

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



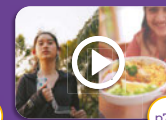
Language in action 6.2



Language in action 6.3



Everyday English 6.4



Healthy and happy 6.5

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

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 |

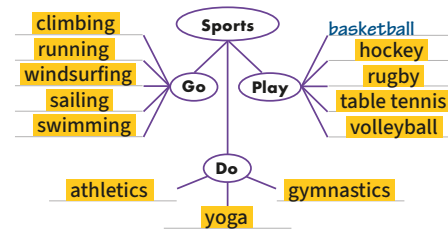
Learn to learn

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.

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.

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.

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 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



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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.

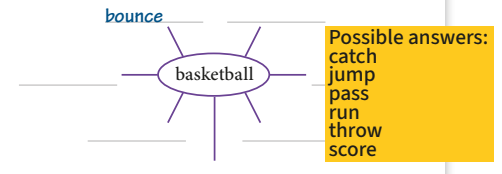
Audioscript pp129–130

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?

Unit 6 | Sport for life 75

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.)

- 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.
- 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

- ▶ Play **Video 6.4**. Ask students to translate the phrases into their first language and test each other, changing partners often.
- 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.
- 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

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

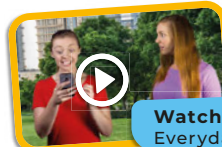


- 6.10 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

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?

- 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?

- 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

- 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

- 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

- 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?

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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.

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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?

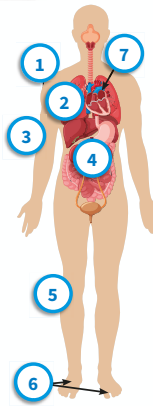
CLIL: Biology

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.