

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

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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.



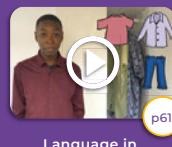
Start it!

- 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?

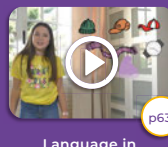
No, not all schools have got uniforms.



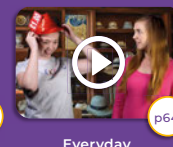
Watch video 5.1



Language in action 5.2



Language in action 5.3



Everyday English 5.4



Globetrotters 5.5

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

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

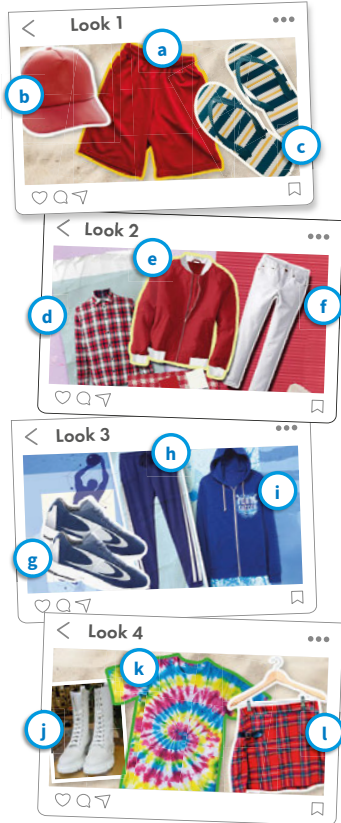
Learn to learn

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.

- 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

Lesson aim: I can understand texts about fashion.

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 5.02 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's Mix.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! 🍕

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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



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

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.

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.

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🏠 Homework

Workbook p42

Lesson aim: I can describe clothes and accessories.

Warmer

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

- 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 /'breɪslət/
- earrings /'iəriŋz/
- gloves /glʌvz/
- necklace /'neɪkləs/
- purse /pɜ:s/
- ring /rɪŋ/
- scarf /ska:f/
- sunglasses /'sʌŋglɑ:sɪz/
- umbrella /ʌm'brelə/
- wallet /'wɒlɪt/
- watch /wɒtʃ/

- ★★★ 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

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

- 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



- 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

- 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!

- 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?

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- 5.06 ★★★ Challenge stronger students to write the keywords which indicated the answer in the interview.
- 5.06 Students read the questions and discuss what they remember before playing the audio again.

Audioscript pp128–129

An interview

- 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.

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

a his family b his job c his clothes

- 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.

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.

- We use the present **simple** to talk about routines (with days of the week or with *sometimes, usually, always*). **continuous**
- 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.

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

3 **5.07** 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?
What music are you listening to at the moment?

Who ...

- you / sit next to / right now?
Who are you sitting next to right now?
- 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?
What² **are** _____ we **doing** _____ (do) this week? We³ **'re studying** _____ (study) the history of fashion in art. It's really interesting and I
⁴ **'m learning** _____ (learn) lots of cool new stuff. We⁵ **'re preparing** _____ (prepare) our class fashion show this week, too. Joe and I⁶ **are wearing** _____ (wear) clothes from the 1980s. We⁷ **don't** usually **wear** _____ (not wear) clothes like this. We⁸ _____ (not smile) in the photo but we like the look! I **love** _____ (love) the 1980s. _____ **'re not smiling** _____
What¹⁰ **are** _____ you **doing** _____ (do) right now?



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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.

Home

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**

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



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

Salif Yes, please. ² **I'm looking for** a scarf for my grandma.

SA Sure. Let's have a look.
What about this one?

Salif My grandma doesn't wear pink.
⁴ _____ a different colour? **Have you got it in**

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

Salif ⁶ **Can I see** 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.

5.08 **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?

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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 on the right? 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 ⁴on the right
²in the middle next ⁵to (someone)
on ³the left

4 Read the sentences and circle the correct words.

- Who's the person in / on / at the middle?
- That's me / on / at the back! I'm wearing my favourite blue cap.
- Jamal is in / on / at the right. He's holding his camera.
- Lara is standing next at / in / to Joel. She's laughing.
- 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.

 **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

- India
- A wedding
- The groom's shoes.

-  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?

Red.

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

- Read the interview again and answer the questions.

- How long does a Hindu wedding last for?
Three days.
- What is a *lehenga*?
A long skirt with a top.
- What colour is popular for Hindu weddings? Why?

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

- What accessories is Mishal wearing in the photo?
A necklace, earrings, rings and bracelets.
- 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

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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'letɪks/
 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 /'vɒl ɪbɔ:l/
 windsurfing /'wɪnd sɜ:fɪŋ/
 yoga /'jəʊgə/

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 |

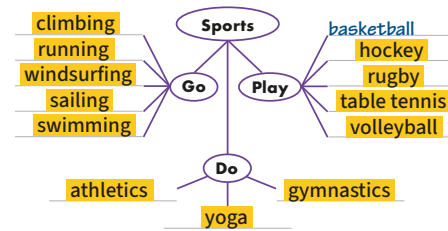
Learn to learn

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.

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

Lesson aim: I can understand a text about sports.

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!



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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?



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.

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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.

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.



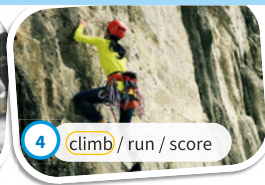
1 throw /dive/ pass



2 kick / hit / jump



3 catch / lift / bounce



4 climb / run / score

Vocabulary and listening

Sports verbs

1 **6.06** 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. X
I think we can beat this team. ✓ I think we can win this team. X

2 **6.07** 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 ¹dive (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 ¹lift (run) fast to pick up balls from the middle of the court. Then they ²dive (throw) their balls at the other team. If a ball ³hits (jumps) someone, that person is 'out'. Players can ⁴catch (score) a ball in their hands, but if it ⁵climbs (bounces) off another player, they can't use it.

- a basketball
- b **dodgeball**
- c volleyball



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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.

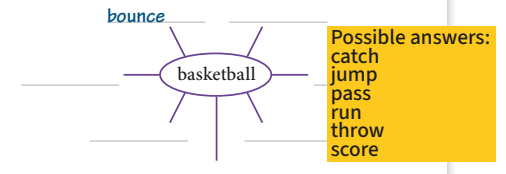
Audioscript pp129–130

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.



Use it!

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

A conversation

5 **6.08** Look at the photos. Which fitness activities or sports can these people do? Listen and check.



Joan MacDonald



Victor Wembanyama

6 **6.08** 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

- 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*.

- 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!

- 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?

-  6.09 Listen and check your answers to Exercise 3.

 Grammar tutor p130

Use it!

- 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

- 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?

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Grammar tutor

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

-  Encourage students to give reasons for their opinions.

- ★★★ 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.**

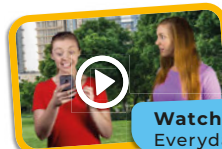


2 **6.10** Complete the conversation with the phrases from the *Useful language* box. Listen and check.

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.



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 **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 sports person.

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**¹ before / after the verb *be*.
 We use **also**² before / 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?

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.
- 2 ^{6.11} 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.

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

- Ask students to find the words in the text. Have pairs ask each other and check their answers.
- 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

- 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

- 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**

- 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?

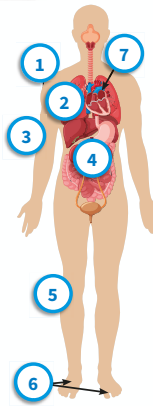
CLIL: Biology

Parts of the body

- 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

- 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

- 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.

> NOW IT! 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.