing / Table tennis** is one of **the newest** (new) Olympic sports.
- The healthiest** (healthy) food to eat before you do sport or exercise is a carrot / **banana**.



Watch video 6.3
Who is the most amazing painter?
Who can play the piano?

Superlative adjectives

Short	She's the fastest player.
Long	She's the most amazing painter.
Irregular	Have you got something you're the best at?

4  Listen and check your answers to Exercise 3.

 Grammar tutor p130

 Use it!

5 Write four sentences with your opinions about sports. Use the words in boxes A and B. Compare with a partner. Do you agree?

A easiest most boring
most difficult
most interesting on TV

B do learn play watch

6 Write sentences with superlative adjectives about you. Use the topics in the box or choose your own topics. Ask and answer with a partner.

day of the week (good)
food (delicious)
sportsperson (amazing)
person (happy)

Which is the best day of the week?

I think Friday is the best day of the week because I always finish school early. What about you?

Unit 6 | Sport for life 75

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 130.

5  Encourage students to give reasons for their opinions.

6 ★★ Students write four sentences, but make one of them false. Their partner asks extra questions to guess which sentence is false.

 Finished?

Homework

Workbook p52

Lesson aim: I can buy tickets online.

Warmer

Write *ticket* on the board. In groups, students brainstorm everything people buy tickets for (e.g. concerts, flights, etc.)

- 1  6.10 ★★★ Books closed.
Students listen and discuss in pairs what the boys are buying tickets for and how much they pay. Then they check with the script on the right.
- 2  6.10 After feedback, students work in A/B pairs. Students A hums one of the phrases (e.g. *mmm MMM!*). Student B guesses the phrase (e.g. *Let's go!*).

Audioscript p130

- 3 ▶ Play **Video 6.4**. Ask students to translate the phrases into their first language and test each other, changing partners often.
- 4 Students read the conversation out loud together with the audio track so as to build confidence. Then, they can act out the conversation together.
- 5 & 6 Encourage students to write parts of the conversation in order to ensure that they use all the language from the unit, and to facilitate monitoring.
- 7 If appropriate, students record their conversation using smartphones. They listen and re-record it if they are not happy with it, to help with their autonomy and self-correction.

Speaking frames

Speaking Buying tickets online

- 1  6.10 Listen to the conversation.
How much do they pay for the tickets? **They pay £12 for each ticket.**

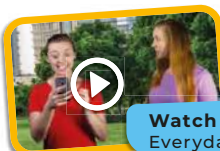


- 2  6.10 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

How much are tickets?
They're (£45).
Shall we go?
Let's go. Let's book them.
What's the (quickest/best/cheapest) way to get there?

- 3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Got them! Look! That's crazy!
What are we waiting for? Why not?

- 4 Work with a partner. Practise the conversation.

- Ruben Look! Our favourite team is playing football this afternoon. ¹ **Shall we go** ?
- Omar Why not? ² **How much are tickets?**
- Ruben The best seats are the most expensive. ³ **They're £45.**
- Omar That's crazy! Are there any cheaper tickets?
- Ruben Yes, there are. The cheapest tickets are £12 but they're the worst seats.
- Omar That's OK. I don't mind if you don't. ⁴ **Let's book them.**
- Ruben Got them! We collect and pay for them when we get there. The match starts in an hour.
- Omar What are we waiting for? ⁵ **Let's go!**
- Ruben ⁶ **What's the quickest way to get there?**
- Omar Run – fast!
- Ruben Wait for me!

Plan

- 5 Work with a partner. Plan a conversation about buying tickets online for a sports event. Decide ...
what event you want to see

a basketball game a tennis match an athletics event

how much the tickets cost _____

how you are going to get there _____

Speak

- 6 Practise the conversation with your partner. Remember to use:
 - comparatives and superlatives
 - the vocabulary from this unit
 - expressions from the *Useful language* and *Everyday English* boxes

Check

- 7 Work with another pair. Listen to their conversation and complete the notes.
What event do they want to see?

How much are the tickets? _____

How are they going to get there? _____

76 Sport for life | Unit 6

Flipped class

Prepare for Exercise 6 (p77). Students research information about a famous sportsperson.

1 Ask students to circle the words that indicate what sport Oriane Bertone does. Set a time limit of two minutes. (rock climber, climbing)

2 & 3 ★★ Alternatively, put students into groups of three. Student A reads the first paragraph, B the second and C the third. They share what they found out (summarising, not reading). They then complete Exercises 2 and 3 according to what they shared.

4 ★ Support students before they complete the exercise by asking them to circle each *also* and *too* they can find in the text, and underlining the verbs near them.

5 ★★ Ask students to look at the *Useful language* box again before they complete the exercise. Students check their answers in pairs.

6 ★★ After feedback, students rewrite the sentences using *too* if the question required *also*, and *also* if the question required *too* (e.g. *I enjoy hanging out with friends, too*).

7 & 8 If students usually spend too much time looking up words in the dictionary, give them a limit of five words/phrases they can look up.

Writing frames

Writing

A profile of a sportsperson

- 1 Look at the photo. What sport do you think **rock-climbing** Oriane Bertone does? Read the profile and check.
- 2 Match topics a–c with paragraphs 1–3.
 - a Achievements
 - b Basic information and description
 - c Training and other interests
- 3 Find and underline examples of *also* and *too* in the profile.
- 4 Read the *Useful language* box and circle the correct words.

Useful language

We use *also* and *too* to give extra information.
 We use **also** ¹before / after the verb *be*.
 We use **also** ²before / after other verbs.
 We use **too** at the ³beginning / end of a sentence.

- 5 Complete the sentences with *also* or *too*.
 - 1 I enjoy playing basketball and I like watching it on TV **too**.
 - 2 Athletics is fun and hockey is **also** fun.
 - 3 Our school rugby team loses some matches but we win some **too**.
 - 4 Emma is our team captain. She's **also** the best player.
- 6 Rewrite the second sentence with the word in brackets.
 - 1 I like playing football. I enjoy hanging out with friends. (also)
I also enjoy hanging out with friends.
 - 2 Table tennis is easy to play. It's fun. (too)
It's fun, too.
 - 3 She's running. She's jumping. (also)
She's also jumping.
 - 4 He's wearing trainers. He's wearing a T-shirt. (too)
He's wearing a new T-shirt, too.

My favourite sportsperson

By Kelly Nammour

1 **b** My favourite sportsperson is Oriane Bertone. She's a French rock climber and she lives in Paris. She's 164 cm tall. She's taller than other female climbers.

2 **c** She trains for seven or eight hours every day. She **also** eats healthy food and she doesn't go to bed late. Oriane goes rock climbing whenever she can and she climbs with her younger brother Max, **too**. She loves climbing but she **also** loves walking outdoors, watching science-fiction movies and cooking.

3 **a** I think she's amazing because she's the first woman and the youngest person to climb 'Golden Shadow' rock in Rocklands, South Africa. It's one of the most difficult rocks to climb in the world. She is one of the world's strongest climbers and one of the most successful young sportspeople in the world, **too**.



Write a profile of your favourite sportsperson.

Plan

7 Make notes about your favourite sportsperson. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

Write

- 8 Write your description. Remember to include:
- three paragraphs
 - comparatives and superlatives
 - expressions from the *Useful language* box

Check

- 9 Do you ...
- give basic information and a description of your sportsperson?
 - describe their sport using sports verbs?
 - talk about their achievements and why you like them?

Unit 6 | Sport for life 77

Extend it!

Students delete the name of the sportsperson and give their text to their partner, who must try to guess the person's name.

Homework

Workbook p53, Writing tutor p83

Lesson aim: I can design an exercise plan.

Watch

Before students watch the video, ask them to discuss the questions in small groups, then as a class. Elicit some healthy habits and write them on the board. What habits might help them get more and better sleep? If there is time, ask each student to say one thing that helps them feel healthy and happy.

Project book

For more information and activities see the Project Book p42 and the Unit 6 Project worksheet.

1 Ask volunteers to describe what they see in the photos (*people doing different kinds of sport/physical activity/exercise*). Allow pairs a few minutes to discuss the question. Elicit whether students have done any of the activities shown.

2  **6.11** ★ Students work in pairs. Draw students' attention to the visuals and organisation of the text, including the title, the labels, the bullet points and specific information in the text. After reading, elicit whether some of the ideas the students discussed in pairs were mentioned in the text. Encourage them to make notes of how each activity shown benefits both our bodies and our minds.

 For more information on Emotional development, see the CLCF activity cards in the Teacher's Resource Bank.

Emotional development

A healthy and happy life

1 Look at the photos. What are the people doing? How do you think they feel? Discuss with a partner.

 **6.11** 2 Read the text and check your ideas.



Watch video 6.5
Healthy and happy

Why is having healthy habits important? **Students' own answers.**
How much sleep do 14-year-olds need? **At least nine hours each night**
What other things help us to be healthy and happy? **Fresh air and exercise; Students' own answers**



Children and teenagers need about 60 minutes of physical activity every day. Around the world, 81% of 11- to 17-year-olds don't do enough physical activity. When you're active and doing exercise, the movement makes your **brain** more active, too.

Physical activity is good for your body because you're healthier and fitter. You have stronger **bones** and muscles, and you sleep better. Doing exercise when you're young also helps you to stay healthy when you're older.

It's a good idea to do some exercise to have strong **muscles** and bones. Your muscles are important because they help keep your bones strong. There are a lot of different activities for different muscle groups.

The muscles in your centre, or core, are the most important ones for standing up. Gymnastics is great for this, or do some simple exercises at home, like a plank. Do some push-ups for stronger muscles in your chest, shoulder and arms.



a squat

Do a few squats every day for stronger legs and feet.



Don't forget your heart – it's a muscle, too! Play basketball and go swimming so your heart works harder!

Physical activity isn't just good for your body, it's also good for your mind.

- When you do exercise, your brain produces **endorphins**. These help you to feel happier and they can change your **mood** from sad to happy.
- When you exercise, your brain is more active. You can **concentrate** better in school and you can learn things faster.
- When you exercise with a friend or play sport in a team, you connect with other people. This is good for your brain because you smile, have fun and produce more endorphins!



Physical activity isn't just sport! You can go for a walk with a friend, dance to your favourite songs or even tidy your bedroom.

78 Sport for life | Unit 6

Sustainability: Good health and well-being

Ask students what 'well-being' means to them. (Explain the term in their first language as needed.) Affirm answers and share that sometimes it is difficult for people to stay healthy because of limited resources, poor weather conditions, age and illness or other factors. Sustainable Development Goal 3 is to ensure healthy lives and promote well-being for all at

all ages. No matter how young or old we are, or what we think we can't do, there are many ways to be healthy and look after ourselves, including the physical activities students have learned about – promoting well-being for body and mind. Ask students: What is one thing you would suggest a friend do to help their well-being?

 There are activity cards related to Sustainability in the Teacher's Resource Bank.

Vocabulary extra

- 3 Ask students to find the words in the text. Have pairs ask each other and check their answers.
- 4 Elicit answers to questions 2 and 3 from the whole class and write them on the board. Ask students to consider whether some physical activities their classmates enjoy might make them feel happy, too.

CLIL: Biology

- 5 Check answers as a class. If there is time, expand the exercise to include other parts of the body connected to those already identified (*fingers, toes, knees, elbows, etc.*). Have the class stand up. Ask volunteers to call out a part of the body. Students touch the part of their body identified.

- 6 & 7 Students work in pairs or small groups to complete the exercises. After feedback, ask how any of the activities mentioned can help the mind as well as the body (reinforce the benefits of endorphins and mood).

Plan

Model project

Direct students to the model project on p122 which serves as a guide for what they should create.

Divide the class into groups to discuss activities they think would be realistic and fun for others to try to fit in 60 minutes of physical activity in a day. Encourage students to use their imagination to build an appropriate plan. Have students do research to learn more about each activity and how much time it might take.

Ask students to tick the **Plan** items as they complete them.

Vocabulary extra

- 3 Match the words in the box with the meanings.

bones brain concentrate
endorphins mood muscles

- parts of your body that help you to move **muscles**
 - the hard parts inside our body that form your skeleton **bones**
 - the organ inside your head that controls your thoughts and feelings **brain**
 - a natural chemical your brain produces to make you feel relaxed **endorphins**
 - think about something you are doing very carefully **concentrate**
 - the way you feel at a certain time, e.g. happy or sad **mood**
- 4 Answer the questions. **Students' own answers.**
- How much physical activity do you do every week?
 - Why do you think people don't do enough physical activity?
 - Which physical activities make you feel happy? Why?

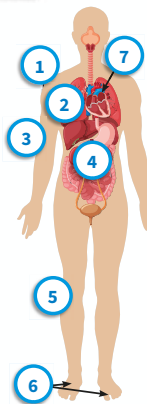
CLIL: Biology

Parts of the body

- 5 Match the words in the box with 1-7 in the picture.

arm chest core feet
heart leg shoulder

- shoulder**
- chest**
- arm**
- core**
- leg**
- feet**
- heart**



Project

- 6 Complete the table with the correct parts of the body for each exercise.

Exercise	Parts of the body
1 plank	core, arms, legs
2 push-up	chest, shoulder, arms
3 squat	legs, feet
4 basketball, swimming	heart

- 7 Which activities that you do every day (not just sport) use the parts of the body you mentioned in Exercise 6?

- I'm **carrying bags of shopping**. I'm using the muscles in my arms and my chest.
- I'm I'm using the muscles in my legs.
- I'm My heart is working harder than usual.
- I'm I'm using my core muscles.
- I'm My shoulders and arms are working hard putting away my things!



Project: an exercise plan

Design a plan to keep active

Step 1: Plan

Work in groups. Design an exercise plan for one day for 60 minutes of physical activity.

Think about:

- different ways you can be more active
- how the activity helps you have a healthy body
- how the activity helps you have a healthy mind
- activities that make you feel happy
- activities you can do alone or with a friend

Agree on the activities and the times.

GOAL! Project: an exercise plan p122

Present

Presentations should point out which day of the week they have planned and how long the activity takes, which activities are planned, which parts of the body are being exercised, and how the activities affect the mind and body. Students should use the vocabulary for parts of the body and the benefits of exercise. If there is space in your classroom (or if you have access to a gym) students may demonstrate exercises and encourage classmates to follow along.

Respond

After the presentations, put students in pairs discuss what they learned. Encourage them to make notes and consider the activities that stood out. Do a brief class survey to identify one activity from each exercise plan that students would like to try.

Flipped class

Students complete the **Learn to learn** page (p82), then prepare for the **Review** lesson (p83). Students revise the grammar and vocabulary from Unit 6.