

# 3 Staying healthy

## 3.1 Vocabulary

### Lesson summary

**Listening:** A vlog about healthy food

**Vocabulary:** Words and phrases about diet

**Writing:** A social media post about a healthy lifestyle

**SHORTCUT** To do the lesson in 30 minutes, omit the warm-up, set exercise 10 as homework and keep exercises 11 and 12 brief or for another lesson.

### Continuous assessment tip: learning intentions

#### Lesson aims

**Being clear about what is being learned and why helps students make sense of what they are doing and to see the value in it.**

Before the warm-up, write the lesson summary on the board. Elicit from students what you hope they will improve by the end of the lesson. (You could do this in L1 if necessary.)

See the notes on Continuous Assessment on page 9.

**WARM-UP** Tell students to look at the photo.

- Ask: *Do you eat healthy food? How often do you eat junk food? How many portions of fruit and vegetables do you have every day? Do you exercise regularly? Which sports do you enjoy doing?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 34

- Focus attention on the video still. Get one or two students to describe what they can see.

#### KEY (SUGGESTED ANSWER)

Dan enjoys his breakfast because he knows it's healthy.

#### Extra support

To help students, ask questions to guide them, e.g. *Where is he? What is he holding? What is on the plate?*

- Students read the questions.
- Elicit answers from the class.

### Exercise 2 3.01 page 34

- Play the video or audio for students to answer the questions.
- Check answers as a class.

#### KEY

Dan and Lily wanted to try to eat as many portions of fruit and vegetables a day as possible. Yes, it did.

#### Transcript

See Teacher's Guide, page 177.

### Exercise 3 3.01 page 34

- Give students time to read the sentences.
- Play the video or audio again.
- Working in pairs, students compare their answers. Play the video again if necessary.
- Check answers as a class.

#### KEY

1 diet 2 chicken 3 amazing 4 carrots 5 apple  
6 vegetable soup 7 great

#### Transcript

See Teacher's Guide, page 177.

### Exercise 4 Real English page 35

- Ask students to read sentences 1–5 and meanings A–E. Point out that all the highlighted phrases were in the video. Clarify the meaning of *ingredients* if necessary.
- Students do the matching task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

#### KEY

1 E 2 B 3 A 4 D 5 C

### Exercise 5 3.04 page 35

- Play the audio for students to repeat the phrases in exercise 4. If necessary, drill the phrases for accurate pronunciation and intonation.

#### Transcript

See Student's Book, page 35, exercise 4.

### Exercise 6 Vocabulary page 35

#### Extra activity

- Put students in small groups or pairs. Tell them to focus attention on the photos and talk about what they can see and what they think about the food and drink in each photo. This can help to engage their interest fully before they do the vocabulary task.
- Do some quick feedback with the class.

- Tell students to write A, B or C next to sentences 1–7.
- Working in pairs, students compare their answers.
- Check answers as a class.

#### KEY

1 C 2 B 3 B 4 C 5 C 6 C 7 A

- Drill the words for accurate pronunciation, e.g. *diet* /'daɪət/, *variety* /və'reɪətɪ/, *portion* /'pɔːʃn/, *spinach* /'spɪnɪʃ/, *lifestyle* /'laɪfstɑɪl/, *recipe* /'resəpi/ and ask students to count syllables and mark the word stress.

### Exercise 7 page 35

- Students do the matching task individually.
- Check answers as a class. Help students extend their learning by asking them for further examples of unhealthy food, heavy meals, food they think is delicious and people they know who have been on a diet.

**KEY**

- 1 variety 2 recipe 3 portion 4 pineapple  
5 delicious 6 be on a diet 7 unhealthy  
8 heavy meal

**Exercise 8** page 35

- Working in pairs, students write definitions. If you are short of time, give each pair just one or two words or phrases of your choice.
- Circulate and monitor, helping students self-correct where necessary. Provide dictionaries so students can check their definitions are correct.
- Make small groups of two pairs so they can read out their definitions and guess each other's words and phrases.
- Check answers.

**KEY (SUGGESTED ANSWERS)**

medium-sized: of average size  
spinach: a plant with large, dark green leaves that can be cooked and eaten as a vegetable  
broccoli: a vegetable with a thick green stem and several dark green or purple flower heads  
smoothie: a drink made of fruit or fruit juice or vegetables, sometimes mixed with milk or ice cream  
have a lot of energy: to be very active or be able to do a lot of work without getting tired  
a healthy lifestyle: the way you live that helps a person have good health  
a veggie burger: a burger which is made of vegetables, not meat

- Drill the words and phrases for accurate pronunciation.

**Exercise 9** page 35

- Students do the gapfill exercise individually.
- Check answers as a class.

**KEY**

- 1 healthy lifestyle 2 smoothie 3 variety 4 portion  
5 spinach 6 recipe 7 medium-sized 8 pineapple  
9 delicious 10 have a lot of energy

**Exercise 10** page 35

- Students write a similar post. Set a time limit for the activity and a minimum number of sentences.

**Extra support**

If you think students will benefit from working together, put them in pairs. Give a sentence starter if they find it difficult to begin, e.g. *We think that ... ; In our opinion, ...*

- Circulate and monitor, helping with accuracy and encouraging students to use vocabulary from exercise 6.
- When students have finished, encourage them to read out their social media posts. Do this in small groups if time is short.
- Do some quick feedback with the class. Highlight points which everyone agreed on.

**Exercise 11** page 35

- Working in pairs, students say what they ate the previous day and then count the portions of fruit and vegetables they had.
- Ask a few pairs to feed back on what they ate. Then find out with a show of hands who had the most portions of fruit and vegetables.

**Exercise 12 Think & share** page 35 **EXAM**

- Working in pairs, students discuss the issue.
- Circulate and monitor, helping with vocabulary where necessary.
- Do some quick feedback with the class. Make a note of good ideas on the board.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about healthy lifestyles.*

**Further practice**

Workbook page 32

Vocabulary booster page 116

Vocabulary photocopiable worksheet

Short test

## 3.2 Grammar

**Lesson summary**

**Reading:** A chat about housework

**Grammar:** Quantifiers

**Listening:** A conversation about quantities of food

**Speaking:** Talking about what people were doing at specific times

**SHORTCUT** To do the lesson in 30 minutes, ask students to watch the grammar video at home and omit exercise 4.

**WARM-UP** Divide the board in two columns labelled *countable* and *uncountable*.

- Write the following food words on the board and ask students to put them in the correct column:  
*sugar, bread, burger, potato, cheese, egg.*
- Check answers as a class.

**KEY**

**Countable:** burger, potato, egg

**Uncountable:** sugar, bread, cheese

**Exercise 1** page 36

- Elicit the answer to the first question.
- When students have read the comments, they should choose one person who has similar eating habits to them.
- Ask a few students to feed back on their choices.

**KEY**

Lily and Dan tried to eat ten portions of fruit and vegetables a day.

Students' own answers

**Exercise 2** page 36

- Students use the examples in bold in exercise 1 to help them complete the grammar rules.
- Working in pairs, students compare their answers.
- Play the video.
- Check answers as a class. Elicit that we use *too* when we think the quantity is a problem, e.g. *too many apples.*

**KEY**

1 big 2 countable 3 uncountable 4 small  
5 countable 6 uncountable 7 big

**Extra activity**

Students could add food items from this exercise and the ones which follow to their *Countable / Uncountable* columns in the warm-up.

- Students do the Grammar booster exercises on page 136.

**Exercise 3** page 36

- Students complete the task individually.
- Check answers as a class.

**KEY**

1 many 2 a little 3 How many 4 much  
5 too much 6 a few

**Exercise 4**  3.05 page 36

- Students read the dialogue and choose the correct phrases.
- Play the audio for students to check their answers.

**KEY**

1 a few 2 too much 3 much 4 a little 5 many  
6 How many 7 a lot of 8 a little 9 a lot of 10 a few

**Transcript**

See Student's Book, page 36 and Key above.

**Extra activity**

- Working in pairs, students practise the dialogue, taking turns in each role.
- Some students could add one or two extra lines to Mum's part of the dialogue, telling Lauren about other quantities of food items at home, e.g. *mushrooms, onions, peppers, garlic*.

**Exercise 5** page 36**Extra support**

Working in pairs, students categorise the food items as countable or uncountable. Some students could add more food items of each type. Check answers as a class.

**KEY**

**Countable:** burgers, eggs, potatoes, sweets, tomatoes, vegetables

**Uncountable:** bread, broccoli, butter, cheese, chicken, chocolate, meat, pasta, rice, spinach, sugar

- Students complete the sentences individually about themselves.
- Circulate and monitor, making sure the food choices fit grammatically. Refer students to the grammar box if they make mistakes.

**Exercise 6** page 36

- Working in pairs, students share their sentences and find similarities.
- Ask a few pairs to feed back on their eating habits.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use quantifiers to talk about food.*

**Further practice**

**Workbook page 33**

**Grammar booster page 136**

**Grammar photocopiable worksheet**

**Online practice**

**3.3 Listening****Lesson summary**

**Listening:** A dialogue about a particular type of food

**Strategy:** Distinguishing fact from opinion

**Speaking:** Giving facts and opinions

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up brief and in exercise 1 ask students to answer question 1 only. Do exercise 4 without playing the audio again.

**WARM-UP** Ask students if they know of any *superfoods*, i.e. food which many people believe is particularly healthy. Help them translate or find the word for any of these types of food or suggest some yourself, e.g. *olive oil, blueberries, spinach, eggs, oily fish*.

**Exercise 1** page 37

- After students have read the article titles, make sure they've read and understood the glossary.
- Elicit what they can see in the photos.
- Give students time to read and think about the information in question 1 about avocados.
- Working in pairs, students compare their answers for all the questions.
- Ask a few students to share their opinion with the class.

**Continuous assessment tip: diagnostic****Effective questioning**

**When students are encouraged to use higher-order questions to reflect, they practise the skills of analysing and evaluating, and this helps them develop learner autonomy.**

Question 1 is relatively simple. Questions 2 and 3 are higher-order questions which require more complex thinking and language so students need extra time to answer them. For question 3, you could encourage them to think about whether they enjoy finding out about the world in general or are more interested in things which affect them directly and how this might influence which article they would choose to read. Use L1 for this discussion if necessary.

See the notes on Continuous Assessment on page 9.

### Exercise 2 3.06 page 37

- Play the audio for students to answer the question.
- Check the answer as a class.

#### KEY

She doesn't want to eat avocado toast because growing avocados is bad for the environment.

#### Transcript

See Teacher's Guide, page 177.

### Exercise 3 3.06 page 37

- Give students time to read the sentences.
- Play the audio for students to complete them.
- Working in pairs, students compare their answers.
- Check answers as a class.

#### KEY

1 avocado toast 2 healthy 3 article 4 Meat 5 10,000  
6 farmers in Mexico 7 more 8 rivers 9 scary

#### Transcript

See Teacher's Guide, page 177.

### Exercise 4 3.06 page 37

- Go through the strategy together. You can give your own simple examples to illustrate the strategy, e.g. *I like birthdays.* (opinion) *My birthday is on 15 July.* (fact)

#### Extra support

It's likely that students do not think about this skill very much even in their own language. Discuss sentences 1 and 6 as a demonstration with the whole class. Elicit how students can tell that 1 is a fact – it's about a specific visit to a restaurant which really happened and it's true that Emily ordered avocado toast. Ask how students know that sentence 6 is an opinion – because it starts with *It's not OK that ...*, which shows someone's judgement about something.

- Give students plenty of time to think about whether the sentences are fact or opinion. For each opinion, ask students whose opinion it is.
- Play the audio again to help them confirm their decisions.
- Working in pairs, students compare their answers.
- Check answers as a class.

#### KEY

1 fact 2 fact 3 opinion 4 fact 5 fact 6 opinion  
7 fact 8 fact 9 opinion

#### Transcript

See Teacher's Guide, page 177.

### Exercise 5 Mediation page 37

- Students work in groups of three or four to create a poster that shows four pieces of information about avocados. They should use four pieces of information from the text in exercise 2 and go online to find one new, interesting piece of information. They should also add their own illustrations to make the poster interesting.
- Students can display their posters around the classroom. Ask one or two groups to present theirs.

### Exercise 6 page 37

- If you have access to the internet, students could research facts about their chosen fruit or vegetable.
- Working in pairs, students make notes about their chosen fruit or vegetable.
- Circulate and monitor, helping with vocabulary where necessary and encouraging students to think of more opinions if they have time.

### Exercise 7 page 37

- Put students into A / B pairs. Focus their attention on the examples given.
- Student As talk about their fruit / vegetable while Student Bs take notes. Then they swap.
- Tell the pairs to show their notes to each other and check that they identified facts and opinions correctly. Deal with any difficulties connected to this.
- Do some quick feedback with the class.

#### Extra activity

- Ask students to choose one of their favourite meals to write about for homework, including some facts and some opinions.
- They should bring it to the next lesson and swap with a partner. Using two different colour pens, they identify facts and opinions. You can then take this work in to mark and assess how well they are able to apply the strategy.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can distinguish fact from opinion in a dialogue about healthy food.*

#### Further practice

Workbook page 34

Online practice

## 3.4 Global skills

#### Lesson summary

**Listening:** A podcast about developing habits

**Vocabulary:** Words and phrases about habits

**Speaking:** Talking about a healthy habit you would like to develop

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 4.

**WARM-UP** Put students in pairs to look at the picture and discuss what they can see and what they think it means.

- Elicit ideas from the class, but don't confirm yet.

### Exercise 1 Think & share page 38

- Working in pairs or small groups, students discuss the questions.

- Ask a few students to share their ideas with the class.

### Exercise 2 page 38

- Students do the matching task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

#### KEY

1 develop 2 give up 3 succeed 4 in advance  
5 focus 6 keep track 7 patient 8 make

- Drill the words and phrases for accurate pronunciation.

### Exercise 3 3.07 page 38

- Play the audio for students to answer the questions.
- Check answers as a class.

#### KEY (SUGGESTED ANSWERS)

- 1 Giving up unhealthy snacks
- 2 On the first day, people might forget about their new habit, or forget to prepare for their new habit. For example, they don't bring lunch to school, so they buy a packet of crisps instead. On the second day, people might forget about their habit again. This time, it can happen while doing something else. For example, they always watch TV and eat unhealthy food, so they eat ice cream while watching TV.
- 3 It's because people have probably had their unhealthy habits for a long time, so they'll need a lot of time to develop new, good habits.

### Transcript

See Teacher's Guide, page 177.

### Exercise 4 Mediation page 38 EXAM

- Students read the email.
- Ask some questions to help students understand context, e.g. *Why is Matt emailing Liam?* (Because Liam has a project about developing habits and Matt wants to help him) *Does Matt give Liam a link to the podcast?* (No) *Why not?* (Because he can't find it any more) *Does Matt give his own advice or advice from the podcast?* (From the podcast)
- Make sure students understand they are not trying to use only the vocabulary in exercise 2 for this task.
- Play the audio again.

#### Extra support

Some students may need to listen to the audio a second time to complete the task.

- Check answers as a class. You could also elicit the meanings of *tip* (n) and *warn* (v), which are in the email.

#### KEY

1 difficult 2 plan 3 succeed 4 everything  
5 important 6 app 7 write 8 time

### Exercise 5 page 38

- Elicit that this is a questionnaire, but students are not answering the questions now. Do number 1 together as a demonstration if necessary.
- Students do the task individually.
- Check answers as a class.

#### KEY

1 develop 2 made 3 am not patient 4 give it up  
5 succeed 6 Keep track of 7 Focus on

### Exercise 6 page 38

- Now students answer the questionnaire.

#### Extra support

Brainstorm ideas for healthy habits together as a class, e.g. *doing exercise three times a week, eating less chocolate, developing a better sleep pattern*. Students choose a habit from this list for the questionnaire.

- Circulate and monitor, helping where necessary.

### Exercise 7 page 38

- Working in pairs, students discuss their questionnaires.
- Circulate and monitor discussions.
- If you have time, you could put two or three pairs together to compare habits and answers.
- Ask a few pairs / groups to feed back on their discussions.

### Exercise 8 page 38

- Give students a moment to think about the questions.
- In their pairs, they give each other feedback.
- Ask a few pairs to feed back on their discussions.

#### Extra activity

You could ask each student to write down the habit they want to work on and their answers to questions 2 and 5 in the questionnaire. Collate these into a class poster and get students to ask each other about these habits in subsequent lessons to keep track of and encourage real progress.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can evaluate and discuss changing habits.*

### Further practice

Workbook page 35

## 3.5 Vocabulary

### Lesson summary

**Reading:** An online leaflet about sports

**Vocabulary:** Words and phrases about sports

**Speaking:** Talking about ideas for a new sports or activities class

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 4 and 8.

**WARM-UP** Divide the class in four teams. Give them a topic: *sport*.

- Set a time limit for students to write a list of as many sports as they can.
- Elicit answers. The team with the longest list is the winner.

### Exercise 1 page 39

- Check students know what P.E. stands for (*Physical Education*). Students think of their answers, then share in pairs.
- Elicit some ideas from the class.

### Exercise 2 page 39

- Students read the leaflet and answer the question.
- Check answers as a class. Were all these sports in their warm-up lists?

#### KEY

Running / jogging, volleyball, football, basketball, badminton, hiking / walking, cycling, fitness training

### Exercise 3 page 39

- Students complete the task individually.
- Check answers as a class.

#### KEY

1 volleyball, badminton 2 jogging, hiking  
3 a warm-up, press-ups 4 tracksuit, trainers, helmet  
5 treadmills, racket, goals 6 score 7 support 8 court

### Exercise 4 page 39

- Working in pairs, students do the task.

#### Extra support

Remind students to use the sports they brainstormed during the warm-up.

- Elicit ideas from the class. Go through any pronunciation or spelling corrections.

### Exercise 5 page 39

- Students work individually to complete the sentences.
- Working in pairs, students compare their answers.
- Check answers as a class.

#### KEY

1 go running / jogging 2 helmet 3 do a warm-up  
4 support 5 go hiking 6 play volleyball  
7 playing badminton, rackets 8 treadmill  
9 score 10 do, press-ups 11 goal 12 tracksuit, trainers

### Exercise 6 page 39

- Students complete the sentences individually.
- Circulate and monitor, helping where necessary.

### Exercise 7 page 39

- Working in pairs, students share their sentences and compare experiences.
- Do some quick feedback with the class. Elicit whether students found they are similar or different from their partner.

### Exercise 8 Think & share page 39

#### Continuous assessment tip: success criteria

#### Students negotiate their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

Before students share their sentences, ask them to come up with questions they will need to answer in order to provide a detailed response to the task, e.g. *Where can you do it? What equipment or clothing do you need? Is it expensive? Why would you like it?*

See the notes on Continuous Assessment on page 9.

- Put students in small groups to do the task. Circulate and monitor, making a note of good use of the vocabulary from the lesson.
- Do some quick feedback with students, encouraging groups to present their ideas for the new class.

#### Extra activity

- Ask students to work in pairs to make a fact file for a sport or activity of their choice and include categories from exercise 3, e.g. *do you play / do / go ... , what do you wear, what equipment do you need, how do you score a point, where do you play, are there many fans?* They should not include the name of the sport or activity.
- Then put two pairs together. They read out their fact file for the other pair to guess the sport or activity. You may need to demonstrate by giving an example yourself.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about sport and fitness.*

#### Further practice

Workbook page 35

Vocabulary booster page 117

Vocabulary photocopiable worksheet

Short test

## 3.6 Grammar

#### Lesson summary

**Reading:** A leaflet about a sport

**Grammar:** Modals of obligation: *have to, don't have to, need to, needn't, must, mustn't*

**Speaking:** Talking about rules

**SHORTCUT** To do the lesson in 30 minutes, omit the warm-up, ask students to watch the grammar video at home and set exercise 5 as homework.

**WARM-UP** With books closed, write on the board:  
*goal, team, mask, stick, water.*

- Elicit from the class what sport these words could be about. Don't confirm any suggestions yet.

### Exercise 1 page 40

- Working in pairs, students look at the photo and answer the questions.
- Elicit answers from the class.

### Exercise 2 page 40

- Give students time to read the whole leaflet and answer the question.
- Working in pairs, students share their answer.
- Elicit ideas from the class. Encourage students to check any vocabulary they do not understand with you and drill pronunciation before you move on.

#### KEY (SUGGESTED ANSWER)

People who like team sports and swimming, or those who like exciting sports activities.

### Exercise 3 page 40

- Students complete the grammar rules individually.
- Play the video.
- Check answers as a class.
- Answer any questions students have about the grammar. Make sure they understand *necessary* and *allowed*.

#### KEY

1 have to 2 have to, needn't 4 mustn't

#### Extra support

Ask questions about underwater hockey to make sure students have fully understood the grammar: *Is a mask necessary? (Yes) Is a special stick necessary? (Yes) Are you allowed to put your feet on the bottom of the pool? (No) Are there rules about using the stick or your hand? (Yes) Are you allowed to push another player? (No) Do you have to know the rules before the first class? (No) Do you have to buy all the equipment first? (No)*

- Students do the Grammar booster exercises on page 137.

### Exercise 4 page 40

- Students work individually to complete the sentences.
- Working in pairs, students compare their answers. Refer them back to the grammar rules if they are unsure.
- Check answers as a class.

#### KEY

1 don't have to 2 must 3 need to 4 needn't  
5 mustn't 6 have 7 mustn't 8 have to

### Exercise 5 page 40

- Students read the online posts from Ava, Nina and Syed. Make sure they understand that sometimes more than one answer is possible. They complete the task individually.
- Check answers as a class.

#### KEY

1 have to / need to 2 have to / need to  
3 needn't / don't have to 4 has to / needs to / must  
5 mustn't 6 needn't / don't have to

#### Extra activity

- Working in small groups, students discuss whether they mainly agree with Nina or Syed. Encourage them to explain why.
- Tell them to brainstorm in their groups other ideas for how to be really good at sports. Circulate and monitor, encouraging the use of the target grammar.
- Have a whole-class discussion.

### Exercise 6 Mediation page 40

- Students get into pairs; one is the friend and asks questions and the other answers using the information in the leaflet.
- They prepare the conversation together and then have it.
- If there is time ask one or two pairs to do their conversation in front of the class.

### Exercise 7 page 40

- Students complete the sentences. Then they discuss the rules with a partner.

#### Extra challenge

Keep students engaged by asking them to make more sentences about other school rules, such as what they have to wear, what equipment they have to bring and how they must behave towards teachers and other staff.

- Elicit some sentences from the class.

#### Continuous assessment tip: success criteria

**Effective feedback offers strategies rather than solutions**  
**More learning is encouraged when students are asked to take responsibility for finding and correcting their errors.**

Write sentences on the board which contain errors. Working in pairs, students discuss where the errors are and how to correct the sentences. Do some quick feedback with the class and emphasise to students that they now have deeper grammar knowledge to analyse their errors than at the start of the lesson. Help them to decide what they particularly need to watch out for when using this grammar in future.

See the notes on Continuous Assessment on page 9.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use modals of obligation to talk about an unusual sport.*

#### Further practice

Workbook page 37

Grammar booster page 137

Grammar photocopiable worksheet

Online practice

## 3.7 Reading

### Lesson summary

**Strategy:** Predicting from subheadings

**Reading:** An article about the power of walking

**Vocabulary:** Matching words from the article to definitions

**Speaking:** Discussing an article

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up brief, omit exercises 5 and 6 and omit question 2 in exercise 7.

**WARM-UP** Focus students' attention on the photo. Elicit what they can see and ask them how the photo makes them feel and why.

### Exercise 1 page 41 **EXAM**

- Working in pairs, students discuss the questions.
- Elicit ideas as a class. Find out which student takes the most steps.

### Exercise 2 page 41

- Go through the strategy together. Make sure students understand *subheadings*.
- Tell students to focus attention only on the subheadings and not to read the text. If you think they'll be too tempted to read on, ask them to close their books and write the four subheadings on the board.
- Working in pairs, students answer the questions.
- Elicit some answers from the class.

### Exercise 3 3.10 page 41

- Students read the article and glossary to check their predictions.
- Find out whether some students predicted correctly in exercise 2.

#### KEY (SUGGESTED ANSWER)

The text is about the benefits of walking.

### Transcript

See Student's Book, page 41.

### Exercise 4 page 41

- Highlight to students that the mistakes are factual, not grammatical.
- Students do the task individually.
- Check answers as a class.

#### KEY (SUGGESTED ANSWERS)

- 1 Students who were walking had more ideas than students who were sitting.
- 2 In the walking classrooms, students remember more new information than in sitting classrooms.
- 3 Managers believe that their employees have creative ideas when they walk during meetings.
- 4 Dickens was walking and planning his books at the same time.
- 5 Darwin was walking around his house/in his garden to think of his science problems.

### Exercise 5 page 41

- Focus attention on the example to demonstrate the task.

#### Extra support

Ask students to think of the kind of question word needed for each answer, e.g. in the example, *scientists* are people, so the question word needs to be *Who*; in 2, the number means they need to ask *How many*; in 3, the answer is an action, so suitable question words might be *What* or *How*.

- Students write the questions individually.
- Working in pairs, students compare their answers. Circulate and monitor carefully because more than one question may be possible.
- Check answers as a class.

#### KEY (SUGGESTED ANSWERS)

- 2 How many students did the scientists from Stanford University ask to do a few creative tasks?
- 3 How do students learn in walking classrooms? / What do students use to listen to their lessons in a walking classroom?
- 4 Where do teachers use similar ideas to walking classrooms?
- 5 Why did Steve Jobs start to organise walking meetings?
- 6 Which famous people worked on creative ideas while walking?

### Exercise 6 Vocabulary page 41

- Students read the definitions and do the matching task.
- Check answers as a class.

#### KEY

- 1 employee
- 2 scientist
- 3 notice
- 4 benefit
- 5 creative
- 6 solution

- Drill the words for accurate pronunciation.

### Exercise 7 Think & share page 41

#### Continuous assessment tip: diagnostics

##### Wait time

**Students need to be given time to answer questions which ask them to evaluate and analyse.**

This is a good example of a task where giving students a time limit, say two minutes, to reflect on the question prompts before speaking may help improve the quality of their responses.

See the notes on Continuous Assessment on page 9.

- Working in pairs, students discuss the questions. Monitor and encourage students to make their response to question 2 as detailed and realistic as possible – *How many people would they need for their experiment? What kind of equipment would they need? Where would it take place? How many times would they need to repeat it?*
- Ask a few students to share their ideas with the class.

### Extra activity

- Set a homework experiment. Tell students to write some suggestions or advice for a friend who would like to be healthier. They can include ideas about diet and exercise.
- Tell half the class to sit and write the suggestions. Tell the other half to go for a walk to think of ideas for the suggestions, recording voice notes on a mobile device as they are walking. They should write up the notes after their walk.
- In a later class, compare the two groups and see if the walking group's work was better in any way.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can predict the topic of an article about walking from subheadings.*

### Further practice

Workbook page 38

Online practice

## 3.8 Speaking

### Lesson summary

**Speaking:** Asking for and giving advice; /ʊ/ and /uː/ sound

**Listening:** A dialogue about time management problems

**Strategy:** Using collocations

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercises 5 and 6. In exercise 9, ask students to write about just one situation.

**WARM-UP** Ask students to make a quick list of things they need to do most days. Encourage discussion about which things they enjoy doing and which they don't really enjoy but have to do.

### Exercise 1 page 42

- Working in pairs, students discuss the questions.
- Elicit ideas from the class. With a stronger group, you could ask them to explain why they think the problem happened.

### KEY (SUGGESTED ANSWER)

The girl doesn't have enough time to do everything that she needs to do.

### Exercise 2 3.11 page 42

- Students read the questions.
- Play the audio for students to answer the questions.
- Check answers as a class.

### KEY

- 1 She wanted to go jogging.
- 2 She doesn't have enough time to do everything.
- 3 Make a list of things which she has to do.
- 4 There are too many things on her list.
- 5 He says she should control how much time she spends doing things from her list.
- 6 She should do something she enjoys.
- 7 Yes, she is.

### Transcript

See Teacher's Guide, page 178.

### Exercise 3 3.11 page 42

- Tell students to read the Phrasebook.
- Play the audio again.
- Check answers as a class.

### Note!

Students need to know how to complete the phrases in the Phrasebook, e.g. *Why don't you* + infinitive; *Try to* + infinitive without *to*; *How about* + *-ing*. Write these structures on the board, with examples if necessary.

### KEY

What should I do? ✓ What do you suggest? ✓  
You should / shouldn't ... ✓ Why don't you ... ? ✓  
Try to ... ✓

### Transcript

See Teacher's Guide, page 178.

- Drill the phrases for accurate pronunciation.

### Exercise 4 page 42

- Give students time to think.
- Elicit ideas from the class. Help students with the vocabulary they need to express their ideas. Write good suggestions on the board.

### Exercise 5 Pronunciation 3.12 page 42

- Model the two sounds for students: /ʊ/ and /uː/.

### Extra challenge

Working in pairs, students do the task before listening, using knowledge they already have and trying the words with each sound to see if they can decide what 'sounds right'. Then they listen to check their answers.

- Play the audio.
- Check answers as a class.

### KEY

short /ʊ/: could, look, put, took

long /uː/: do, fruit, school, smoothie, too, tracksuit

### Transcript

See Student's Book, page 42.

### Exercise 6 3.12 page 42

- Play the audio again for students to repeat. Pause and repeat where necessary.

### Transcript

See Student's Book, page 42.

### Extra activity

- Put students in small groups. Give them a time limit to think of five more words to add to each sound group.
- Elicit answers from the class and make a large list on the board. Go through any corrections and then drill the words.

### Exercise 7 page 42

- Go through the strategy together.
- Students complete the diagrams individually.

### Exercise 8 page 42

- Working in pairs, students compare their diagrams.
- Check answers as a class.

#### KEY

**do:** a warm-up, exercises, homework, the housework, the shopping, yoga

**make:** a list, a phone call, a mistake, a smoothie, plans, the bed

**take:** ages, a seat, a shower, photos, the bus

- Elicit more collocations with the three verbs from the class.

#### KEY (SUGGESTED ANSWERS)

**do:** a sport, press-ups, an activity, the cooking, the ironing

**make:** lunch, notes, a cake, a reservation, an itinerary

**take:** time, steps, a break, part, action

### Exercise 9 page 42

- Working in pairs, students read the two situations and think of three pieces of advice for each one.
- Circulate and monitor, encouraging students to refer to the Phrasebook for their advice. Point out any errors for students to self-correct.

### Exercise 10 page 42 **EXAM**

- Put students in new pairs so they have plenty of pieces of advice to choose from for their dialogues.
- Give them sufficient time to prepare their dialogues. Circulate and monitor, helping where necessary.

### Extra challenge

Set students an extra challenge to extend their dialogues:  
Situation 1: You also don't like how your room looks (the furniture and decor).

Situation 2: You and your cousin don't have much money to spend.

This should enable students to use more phrases for giving and asking for advice.

### Exercise 11 page 42

- Students practise their dialogue. You could ask them to swap roles so both have a chance to ask for and give advice.
- Note any pronunciation difficulties and drill them with the whole class after they have practised.
- For feedback, you could put two pairs together to act out their role-plays for each other. Alternatively, invite some pairs to act out their role-play for the class.

### Exercise 12 Reflect page 42

- If students have listened to another pair's dialogue, they can reflect on that. Otherwise, they should reflect on their own dialogue.
- Encourage pair-to-pair feedback if appropriate, or have a whole-class discussion on how successful they feel their dialogues were in relation to these questions.
- When students have reflected on their language use, encourage class discussion on the content of the dialogues, asking *Which students gave the most useful advice? Why?*

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use collocations to ask for and give advice.*

### Further practice

Workbook page 39

Communicative activity photocopiable worksheet

Online practice

## 3.9 Writing

### Lesson summary

**Reading:** An opinion blog

**Vocabulary:** Phrases for giving opinions

**Strategy:** Expanding on main points

**Writing:** An opinion blog

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercises 7 and 8 as homework.

**WARM-UP** With books closed, write *ready meals* on the board. Elicit what this means to the students, what kinds of dishes can be bought as a ready meal and what they think about them.

### Exercise 1 page 43

- Working in pairs, students discuss the questions.
- Briefly elicit feedback from the class.

### Exercise 2 page 43

- Check students know what an opinion blog is and where they would read one.
- Students read the questions and the blog to complete the task.
- Check answers as a class.

#### KEY (SUGGESTED ANSWERS)

- 1 She thinks all students should learn to cook at school.
- 2 Paragraph 1
- 3 You can discover that cooking is easy. Cooking with friends is enjoyable. You can learn about food waste.
- 4 When you cook with friends, you help each other and do everything together, and then you can enjoy the dish you made together.

- 5 They have to check the recipe and plan what to bring and how much. Then they have to decide what to do with the rest of the products.

### Exercise 3 page 43

- Students complete the phrases individually.
- Check answers as a class.

#### KEY

2 see 3 opinion 4 seems 5 Personally

### Exercise 4 page 43

- Go through the strategy together. Check understanding of *expand*, *main points*, *support*, *argument* and *develop*.
- Focus attention on paragraph 2 only. Give students time to read the questions and think about the answers.
- Check answers as a class.

#### KEY

F is the main point.

A, B, D and E develop the main point.

The writer doesn't talk about C.

### Exercise 5 page 43

- Students read the task. Refer them back to the strategy and highlight the three suggestions for how to develop a main point.
- Give students time to add sentences.
- Working in pairs or small groups, students share their sentences.
- Elicit some examples from the class.

### Exercise 6 page 43

- In this task, students prepare to write an opinion blog on the topic stated.
- Give students a moment to think about the topic and question 1. Take a vote, with a show of hands, on who agrees with the statement and who disagrees with it.
- Now put students with the same opinion in small groups or pairs. Give them time to discuss their own experiences and come up with arguments to support their opinion.

### Exercise 7 page 43

#### Extra support

Make sure students read the success criteria in exercise 8 before they write their opinion blogs. This will help ensure they understand the structure they should follow and include all aspects to produce a successful piece of writing.

- Give students time to write their opinion blogs. Circulate and monitor progress, helping students to self-correct and encouraging them to refer to the strategy if necessary.

### Exercise 8 Check your work page 43

- Students assess their work against the success criteria.
- With a supportive class, you could ask them to swap their work with a partner and assess each other's work.
- Do some quick feedback with the class.

#### Continuous assessment tip: success criteria

##### Exemplars and modelling

Focusing on a model text or answer can help explain to students what is required for them to complete a task.

Take in students' written work and identify paragraphs where students have successfully developed the main point – by explaining, by giving examples and by adding details. Collate these paragraphs as anonymous examples. In the next lesson, write the three aspects of strategy on the board, put students in pairs and give them the selection of good examples. Tell them to work together to find and highlight which of these strategies each paragraph employs. Have whole-class feedback. See the notes on Continuous Assessment on page 9.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can expand on the main ideas in an opinion blog.*

#### Further practice

Workbook page 40

Online practice

## 3.10 Review

### Grammar

#### Exercise 1 page 44

##### KEY

1 B 2 C 3 A 4 B 5 A 6 A 7 C

#### Exercise 2 page 44

##### KEY

1 needn't bring / don't have to bring 2 must wear / have to wear 3 have to do / need to do 4 mustn't ride 5 don't have to go / needn't go 6 need to do / have to do

### Vocabulary

#### Exercise 3 page 44

##### KEY

1 veggie burgers, delicious 2 variety  
3 unhealthy 4 recipe, diet 5 spinach, broccoli  
6 pineapple, medium-sized, smoothie  
7 healthy lifestyle, heavy meals

#### Exercise 4 page 44

##### KEY

1 racket, court 2 hiking 3 tracksuit, trainers  
4 goals 5 treadmill 6 warm-up, jogging  
7 volleyball, support, score 8 press-ups

## Cumulative review

### Exercise 5 page 44 EXAM

#### KEY

1 B 2 C 3 A 4 A 5 C 6 C 7 C 8 B 9 C  
10 A 11 B 12 C 13 A 14 C 15 C

## Think & share

### Exercise 6 page 44 EXAM

Students' own answers

#### Note!

Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

### Further practice

Workbook page 41

Progress test

## 3.11 Exam skills

### Lesson summary

**Exam strategies:** Reading: looking for evidence in true / false tasks; Speaking: discussing different options based on pictures

**Reading:** An article about the chef Jamie Oliver

**Speaking:** Discussing activities for getting fit and healthy

**WARM-UP** Ask students: *Are cookery programmes on TV popular in your country? If so, do you watch them? Why? / Why not? Are there any celebrity chefs?*

- Put students in pairs or small groups to discuss.
- Elicit some answers from the class.

## Reading

### Exercise 1 page 45

- Go through the Reading exam strategy together.
- Students read the article, focus attention on the first statement only and decide if it is true or false. Students underline the sentence which supports their answer.
- Check the answer as a class.

#### KEY

1 False – 'While he was working at a restaurant, a TV producer at the BBC discovered him and asked him to do a TV show.'

### Exercise 2 page 45

- Working individually, students complete the exam task.
- Circulate and monitor, encouraging them to underline sentences which support their answers.

#### Extra support

Working in pairs, students compare their answers.

- Check answers as a class. Elicit which sentences students underlined in each case.

#### KEY

- 2 True – 'Jamie continued making programmes about British, American and Italian food.'
- 3 False – 'When he finished school at the age of sixteen, he started at catering college. He then worked in a few different restaurants.'
- 4 True – '... the book, with the same name, was also the first of his many books about food.'
- 5 True – 'Jamie Oliver stopped school very early because he was dyslexic.'
- 6 False – 'Jamie Oliver appeared in a TV programme called *Jamie's School Dinners* to help people choose a healthy diet ...'
- 7 False – 'He started a restaurant called Fifteen, where young people with problems can learn about cooking and working in restaurants.'
- 8 False – 'He and his wife have been together since they were 17 ...'

#### Extra activity

- Point out that the text says Jamie Oliver helped young people eat healthily at school. Put students in pairs to discuss whether young people in their country eat healthily or not (both at school and outside school).
- Elicit responses from the class. Encourage them to give examples and reasons for their responses.

## Speaking

### Exercise 3 page 45

- Go through the Speaking exam strategy together.
- Elicit which activity matches the sentence.

#### KEY

#### Climbing a mountain

- Working individually, students make sentences for the other activities.

### Exercise 4 page 45

- Working in pairs, students do the task. Set the two-minute time limit.
- Circulate and monitor, making a note of any pairs who are doing the task well and why.
- When the time limit is up, do some quick class feedback. Praise pairs who discussed all five activities as this is important in the exam. Elicit conclusions from pairs – which activity did they choose?

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can answer true and false questions about a text. I can discuss different options based on pictures.*

### Further practice

Culture lesson 3: Parks in Perth and London

Workbook page 42

## 3 Vision 360° Learning Situations

### Get active!

#### Lesson summary

- **Circle:** A man talking about sports experiences
  - ▲ **Triangle:** An advert for a new leisure centre café
  - ♥ **Heart:** A video about the importance of bowling
  - **Square:** A quote about the belt system
  - ★ **Star:** A sign with gym rules
  - ◆ **Diamond:** An infographic about the benefits of martial arts training
- Speaking:** Talking about leisure centre sports and activities; discussing the benefits of sport and being active
- Listening:** A man talking about sports experiences; an advert for a new leisure centre café; a video about the importance of bowling
- Reading:** A quote about the belt system; a sign with gym rules; an infographic about the benefits of martial arts training
- Create task:** Making a podcast

This Vision 360 lesson proposes an educational learning situation where students explore the world of tae kwon do. They use analytical skills to classify the benefits of sports and being active. Students will research this topic online and organize the information collected to create a podcast.

#### SHORTCUT

- To do the lesson in 30 minutes, omit exercises 5 and 6, ensure Steps 1 and 2 of the Create task are done in class, then set Steps 3 and 4 for homework and do Step 5 in the next lesson.

#### WARM-UP

- Tell students that you are going to give them a description and they need to guess which sport you are doing. Say: *I'm playing on a court against a partner. I'm using a racket, but I don't need a ball.* Elicit the answer (*You're playing badminton.*)
- Working in groups, students take turns to think of a sport and describe what they're doing. The first person to correctly guess each time gets a point. Encourage students to use the sports vocabulary from Lesson 3.5 and make sure they give the correct verb to collocate with the sport, e.g. *going jogging, playing volleyball, doing karate.*
- When you end the activity, find out who in each group scored the most points and who is the overall class winner.

#### Exercise 1 Think & share page 46

- Working in pairs, students discuss the question.
- Elicit ideas from the class.

## EXPLORE

#### Exercise 2 page 46

- Go through the question together and then enter into the 360° image. Move around the image, but do not click on the hotspot symbols yet.
- Stop and ask students to discuss the question in pairs.
- Elicit ideas from the class.

#### KEY (SUGGESTED ANSWER)

**They are doing tae kwon do. / They are practising a martial art.**

- Find out whether anyone in the class does or has done tae kwon do or another martial art. If so, elicit details. If not, ask: *Would you like to try a martial art?* Elicit reasons from a few students who answer *yes* and a few who answer *no*.

#### Exercise 3 All hotspots page 46

- Put students into A / B pairs.
- Go through the task together, then explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices. As the square, circle and star hotspots are explored, the Student As make brief notes on their content. The Student Bs do the same for the heart, diamond and triangle hotspots.
- Once all the hotspots have been explored, students take turns in their A / B pair to summarise their hotspots.
- Elicit answers from the class.

#### KEY (SUGGESTED ANSWERS)

**Square:** This is a poster about how important it is to keep trying.

**Circle:** This is a man talking about sports he has tried and why he started tae kwon do.

**Star:** This is a sign that shows the rules of the gym.

**Heart:** This is a video and it talks about why people bow in martial arts.

**Diamond:** This is an article about the benefits of martial arts.

**Triangle:** This is an advert for a new café in a leisure centre.

#### Transcripts

● **Student** You can try many different sports here at the leisure centre. It's got tennis, squash, badminton and volleyball courts, there's a really modern gym and a running track. Before I discovered tae kwon do, I played badminton. I did that for a few years, but then it became too easy and I wanted a challenge. So, I started going to the gym. But after a while, doing press-ups and running on the treadmills started to get a little boring. That was the moment I decided to try martial arts. I chose tae kwon do because I wanted a challenge for my mind and my body – I wanted to get fitter and stronger, but I also wanted to learn new skills. My training helps me to focus my mind and be confident, especially when I have to do something difficult in my life. For example, I don't get so nervous about doing presentations in front of lots of people now. The training can be difficult, but the teachers and other students help you and always tell you to keep trying. When you get different coloured belts, it also motivates you to get better. Next year, I'm going to do my exam for the purple belt. It will be difficult, but I will try my best.

**▲ Announcer** Do you get hungry after your workout? Then I have great news – this Saturday the new leisure centre café opens! We offer a variety of healthy foods and drinks. Come and try our famous smoothies with spinach and pineapple, or our broccoli veggie burgers? And if you're on a strict diet, don't worry – we also offer smaller portions and low-fat meals. The café is open every day Monday to Friday from 10 a.m. till 7 p.m., but from 10 a.m. to 5 p.m. at weekends. Every week, you will also find cards with new recipe ideas so you can try making new dishes and healthier versions of family favourites. We look forward to meeting you soon.

### Extra support

Do exercise 3 as a whole-class activity. Explore each of the hotspots in turn and after viewing each one, give students time in pairs to write a summary sentence before eliciting suggestions from the class.

### Exercise 4 ● page 46

- Click on the circle hotspot to play the audio again for students to answer the questions.
- Check answers as a class.

#### KEY

- 1 He tried badminton and he went to the gym.
- 2 He wanted a challenge; he wanted to get fitter and stronger; he wanted to learn new skills.
- 3 He feels more confident now; he doesn't get nervous about giving presentation in front of lots of people.
- 4 He is hoping to get a purple belt next year.

### Extra challenge

Write the following additional questions on the board for students to answer as they listen:

- 1 What other sports can you do at the sports centre?
- 2 Why did the man give up the sports he did before?
- 3 What does he say about his tae kwon do teachers?
- 4 What does he say about getting different coloured belts?

#### KEY

- 1 Tennis, squash, volleyball, running
- 2 He gave up badminton because it became too easy and he wanted a challenge. He gave up going to the gym because it started to get boring.
- 3 They help him and tell him to keep trying when the training is difficult.
- 4 It motivates you to get better.

### Exercise 5 ■ page 46

- Click on the square hotspot again for students to read the quote. Elicit from the class what they think the quote means (e.g. to be successful, you have to keep trying even when things are difficult).
- Students do some internet research and complete the task.
- Elicit answers to the two questions from the class.

#### KEY (SUGGESTED ANSWERS)

- 1 Different colour belts are used for different martial arts in different countries, and sometimes belts for juniors differ from those for adults. In general, however, white

is the belt colour for beginners, and black is the highest belt colour.

- 2 The system of different belt colours was first used in Japan in the 1880s by Jigoro Kano, the founder of judo.
- Ask a few students which search words they used and where they found their information.

### Exercise 6 ▲ page 46

- Click on the triangle hotspot to play the audio again for students to choose the correct answers to the questions.
- Check answers as a class.

#### KEY

1 A 2 B 3 B

### Extra activity

- Write the following questions on the board:  
*What other food and drinks do you think the café serves?*  
*What do you enjoy eating and drinking after doing sport?*  
*Should a café at a leisure centre serve only healthy food and drinks?*
- Students discuss the questions in pairs.
- Elicit a few ideas and opinions from the class.

### Exercise 7 ★ page 46

- Click on the star hotspot again for students to read the rules and complete the matching task.
- Students compare and discuss their answers.
- Check answers as a class.

#### KEY

respect: 1, 6, 7, 9

looking after your body: 4, 5

keeping the gym clean: 2, 3

staying motivated: 8

### Extra challenge

- Ask students to write four more rules for the gym, one for each category in exercise 7. Encourage them to use a range of modals of obligation. If necessary, refer them back to Lesson 3.6 to review these before they start writing.
- Students take turns in pairs to read out a rule and their partner says which category it is for, e.g. 'You have to wear headphones if you listen to music.' 'That's about respect.'

### Exercise 8 ◆ page 47

### Extra support

Before doing exercise 8, pre-teach any vocabulary you think may be unfamiliar, e.g. *physical, mental, technique, flexible, balance, confidence, challenge, alert, energetic, bowling*.

- Explore the diamond and heart hotspots again. Students read through the poster and watch the video, then discuss the questions in pairs.
- Check the answers for question 1, then ask a few students to share their opinion and reason for question 2.

**KEY**

- 1 **Physical benefits:** Fitness  
**Mental benefits:** Focus, self-control, confidence and respect, happiness
- 2 Students' own answers

**Exercise 9 Think & share page 47**

- Working in pairs, students complete the task.
- Elicit ideas from the class.

**CREATE ... a podcast for your class about active lifestyle**

To complete the Create task, students will need access to the internet to do the Research it! task and either an audio recording device or a phone with a voice recorder app to create their podcast. Sound editing software may also be useful.

**STEP 1 Research it!** page 47

- Elicit what a *podcast* is (an online recording, usually containing discussions or interviews about a specific topic). Ask students to raise their hand if they listen to podcasts. Choose a few students and ask them to give some details.
- Working in pairs, students conduct some online research and make notes about the two points.

**STEP 2** page 47

- Circulate and monitor as students write their script, providing guidance and answering queries as required.

**STEP 3** page 47

- Circulate as students practise their script, helping out with any pronunciation or other issues.

**STEP 4** page 47

- Students record their podcast. If possible, allow them to go and find a quiet area to do their recording, to minimise background noise. Remind students to speak clearly, naturally and audibly. Encourage them to add music or sound effects, to add interest to their podcast.

**STEP 5 Share it!** page 47

- Students join another pair and take turns to play their podcast to each other and provide feedback on what they liked.
- Ask a few students to share their opinion and thoughts about their classmates' podcast with the class.

**Extra activity**

- Instead of doing Step 5, ask pairs to take turns to play their podcast to the whole class. If you have a large class, this could be done in groups instead.
- Ask students to listen carefully to each podcast and make brief notes on the key points.
- When all the podcasts have been played, write the following questions on the board for students to discuss in pairs, then elicit some ideas from the class.  
*Which facts and statistics were the most interesting?*  
*Which of the ideas for being active do you already do and which might you try in the future?*  
*Which podcast did you enjoy the most? Why?*

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about sports and create a podcast.*
- Use the evaluation rubrics (available in Oxford Premium) to assess how students have used their knowledge and creative skills to produce their podcasts.