

# 2

## Sports scene

### Objectives and key competences

- Name and describe sports
- Listen and do a vocabulary quiz
- Ask and say what you and other people are doing
- Understand and practise grammar
- Learn the grammar tables for Unit 2
- Listen and use everyday language
- Watch a video clip
- Talk about the sports you like and the exercise you do
- Read a holiday tour leaflet
- Read and write about the benefits of different kinds of exercise
- Read a report on an exercise diary
- Use the Student's Resource Centre
- Predict what happens in the story
- Practise pronunciation: /aɪ/ and /eɪ/
- Review, assess and plan your own learning
- Understand and think about values
- Read about a good and bad cyclist
- Play the games
- Do a role play (how to find out about sports classes)
- Plan, prepare, write and present your project
- Listen, read and understand the story
- Read about water sports in Australia
- Do a culture quiz about Australia
- Listen and find out about football in England

### Active language

#### Core vocabulary: sports

*badminton, bowling, cricket, cycling, kayaking, rugby, sailing, scuba diving, snowboarding, surfing*

*ball, bat, city, outback, rainforest, river, sea, team, tour, waves*

#### Story vocabulary

*ankle, bandage, heavy, poison, scorpion, sleeping bag, spectacular, sting*

#### CLIL vocabulary: exercise is healthy and cool

*blood, heart, joints, lungs, muscle, oxygen*

*... is good for*

#### Structures

*He/She's playing (rugby). We're/They're playing (golf).*

*Is he/she ...ing? Yes, he is./No, he/she isn't.*

*Are they ...ing? Yes, they are./No, they aren't.*

*What's he/she doing? What are they doing?*

#### Recycled language

*climb, dance, dive, do judo/karate, hop, ice skate,*

*play table tennis/football/basketball, ride a bike/*

*horse, rollerblade, row, run, skateboarding, swim,*

*walk, wear*

*amazing, brilliant, fantastic, fun, great*

*clothes, food, hotel, ice, sandwich, tent, water,*

*windy, cold, ice*

*exercise, fit, healthy, strong*

*the alphabet, numbers, parts of the body*

*Do you like ... ? Yes, I do./No, I don't.*

*I think ... / I want to ...*

#### Everyday chit-chat

*changing room, coach, locker, sports kit*

*I'd like to find out about ...*

### Receptive language

*charity, extracts, raise money, route*

### Pronunciation

the /aɪ/ and /eɪ/ sounds (*kayaking, cycling / sailing, playing*)

### Culture and CLIL

**Australia:** Water sports

**Australia:** Culture quiz

**The UK:** Football in England

**Video clip:** How to find out about sports classes

**Science:** Exercise is healthy and cool

### Values and attitudes

- Interest in sports
- Pleasure in reading a holiday tour leaflet
- Enjoyment in a travel blog
- Awareness that we should help other people if we can
- Interest in talking about what people are doing
- Respect for other people's opinions about sports
- Pleasure in learning about Australian and UK culture
- Enjoyment in acting out a role play
- Recognition of the benefits of different kinds of exercise
- Satisfaction in preparing, planning and writing your project
- Willingness to review, assess and plan your own learning

# Lesson 1

## Objectives and key competences

- to name and describe sports
- to ask and answer questions about sports you like
- to listen and do a vocabulary quiz
- to use the Student's Resource Centre

## Active language

badminton, bowling, cricket, cycling, kayaking, rugby, sailing, scuba diving, snowboarding, surfing, Do you like ... ? Yes, I do./No, I don't.

ball, basketball, bat, boat, football, judo, karate, ice skate, ride a bike, sea, skateboarding, table tennis, tennis, amazing, brilliant, fantastic, fun, great

## Materials

Flashcards: badminton, bowling, cricket, cycling, kayaking, rugby, sailing, scuba diving, snowboarding, surfing, Class Audio CD

## Class Audio for Lesson 1

### Student's Book

- Sports ▶ CD 1 Track 27 p225
- Find out the favourite sports ▶ CD 1 Track 28 p225
- Vocabulary quiz ▶ CD 1 Track 29 p225

### Activity Book

## At a Glance Lesson Plan

### Starting the lesson

- Greet the students.
- Explain the aims of Unit 2.
- Explain the aims of the lesson.

### Vocabulary presentation

- Present vocabulary with the Unit 2 flashcards and word cards.

### Activity 1

- Listen and say. ▶ CD 1 Track 27 p225

### Activity 2

- Listen and find out. Which sports does Steve like? Which are Australia's favourite sports? ▶ CD 1 Track 28 p225
- Now ask and talk about you.

## Student's Book

**2 Sports scene**

**In this unit:**

- I name and describe sports.
- I listen to and read a travel story on a blog *The survival guide*.
- I talk about what people are doing.
- I find out about Australian and UK culture.
- I act out asking for information about sports classes, in a role play.
- I read about exercise and write a project.

**Lesson 1**

**1 Listen and say.**

**Tiger Traveler SEN**

Hi, everyone. My name's Steve. I'm from Australia. In my country, many people love sport. Two of Australia's favourite sports are in the list below. Can you guess which they are? Can you name any other sports?

**2 Listen and find out. Which sports does Steve like? Which are Australia's favourite sports? Now ask and talk about you.**

**3 Listen and do the vocabulary quiz.**

**INTERNET TRACKS** Find out the name of a type of football people only play in Australia.

### Activity 3

- Listen and do the vocabulary quiz. ▶ CD 1 Track 29 p225

### Internet Tracks

- Find out the name of a type of football people only play in Australia.
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and say goodbye.

**2 Sports scene**

**Lesson 1**

**1 Find, circle and write.**

A	U	J	X	S	A	I	L	I	N	G	H	1	hadminton
S	N	O	W	B	O	A	R	D	I	N	G	2	
D	C	K	A	Y	A	K	I	N	G	V	C	3	
B	O	U	Y	C	B	I	K	O	G	B	Y	4	
A	R	P	B	E	R	Z	I	P	V	K	C	5	
D	B	U	U	A	F	I	G	L	P	M	L	6	
M	O	T	G	H	D	Z	C	Y	U	L	I	7	
I	W	P	M	B	I	I	A	K	O	U	N	8	
N	L	I	L	L	Y	S	V	D	E	D	G	9	
T	I	D	W	Y	I	G	O	I	T	T	O	10	
O	N	J	P	N	Z	J	S	Q	N	R	Y		
N	G	C	S	U	R	F	I	N	G	G	F		

**2 Write questions. Answer Yes, I do or No, I don't.**

1 Do you like football? \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**3 Write about the sports.**

1 In cricket, you hit a ball with a bat. \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

### Activity Book

- Activity 1**
  - Find, circle and write.
- Activity 2**
  - Write questions. Answer Yes, I do or No, I don't.
- Activity 3**
  - Write about the sports.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Explain the aims of Unit 2.

- Draw the students' attention to the top of Student's Book page 14. Say **In this unit ...** and read the aims. Check understanding.

#### Explain the aims of the lesson.

- Say **Today we're going to find out about different sports. We're going to ask and answer questions about sports we like and we're also going to do a vocabulary quiz.**

### Vocabulary presentation



#### Present the vocabulary.

- (Books closed.) The students name sports they know.
- Introduce the new sports by sticking the flashcards on the board. The students repeat the words once or twice.
- Hold up the word cards in turn. The students read the words. They then match the word cards and flashcards on the board.
- **Note:** You can present the vocabulary with the Vocabulary Tool in the Presentation Kit. Please see Teacher's Book page 30.

### Student's Book Activity 1



#### Listen and say.

##### ► CD 1 Track 27 p225

- The students look at the photo of Steve and the map. Ask **Where's Steve from?**
- Play the CD. The students listen and repeat the new words.
- The students guess two of Australia's favourite sports. (Don't say the answers yet.)
- The students name other sports. (*Football, table tennis, judo, karate ...*)

### Student's Book Activity 2

**Listen and find out. Which sports does Steve like? Which are Australia's favourite sports? 🗣️ Now ask and talk about you.**

##### ► CD 1 Track 28 p225

- Say **Let's listen and find out which sports Steve likes and what Australia's favourite sports are.**
- Play the CD once or twice. The students listen.
- The students say which sports Steve likes and what Australia's favourite sports are.
- Ask the students to work with a partner. In pairs, the students ask and answer questions about all the sports. Do you like (badminton)? / Yes, I do. It's fun.
- Ask a few pairs to report back to the rest of the class. *I love (cycling). (Elena) likes (surfing).*

**Answers:** Steve likes badminton, cricket, cycling, bowling and rugby. Cricket and rugby are two of Australia's favourite sports.

### Student's Book Activity 3

**Listen and do the vocabulary quiz.**

##### ► CD 1 Track 29 p225

- Divide the class into two teams.
- Draw attention to the recycle logo. Explain that the students will be hearing familiar words, as well as practising new vocabulary.
- Briefly revise vocabulary in the quiz if necessary.
- Play the CD. Use the pause button. Members of each team take turns to answer. Keep score on the board.
- Extend the quiz by holding up the flashcards. The students say and spell the words.
- The team with most points at the end wins the quiz.

**Answers:** (See answers in audioscript.)

### Internet Tracks

**Find out the name of a type of football people only play in Australia.**

- Read the instructions as a class.
- The students research on the internet with a teacher a type of football people only play in Australia.

**Answers:** Melbourne Rules Football/Australian Rules Football.

### Activity Book

#### Activity 1

**Find, circle and write.**

- The students find and circle the sports in the word search and write the words.

**Answers:** 1 badminton 2 surfing 3 snowboarding 4 kayaking 5 cricket 6 cycling 7 bowling 8 sailing 9 scuba diving 10 rugby



#### Activity 2

**Write questions. Answer Yes, I do or No, I don't.**

- The students write a question about each sport pictured and true answers.

**Answers:** 1 Do you like football? 2 Do you like tennis? 3 Do you like swimming? 4 Do you like skateboarding? 5 Do you like basketball?

#### Activity 3

**Write about the sports.**

- The students write sentences to describe the sports.

**Suggested answers:** 1 In cricket, you hit a ball with a bat. 2 In scuba diving, you wear a special suit and dive under the sea. 3 In cycling, you ride a bike. 4 In sailing, you go in a boat.

### Ending the lesson

**Review the lesson and say goodbye.**

- Ask **How many sports can you name?**
- The students tidy up, put their books away and say goodbye.

# Lesson 2

## Objectives and key competences

- to play *The association game*
- to read a holiday tour leaflet
- to answer the questions
- to express a personal opinion

## Active language

*badminton, bowling, cricket, cycling, kayaking, rugby, sailing, scuba diving, snowboarding, surfing, city, rainforest, sports, tour, outback I want to ...*

## Materials

Flashcards and Word cards: *badminton, bowling, cricket, cycling, kayaking, rugby, sailing, scuba diving, snowboarding, surfing*, Class Audio CD

## Class Audio for Lesson 2

### Student's Book

- 'Australia – land of sport, nature and fun.'
- ▶ **CD 1 Track 30 p225**

### Activity Book

- Activity 6 ▶ **CD 1 Track 31 p226**

## At a Glance Lesson Plan

### Starting the lesson

- Greet the students.
- Review the Unit 2 flashcards.
- Explain the aims of the lesson.

### Activity 4

- Listen and read.
- ▶ **CD 1 Track 30 p225**

### Activity 5

- Answer the questions.

### Activity 6

- Play *The association game*.

### Activity 7

- Talk about it! Choose and say.

## Student's Book

Lesson 2

Hi, everyone! Here's a leaflet about holiday tours in Australia. There's something for everyone. I hope you can visit Australia one day.

**Australia – land of sport, nature and fun.**  
Whatever you want to do, we've got the tour for you!

**Sports tour**  
On this tour, we see famous Australian sports teams play cricket and rugby. We go sailing and surfing at the seaside. We also go scuba diving off the famous Great Barrier Reef.

**Rainforest tour**  
On this tour, we discover the natural beauty and wildlife of Australian rainforests. We see giant trees, exotic plants, rivers and waterfalls. We also discover animals, such as koalas and possums, which live in Australia.

**City tour**  
On this tour, we visit the beautiful city of Sydney. We visit the famous Sydney Opera House and walk across the Sydney Harbour Bridge. We also visit the Australian Reptile Park – it's famous for the big lake full of crocodiles.

**Outback tour**  
On this tour, we drive across the Australian outback. We visit the famous Uluru and learn about the Aborigines, the first people to live in Australia. We see Australian animals, such as kangaroos and dingoes.

**THINKING SKILLS**  
Use the heading to predict the content.

**INTERNET TRACKS** Find out the name of one more Australian animal.

### Internet Tracks

- Find out the name of one more Australian animal.
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and say goodbye.

## Activity Book

Lesson 2

4 Read and write *T* (true) or *F* (false). (See Student's Book page 15.)

- 1 You see cricket on the sports tour.
- 2 You see crocodiles on the city tour.
- 3 You see waterfalls on the outback tour.
- 4 You see kangaroos on the rainforest tour.
- 5 You see rugby on the sports tour.
- 6 You see koalas on the rainforest tour.

5 Read and write. Invent your own city tour.

**My city tour**  
On this tour, we visit the fantastic city of Madrid. We visit the famous Prado Museum and walk in the beautiful Retiro Park. We also visit Madrid Zoo. It's famous for its panda bears.

**My city tour**  
On this tour, we visit (1) \_\_\_\_\_  
We visit (2) \_\_\_\_\_ and walk (3) \_\_\_\_\_  
We also visit (4) \_\_\_\_\_  
It's famous for (5) \_\_\_\_\_

6 Listen and complete. Write.

I want to go on the sports tour to go surfing.

I want to go on the \_\_\_\_\_ tour to \_\_\_\_\_.

I want to go on the \_\_\_\_\_ tour to \_\_\_\_\_.

I want to go on the \_\_\_\_\_ tour to \_\_\_\_\_.

And you? I \_\_\_\_\_.

### Activity Book

#### Activity 4

- Read and write *T* (true) or *F* (false). (See Student's Book page 15.)

#### Activity 5

- Read and write. Invent your own city tour.

#### Activity 6

- Talk about it! Listen and complete. Write.
- ▶ **CD 1 Track 31 p226**

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review the Unit 2 flashcards.

- Give the Unit 2 flashcards to individual students, without the other students seeing the pictures.
- The students take turns to say a sentence about their sport, for example *You do this sport in the snow.* The rest of the class guesses which sport it is. *It's snowboarding.*

#### Explain the aims of the lesson.

- Say **Today we're going to read a leaflet about holiday tours in Australia and answer questions about it. We're also going to play a game and give our opinions.**

### Student's Book Activity 4

#### Listen and read.

##### ► CD 1 Track 30 p225

- Read Steve's post and the title of the leaflet. Elicit the meaning of 'tour' (a short trip to several places for pleasure).
- Read the *Reading Tip*. Encourage the students to predict the content of each tour from the headings.
- Clarify meaning, as necessary, for example, 'outback' (land in Australia, far away from cities, which isn't used for farming and in which very few people live).
- Play the CD. The students listen and read.
- Ask **How many tours are there? (Four.) What are they? (Sports, city, rainforest and outback tours.)**
- Compare the tours with the students' predictions.
- Play the CD again.

### Student's Book Activity 5

#### Answer the questions.

- The students read and answer the questions.

**Answers:** 1 (You watch) cricket and rugby. 2 (You visit) the Sydney Opera House. 3 (You discover) koalas and possums. 4 (You learn about) the Aborigines.

### Student's Book Activity 6

#### Play *The association game*.

- Draw attention to the thinking skill: Associating. Explain that in order to play the game we associate the tours with different activities.
- The students take turns to say sentences and identify the tour. *You walk across a bridge. / It's the city tour!*
- The students play the game with the whole class and/or in groups.

### Student's Book Activity 7

#### Talk about it! Choose and say.

- The students take turns to say the tour they want to go on and why. *I want to go on the (rainforest) tour to (see koalas).*

### Internet Tracks

#### Find out the name of one more Australian animal.

- Read the instructions as a class.
- The students research on the internet with a teacher other Australian animals.

**Possible answers:** ibis, dingo, emu, wombat

### Activity Book

#### Activity 4

#### Read and write *T* (true) or *F* (false). (See Student's Book page 15.)

- The students read the sentences and write *T* or *F* by each one, referring to Student's Book page 15.

**Answers:** 1 T 2 T 3 F 4 F 5 T 6 T

#### Activity 5

#### Read and write. Invent your own city tour.

- Read the model text.
- The students complete the sentences with information about an invented tour of a city of their choice.

**Answers:** Students' own answers.

#### Activity 6

#### Talk about it! Listen and complete. Write.

##### ► CD 1 Track 31 p226

- Play the CD. The students listen and complete the speech bubbles.
- The students write a sentence expressing what they want to do.

**Answers:** (See answers in audioscript.)

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What do you know about holiday tours in Australia? Which holiday tour do you want to go on?**
- The students tidy up, put their books away and say goodbye.

# Lesson 3

## Objectives and key competences

- to learn everyday phrases used in the story
- to use the Student's Resource Centre
- to predict what happens in the story
- to give a personal response and think about values
- to listen to and read the story
- to answer questions about the story

## Active language

ankle, bandage, bike, cold, food, heavy, hotel, poison, sandwich, scorpion, sleeping bag, spectacular, sting, tent, water, windy  
 We're ...ing... It's ... We're ... We've got ...

## Materials

Class Audio CD

## Class Audio for Lesson 3

### Student's Book

The survival guide ▶ CD 1 Track 32 p226

### Activity Book

## At a Glance Lesson Plan

### Starting the lesson

- Greet the students.
- Review Australian holiday tours.
- Explain the aims of the lesson.

### Pre-story activities

- Predict what happens in the story.
  - Listen to the story (books closed).
- ▶ CD 1 Track 32 p226

### Activity 8

- Listen to and read the story.
- ▶ CD 1 Track 32 p226

### Activity 9

- Answer the questions.

**Lesson 3**

**Listen to and read the story.**

**The survival guide**

**Day 1** - In this photo we're cycling in the countryside and looking at a kangaroo. The bikes are heavy and Jack's complaining that it's difficult. When we stop, I help Mum and Dad put up the tent. Jack reads the survival guide.

**Day 2** - We cycle up to Mount Victoria in the rain. Mount Victoria is a village in the mountains. It's spectacular in this photo we're having a hot drink in a cafe. Mum, Dad and I are chatting and Jack's reading the survival guide again.

**Day 3** - It's freezing cold in the night and there's ice on the tent. The day is windy and we cycle slowly. In this photo we're eating sandwiches in the Koala Café. Jack's reading the survival guide and complaining that he hasn't got a hot lunch.

**Day 4** - This is our first rest day. We're in Walkerie - 174 kilometres from Adelaide. We're staying in a hotel. I'm happy because I can have a shower and sleep in a real bed. Jack's reading the survival guide and complaining that this isn't a real adventure.

**Day 5** - We're in Sydney. Mum's sister is in a bandage. She's riding on the back of Dad's bike. Lots of people are waiting to welcome us. What a journey!

**Day 6** - The last day of the bike ride. We're in Sydney. Mum's sister is in a bandage. She's riding on the back of Dad's bike. Lots of people are waiting to welcome us. What a journey!

**Day 7** - Disaster! There's a scorpion in the tent. The scorpion stings Mum's ankle. Luckily Jack's got the survival guide. Jack washes the poison away with soap. He puts Mum's ankle in cold water. He makes Mum lie down with her head above the sting. He uses a bandage to stop the poison spreading.

**Day 8** - Here we are at the hospital. The nurse is saying 'well done' to Jack. I thank goodness for the survival guide! My little brother is a hero.

**Day 9** - This is a photo from the newspaper. Mum's sister now, thanks to Jack! He's still reading the survival guide - about I don't think now.

**Do you know...?** Many people in countries like Australia and the UK do sport to raise money for charity. It's a popular way to help people and have fun.

**Think about it!** Is it important to help other people? How do you help other people?

**Ask and say.**

- 1 Do you like travel stories? Why? / Why not?
- 2 Do you think the bike ride is easy or difficult?
- 3 What's your favourite part of the story?
- 4 Do you want to do sport to raise money for charity?

**Useful phrases: learn and use!**

It's freezing cold.  
 It's spectacular.  
 Thank goodness!  
 What a journey!

### Tiger Track Values

- Think about it! Is it important to help other people?
- How do you help other people?

### Do you know ... ? fact

- Read the information.

### Activity 10

- Talk about it! Ask and say.

### Everyday phrases

- Learn and use!
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and say goodbye.

### Lesson 3

7 Read the story and write the answers. (See Student's Book page 15.) Ask and say.

- Picture 1: What have they got on their bikes? They've got everything.
- Picture 2: What does Natalie do when they stop?
- Picture 3: What are they eating?
- Picture 4: Where are they staying?
- Picture 5: What's Jack doing?
- Picture 6: What stings Mum's ankle?
- Picture 7: Who's saying 'well done' to Jack?
- Picture 8: Where are they?
- Picture 9: What's Jack still doing?

8 Read and write (See Student's Book page 16.)

### How to treat scorpion stings



- Wash the (1) poison away with (2) water.
- Put the sting in (3) water.
- Make the person lie down with their (4) above the (5)
- Use a (6) to stop the poison spreading.

9 Read and circle. Write a review of the story. Tell your family about the story.

- 1 The story is a travel story / a detective story.
- 2 The story is about a car journey across the USA / a bike ride across Australia.
- 3 Natalie and her family go from Sydney to Adelaide / Adelaide to Sydney.
- 4 The distance is 1,400 kilometres / 1,600 kilometres.
- 5 The journey takes 20 days / 30 days.
- 6 They raise 10,000 dollars / 3,000 dollars for charity.

The story is a travel story about a journey across Australia.

Natalie and her family go from Sydney to Adelaide and the journey takes 30 days.

The distance is 1,400 kilometres and they raise 10,000 dollars for charity.

I think Natalie and her family are very brave.

My favourite part of the story is when they raise money for charity.

### Activity Book

#### Activity 7

- Read the story and write the answers. (See Student's Book page 16.) Ask and say.

#### Activity 8

- Read and write. (See Student's Book page 16.)

#### Activity 9

- Read and circle. Write a review of the story. Tell your family about the story.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review Australian holiday tours.

- Ask **What can you remember about the holiday tours of Australia? Which tour is your favourite? Why?**

#### Explain the aims of the lesson.

- Say **Today we're going to listen to, read and talk about a travel story about a family in Australia.**

### Pre-story activities



#### Predict what happens in the story.

- Read Steve's post and the title of the story. Elicit or explain the meaning of 'survival', 'raise money' and 'charity'.
- Ask the students to predict what happens in the story (in English or L1).

#### Listen to the story (books closed).

##### ► CD 1 Track 32 p226

- Say **Let's listen and find out if you're right.**
- Read the focus questions to the students: *What's the disaster? Who can help?* Elicit or explain the meaning of 'disaster'.
- Play the CD. The students listen to the story.
- Check the answers to the questions. (*A scorpion stings Mum's ankle. Jack can help.*)

### Student's Book Activity 8



#### Listen to and read the story.

##### ► CD 1 Track 32 p226

- Play the CD. The students listen and read the story.
- Pause to check understanding or clarify meaning, as necessary.
- The students take turns to read the story, with or without the CD.

### Do you know ... ? fact

- Read and discuss the information with the students.

### Student's Book Activity 9

#### Answer the questions.

- The students read and answer the questions.

**Answers:** 1 It's about 1,400 kilometres. 2 They see a kangaroo. 3 She can have a shower and sleep in a real bed. 4 A scorpion stings Mum's ankle. 5 It takes thirty days. 6 They raise 10,000 dollars.

### Student's Book Tiger Track Values

- Say **Think about it! Is it important to help other people?** Listen to the students' answers (in English or L1). Establish that it is important to help your family and friends, as well as people who are less fortunate than you.
- Ask the students how they help other people, prompting them if necessary with additional questions such as **Do you help your mum and dad at home? Are you helpful at school? Do you help your friends when they have a problem?** If you have a confident class, ask them to discuss the question further (in L1).

### Student's Book Activity 10

#### Talk about it! Ask and say.

- Read the questions. The students say their opinions and give reasons.

### Everyday phrases

#### Learn and use!

- Read the phrases. Ask the students to find the phrases in the story.
- Elicit or give examples of when to use the phrases every day.
- Encourage the students to use the phrases whenever appropriate from now on.

### Activity Book

#### Activity 7

#### Read the story and write the answers. (See Student's Book page 16). Ask and say.

- The students read the story in the Student's Book and write the answers.
- The students ask the questions and say the answers in pairs.

**Answers:** 1 They've got everything. 2 She helps Mum and Dad put up the tent. 3 They're eating a sandwich. 4 They're staying in a hotel. 5 He's reading *The survival guide*. 6 A scorpion stings Mum's ankle. 7 The nurse is saying 'well done' to Jack. 8 They're in Sydney. 9 He's still reading *The survival guide*.

#### Activity 8

#### Read and write. (See Student's Book page 16.)

- Read the extract from *The survival guide*. The students supply the missing words from the word box. They then read the text and write the words.

**Answers:** 1 poison 2 soap 3 cold 4 heart 5 sting 6 bandage

#### Activity 9

#### Read and circle. Write a review of the story. Tell your family about the story.

- The students read the six sentences and circle the correct words.
- The students write their review, completing the sentences and adding their opinions.
- The students read and compare their reviews.
- Encourage the students to tell their family about the story.

**Answers:** 1 a travel story 2 bike ride across Australia 3 Adelaide to Sydney 4 1,400 kilometres 5 30 days 6 10,000 dollars (**Possible review**) The story is a travel story about a bike ride across Australia. Natalie and her family travel from Adelaide to Sydney. The distance is 1,400 kilometres and the journey takes thirty days. They raise money for a children's charity. (Students' opinions will follow.)

### Ending the lesson

#### Review the lesson and say goodbye.

- Say **Can you tell me ten words from the story?**
- The students tidy up, put their books away and say goodbye.

# Lesson 4

## Objectives and key competences

- to listen and learn the grammar tables
- to use the Student's Resource Centre
- to be a 'grammar detective'
- to read about a good and bad cyclist
- to talk about a good and bad cyclist

## Active language

*cyclist, helmet, jacket, pavement, road, traffic, MP3 player*  
*cycle, listen, look, pay attention, wear*  
*I'm ... ing. I'm not ...ing.*  
*He's/She's ...ing. He/She isn't ...ing.*

## Materials

Class Audio CD

## Class Audio for Lesson 4

### Student's Book

- The survival guide ▶ CD 1 Track 32 p226
- Cycling ▶ CD 1 Track 33 p226
- Grammar tables ▶ CD 1 Track 34 p226

### Activity Book

## At a Glance Lesson Plan

### Starting the lesson

- Greet the students.
- Review *The survival guide* story.
- Explain the aims of the lesson.

### Activity 11

- Look, listen and read.  
▶ CD 1 Track 33 p226
- Say the differences.

### Activity 12

- Play *Good or bad!*

### Activity 13

- Listen, repeat and learn.  
▶ CD 1 Track 34 p226

### Activity 14

- Be a grammar detective! Look at page 17 in the AB.

## Student's Book

### GRAMMAR TRACKS

Lesson 4

11 Look, listen and read. Say the differences.

**Cycling**  
Cycling is a great sport but it's important to be safe and respect people around you.

**THE GOOD CYCLIST**

- She's wearing a helmet.
- She's wearing a brightly-coloured jacket.
- She's cycling on the road.
- She's looking to see who's coming.
- She's listening for traffic.

**THE BAD CYCLIST**

- He isn't wearing a helmet.
- He isn't wearing a brightly-coloured jacket.
- He's cycling on the pavement.
- He isn't paying attention.
- He's listening to music on his MP3 player.

12 Play *Good or bad!*

13 Listen, repeat and learn.

**Present continuous tense**

I'm	He's / She's	are	wearing	a brightly-coloured jacket.
You're / We're / They're	isn't	aren't	wearing	helmets.

I'm not	He / She isn't	are	not	cycling	on the road.
You / We / They aren't	isn't	aren't	are	not	cycling on the pavement.

Are you	playing cricket?	Yes,	I am.	No,	I'm not.
Is he / she	surfing?	Yes,	he / she is.	No,	he / she isn't.
Are we / they	kayaking?	Yes,	we / they are.	No,	we / they aren't.

14 Be a grammar detective!  
Look at page 17 in the AB.

19 **FAST TRACK GRAMMAR** Write five sentences using the present continuous tense.

### Fast Track Grammar

- Write five sentences using the present continuous tense.
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and say goodbye.

Lesson 4

10 Write sentences. (See Student's Book page 18.)

**The good cyclist**

**The bad cyclist**

1 (wear) She's wearing a helmet. He isn't wearing a helmet.

2 (wear) \_\_\_\_\_

3 (cycle) \_\_\_\_\_

4 (listen) \_\_\_\_\_

11 Read and write. Be a grammar detective!

**Present continuous tense**

- We use the present continuous to talk about things that are happening now.
- We make the present continuous with the verb + *ing* e.g. play → playing.
- We take away the final e e.g. cycle → cycling, write → writing.
- We double the consonant after one vowel, one consonant e.g. run → running, hop → hopping.

1 read	reading	7 hit	_____
2 fly	_____	8 take	_____
3 swim	_____	9 make	_____
4 sit	_____	10 put	_____
5 watch	_____	11 walk	_____
6 use	_____	12 come	_____

12 Write true sentences about now.

1 (write) I'm writing \_\_\_\_\_

2 (cycle) I'm not cycling \_\_\_\_\_

3 (wear) \_\_\_\_\_

4 (run) \_\_\_\_\_

5 (play) \_\_\_\_\_

6 (listen) \_\_\_\_\_

### Activity Book

#### Activity 10

- Write sentences. (See Student's Book page 18.)

#### Activity 11

- Read and write. Be a grammar detective!

#### Activity 12

- Write true sentences about now.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review *The survival guide* story.

- Ask **Can you remember *The survival guide* story?**
- Play the CD. The students listen and follow in their books. Pause before key words. For example, in Frame 1: *We've got everything on our bikes ... (food, water), clothes, sleeping bags and a ... (tent)*. The students supply the words that follow.

#### ► CD 1 Track 32 p226

#### Explain the aims of the lesson.

- Say **Today we're going to read and talk about how to cycle safely. We're also going to learn about the present continuous tense and be grammar detectives!**

### Student's Book Activity 11

#### Look, listen and read. Say the differences.

#### ► CD 1 Track 33 p226

- Play the CD. Pause after each sentence for the students to repeat.
- Draw attention to the present continuous in bold.
- Ask **What are the differences between the good cyclist and the bad cyclist?**

**Answers:** Wearing/not wearing a helmet. Wearing/not wearing a brightly-coloured jacket. Cycling on the road/pavement. Looking to see who's coming/not paying attention. Listening for traffic/listening to music.

### Student's Book Activity 12

#### Play Good or bad!

- Say sentences from the text in Activity 11 and add mime or gesture. **I'm (wearing a helmet).** The students respond *Good!* or *Bad!*
- The students take turns to say sentences and respond.

### Student's Book Activity 13



#### Listen, repeat and learn.

#### ► CD 1 Track 34 p226

- Play the CD. The students listen and repeat the sentences in the grammar tables.
- The students learn the grammar tables and use them for reference and revision. They can copy the grammar tables into their notebooks.

### Student's Book Activity 14

#### Be a grammar detective! Look at page 17 in the AB.

- Read the 'grammar detective' questions. The students answer in English or L1.
- The students can look at the Activity Book page 17, Activity 11, for a summary of the answers.
- The students find three examples of the present continuous tense in the story on Student's Book pages 16 and 17. (In frame 2: *we're cycling/Jack's complaining*. In frame 3: *we're eating*. In frame 4: *Jack's reading*.)

**Answers:** (See Activity Book page 17 Activity 11.)

### Fast Track Grammar

#### Write five sentences using the present continuous tense.

- Ask the students to write five sentences in their notebooks using the present continuous tense.

**Answers:** Students' answers will vary.

### Activity Book

#### Activity 10

#### Write sentences. (See Student's Book page 18.)

- The students write sentences using the verb prompts.

**Answers:** 1 She's wearing a helmet. He isn't wearing a helmet. 2 She's wearing a brightly-coloured jacket. He isn't wearing a brightly-coloured jacket. 4 She's cycling on the road. He's cycling on the pavement. 5 She's listening for traffic. He's listening to music on his MP3 player.

#### Activity 11

#### Read and write. Be a grammar detective!

- Read the 'grammar detective' summary.
- The students use the information to write the gerund form of the verbs.

**Answers:** 1 reading 2 flying 3 swimming 4 sitting 5 watching 6 using 7 hitting 8 taking 9 making 10 putting 11 walking 12 coming

#### Activity 12

#### Write true sentences about now.

- The students write true sentences following the verb prompts and examples. Draw their attention to the negative form *I'm not ...ing* before they begin.

**Possible answers:** 1 I'm writing. 2 I'm not cycling. 3 I'm wearing a blue shirt. 4 I'm not running. 5 I'm not playing. 6 I'm listening.

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **When do we use the present continuous? How many frequency adverbs do you know?**
- The students tidy up, put their books away and say goodbye.

# Lesson 5

## Objectives and key competences

- to listen to questions and answers about what people are doing
- to mime and guess what someone is doing
- to practise pronunciation: /aɪ/ and /eɪ/
- to play Yes or No!

## Active language

*badminton, bowling, cricket, cycling, kayaking, rugby, sailing, scuba diving, snowboarding, surfing*  
*boy, girl, play, T-shirt, wear*  
*colours*  
*Is he/she ...ing ... ? Yes, he/she is./No, he/she isn't.*  
*Is it/he/she ... ?*  
*Are you ...ing? Yes, I am./No, I'm not.*

## Materials

Class Audio CD

## Class Audio for Lesson 5

### Student's Book

- Sound track ▶ *CD 1 Track 35 p226*
- What are they doing? ▶ *CD 1 Track 36 p226*

### Activity Book

- Activity 13 ▶ *CD 1 Track 37 p227*

## At a Glance Lesson Plan

## Student's Book

### Starting the lesson

- Greet the students.
- Review good and bad cycling.
- Explain the aims of the lesson.

### Activity 15

- Sound track: Listen and identify /aɪ/ and /eɪ/.
- ▶ *CD 1 Track 35 p226*
- Count and say.

### Activity 16

- Listen and correct the answers to the questions.
- ▶ *CD 1 Track 36 p226*

### Activity 17

- Play Yes or No!

### Fast Track Grammar

- Write five sentences about what people are doing in Activity 16.
- Go to the Activity Book. See Activity Book activities to the right.

### Activity 18

- Mime and guess.

### Ending the lesson

- Review the lesson and say goodbye.

## Activity Book

### Lesson 5

- 13 Remember and write. Listen, underline /aɪ/ and /eɪ/ and count.

- 14 Write questions and answers.

- (play badminton) *Is he playing badminton?* *No, he isn't. He's surfing.*
- (snowboard) \_\_\_\_\_
- (play cricket) \_\_\_\_\_
- (play rugby) \_\_\_\_\_
- (play badminton) \_\_\_\_\_
- (surf) \_\_\_\_\_

- 15 Find the differences. Write sentences. Tell your family about the pictures.

- A boy is kayaking.*
- Two girls*
- \_\_\_\_\_

### Activity Book

#### Activity 13

- Sound track: Remember and write. Listen, underline /aɪ/ and /eɪ/ and count.

▶ *CD 1 Track 37 p227*

#### Activity 14

- Write questions and answers.

#### Activity 15

- Find the differences. Write sentences. Tell your family about the pictures.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review good and bad cycling.

- Ask **Can you remember what the good cyclist and bad cyclist are doing?** (*The good cyclist is wearing a helmet. The bad cyclist isn't wearing a helmet. ...*)

#### Explain the aims of the lesson.

- Say **Today we're going to listen and identify sounds and practise pronunciation. We're also going to play a game and find out what sports people are playing.**

### Student's Book Activity 15

#### Sound track: Listen and identify /aɪ/ and /eɪ/. Count and say.

##### ► CD 1 Track 35 p226

- Draw the phonemic symbols on the board. Say a few words to demonstrate the sounds.
- Draw attention to /aɪ/ and /eɪ/, as underlined in the first sentence. Ask **How many times do you hear /aɪ/ and /eɪ/ in the second sentence?**
- Play the CD. The students listen and count the sounds.
- Play the CD again. The students repeat the sentences.

Answer: /aɪ/ 2; /eɪ/ 4

### Student's Book Activity 16

#### Listen and correct the answers.

##### ► CD 1 Track 36 p226

- The students look at the pictures of the twelve numbered characters.
- Play the CD, pausing before the corrected answers. The students correct the answers to the questions.
- The students check their answers.
- The students ask and answer questions about the characters in the same way.

Answers: (See answers in audioscript.)

### Student's Book Activity 17

#### Play Yes or No!

- A student chooses one of the characters in Activity 16. Other students ask questions to identify the character. Read the speech bubbles to demonstrate.
- Play the game with the whole class.
- The students play the game in pairs.

### Student's Book Activity 18

#### Mime and guess.

- The students take turns to mime and guess a sport.  
*Are you (kayaking)? / No, I'm not. / Are you (bowling)? / Yes, I am.*

### Fast Track Grammar

#### Write five sentences about what people are doing in activity 16.

- The students write their five sentences in their notebooks.

**Possible answers:** Number 7 is playing cricket. Number 10 is surfing. Number 2 is playing rugby. Number 12 is playing badminton. Number 11 is sailing.

### Activity Book

#### Activity 13

#### Sound track: Remember and write. Listen, underline /aɪ/ and /eɪ/ and count.

##### ► CD 1 Track 37 p227

- The students write the sentences from memory. Check the answers; the students say the sentences.
- Play the CD. The students listen, underline /aɪ/ and /eɪ/ and count how many times they hear the sounds in each sentence. They write the numbers in the boxes. Check the answers.
- The students answer the questions.

**Answers:** Eileen likes kayaking, scuba diving, cycling, ice skating and playing table tennis (= 9). Adrian likes sailing, skateboarding, rollerblading and riding a horse (= 6).  
We pronounce a, ai /eɪ/. We pronounce ei, i, ay, y /aɪ/.

### Activity 14

#### Write questions and answers.

- The students look at the word prompts pictures and write questions and answers, following the example.

**Answers:** 1 Is he playing badminton? No, he isn't. He's surfing. 2 Is he snowboarding? No, he isn't. He's playing cricket. 3 Is she playing cricket? No, she isn't. She's playing badminton. 4 Is she playing rugby? No, she isn't. She's snowboarding. 5 Is she playing badminton? No, she isn't. She's playing rugby. 6 Is he surfing? No, he isn't. He's kayaking.

### Activity 15

#### Find the differences. Write sentences. Tell your family about the pictures.

- The students find the differences between pictures A and B and write sentences.
- Encourage the students to describe the pictures to their family.

**Answers:** 1 (A) A boy is kayaking. (B) A boy is sailing. 2 (A) Two girls are playing badminton. (B) Two girls are playing cricket. 3 (A) A girl is cycling. (B) A girl is running.

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What sounds have we practised? What questions can we ask to find out what people are doing now?**
- The students tidy up, put their books away and say goodbye.

# Lesson 6

## Objectives and key competences

- to listen and find out which water sports people want to try
- to read about water sports in Australia
- to do a culture quiz about Australia

## Active language

*kitesurfing, water polo, waterskiing, white water rafting, windsurfing*  
*beautiful, river, sea, team, water, waves*  
*I like/love ... I want to try ...*

## Materials

Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the students.
- Review how to say what people are doing now.
- Explain the aims of the lesson.

### Activity 19

- Listen and read.  
▶ CD 1 Track 38 p227

### Activity 20

- Read and guess.
- Listen and say the answers.  
▶ CD 1 Track 39 p227
- Go to the Activity Book. See Activity Book activities to the right.

## Student's Book

**Lesson 6**  
 My country is famous for water sports! How many of these water sports do you know? Can you identify the water sports in the photos?  
 Listen and read.

**Water sports in Australia**  
 Australia has got many rivers and beautiful beaches. It's also got a good climate. For this reason it's a perfect place for water sports! Windsurfing and kitesurfing are popular sports. To do these sports you use a surfboard with a large sail, or a surfboard with a large kite, to ride the waves.  
 Water polo is a team sport. There are six players and a goalkeeper on each team. Players swim, pass the ball and score goals.  
 Snorkelling is the perfect way to discover the world under the sea. You can see the corals and multi-coloured fish of the Great Barrier Reef.  
 Waterskiing is a popular sport. You wear skis and a lifejacket. A motor boat pulls you through the water very fast.  
 White water rafting is an exciting way to discover the rivers and tropical rainforests of Australia. You wear a helmet, and a lifejacket and you paddle in a raft with six or eight other people.  
 What water sports do people do in your country?

**20 Read and guess.** Listen and say the answers.  
 Here's a cool culture quiz about Australia. Can you guess the answers?

**Culture quiz time: Australia**

- ◆ What's the capital of Australia? a) Sydney b) Perth c) Canberra
- ◆ How many square kilometres is Australia? a) 3.3 million b) 5.5 million c) 7.7 million
- ◆ Which two animals are the symbols of Australia? a) the kangaroo and the koala b) the kangaroo and the emu c) the koala and the emu
- ◆ What's the popular name for the Sydney Harbour Bridge? a) the coat hanger b) the rainbow c) the hoop
- ◆ How high is Uluru? a) 150 metres b) 250 metres c) 350 metres
- ◆ There are more than 20 million people in Australia. How many sheep are there? a) 10 million b) 50 million c) 100 million

## Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for Lesson 6

### Student's Book

- 'Water sports in Australia' ▶ CD 1 Track 38 p227
- Culture quiz time: Australia ▶ CD 1 Track 39 p227

### Activity Book

- Activity 17 ▶ CD 1 Track 40 p227

## Activity Book

**Culture**

**Lesson 6**  
 16 Read and match. (See Student's Book page 20.)

1 You use a surfboard with a large sail. a water polo  
 2 You play this in a team and score goals. b kitesurfing  
 3 A motor boat pulls you through the water. c white water rafting  
 4 You discover the world under the sea. d windsurfing  
 5 You ride the waves on a surfboard with a kite. e waterskiing  
 6 You paddle in a raft on a river with six or eight other people. f snorkelling

17 Listen and match. Write.

The Tiger Trails SLN members tell Steve about water sports they want to try.

Rosa Sita Lisa Duncan Joseph

I want to try \_\_\_\_\_

**Lesson 7**  
 Everyday chat-chat  
 18 Read and complete the dialogue in your own words. Act out.

You: Good (1) \_\_\_\_\_ afternoon. I'd like to find out about (2) \_\_\_\_\_ coaching.  
 Man: Can (3) \_\_\_\_\_? Or are you a beginner?  
 You: (4) I \_\_\_\_\_.  
 Man: Well, we have (5) \_\_\_\_\_ once a week. It's after school every (6) \_\_\_\_\_ at \_\_\_\_\_.  
 You: That's perfect.

### Activity Book

#### Activity 16

- Read and match. (See Student's Book page 20.)

#### Activity 17

- Listen and match. Write.  
▶ CD 1 Track 40 p227

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review how to say what people are doing now.

- Ask the students to say sentences about what they and their friends are doing. *I'm (speaking English). (Sara) is (sitting at her desk).*

#### Explain the aims of the lesson.

- Say **Today we're going to read about water sports in Australia. We're also going to do a culture quiz about Australia.**

### Student's Book Activity 19

#### Listen and read.

##### ► CD 1 Track 38 p227

- Read Steve's post.
- Play the CD. The students listen and read.
- The students identify the water sports in the photos. (1 water polo 2 white water rafting 3 windsurfing 4 waterskiing 5 snorkelling 6 kitesurfing.)
- Ask **What water sports do people do in your country?** The students respond.

### Student's Book Activity 20

#### Read and guess. Listen and say the answers.

##### ► CD 1 Track 39 p227

- Read Steve's post.
- Read the quiz questions. The students guess the answers.
- (Optional) The students write the numbers 1 to 6 in their notebooks. They write a), b) or c) to make a note of their guesses.
- Play the CD. Use the pause button for the students to say their answers before they hear them on the CD.
- The students compare the answers with their guesses and say which facts they think are particularly interesting or surprising.

Answers: (See answers in audioscript.)

### Activity Book

#### Activity 16

##### Read and match. (See Student's Book page 20.)

- The students read the sentences and draw a line to match them to the sports. They can refer to Student's Book page 20.

Answers: 1 d 2 a 3 e 4 f 5 b 6 c

#### Activity 17

##### Listen and match. Write.

##### ► CD 1 Track 40 p227

- Read the introductory sentence.
- Play the CD. The students listen and match the Tiger Tracks SLN members to the watersports they want to try.
- The students write the water sport they want to try.

Answers: Rosa White water rafting Sita Scuba diving Lisa Waterskiing Duncan Water polo Joseph Sailing (Student's own sentences.)

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What do you know about water sports in Australia? What do you know about Australian culture?**
- The students tidy up, put their books away and say goodbye.

# Lesson 7

## Objectives and key competences

- to listen and repeat a dialogue to find out about sports classes
- to watch a video clip
- to use the Student's Resource Centre
- to do a role play
- to listen and find out about football in England

## Active language

*beginner, changing room, coach, coaching, free, locker, sports kit*  
*days, times*  
*I'd like to find out about ...*  
*Can you ... ?*  
*please, thank you*

## Materials

Class Audio CD

## Class Audio and Video for Lesson 7

- Football in England ▶ *CD 1 Track 41 p227*
- Everyday chit-chat: How to find out about sports classes – vocabulary ▶ *CD 1 Track 42 p227*
- Everyday chit-chat: How to find out about sports classes – dialogue ▶ *CD 1 Track 43 p227*
- Video clip ▶ *p227*

## Activity Book

## At a Glance Lesson Plan

### Starting the lesson

- Greet the students.
- Review Australian culture.
- Explain the aims of the lesson.

### Activity 21

- Listen and read.  
▶ *CD 1 Track 41 p227*
- Say True or False.

### Activity 22

- Everyday chit-chat: Listen and repeat.  
▶ *CD 1 Track 42 p227*

### Activity 23

- Everyday chit-chat: Listen and read.  
▶ *CD 1 Track 43 p227*
- Repeat.

### Activity 24

- Do a role play.
- Go to the Activity Book. See Activity Book activities to the right.

## Student's Book

**Lesson 7**

**21 Listen and read. Say True or False.**

- The name of the national stadium in England is Wembley.
- The main English national football team colour is blue.
- Manchester United is a popular club in the south of England.
- Chelsea, Arsenal, Tottenham Hotspur and West Ham United are all clubs from Manchester.
- The top professional teams in England play in the Premier League.
- There are some Spanish players in the English professional leagues.

**Everyday chit-chat**

**How to find out about sports classes**

**22 Listen and repeat.**

- coach
- sports kit
- locker
- changing room

**23 Listen and read. Repeat.**

Rosa: Good afternoon. I'd like to find out about football coaching.  
 Man: Can you play football? Or are you a beginner?  
 Rosa: I'm a beginner.  
 Man: Well, we have football coaching for beginners once a week. It's after school every Thursday at 5.30. The coach is a player at the football club.  
 Rosa: That's perfect. How much does it cost?  
 Man: The coaching is free. But you need to buy your own sports kit. There are lockers in the changing room.  
 Rosa: Can I start on Thursday?  
 Man: Yes, of course. It's Thursday today!  
 Rosa: Wow! Is it really? Thank you!

**24 Do a role play.**

## Ending the lesson

- Review the lesson and say goodbye.

## Culture

### Lesson 6

**16 Read and match.** (See Student's Book page 20.)



- You use a surfboard with a large sail.
  - You play this in a team and score goals.
  - A motor boat pulls you through the water.
  - You discover the world under the sea.
  - You ride the waves on a surfboard with a kite.
  - You pedal in a raft on a river with six or eight other people.
- water polo
  - kitesurfing
  - white water rafting
  - windsurfing
  - waterskiing
  - snorkelling

**17 Listen and match. Write.**

The Tiger Tracks SLN members tell Steve about water sports they want to try.

Rosa, Sita, Lisa, Duncan, Joseph

I want to try \_\_\_\_\_

### Lesson 7

**Everyday chit-chat**

**18 Read and complete the dialogue in your own words. Act out.**

You: Good (1) \_\_\_\_\_ afternoon. I'd like to find out about (2) \_\_\_\_\_ coaching.  
 Man: Can (3) \_\_\_\_\_? Or are you a beginner?  
 You: (4) I \_\_\_\_\_.  
 Man: Well, we have (5) \_\_\_\_\_ once a week. It's after school every (6) \_\_\_\_\_ at \_\_\_\_\_.  
 You: That's perfect.

## Activity Book

### Activity 18

- Everyday chit-chat: Read and complete the dialogue in your own words. Act out.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review Australian culture.

- Ask questions about Australian culture, such as **What's the capital of Australia? How many sheep are there in Australia?**

#### Explain the aims of the lesson.

- Say **Today we're going to learn some facts about football in the UK. We're also going to listen to and repeat a dialogue showing how to find out about sports classes and then do a role play.**

### Student's Book Activity 21

#### Listen and read. Say True or False.

##### ► CD 1 Track 41 p227

- Read Rosa's post.
- Read the statements. Explain vocabulary, such as 'stadium' and 'league', as necessary.
- The students predict if the sentences are true or false.
- Play the CD. The students listen carefully. Use the pause button after each statement for the students to say if the statements in the Student's Book are true or false.

Answers: 1 True 2 False 3 False 4 False 5 True 6 True

### Student's Book Activity 22

#### Everyday chit-chat: Listen and repeat.

##### ► CD 1 Track 42 p227

- Play the CD. The students listen, look at the pictures and repeat the words.

### Student's Book Activity 23



#### Everyday chit-chat: Listen and read. Repeat.

##### ► CD 1 Track 43 p227

- **Note:** The video clip is available to view in the Presentation Kit.
- Play the CD. The students listen and follow the dialogue in their books.
- Divide the class into two groups (Rosa, the man).
- Play the CD again, pausing for the groups to repeat their lines.
- The groups change roles and repeat.
- The students watch the video clip (*Finding out about sports classes*).

### Student's Book Activity 24

#### Do a role play.

- The students practise the dialogue from Activity 23 with a partner.
- The students take turns to come to the front of the class in pairs and act out a role play based on the dialogue.

### Activity Book

#### Activity 18

#### Everyday chit-chat: Read and complete the dialogue in your own words. Act out.

- The students read the dialogue and suggest options for the gaps.
- The students complete the dialogue in their own words.
- The students act out their dialogues in pairs.

**Possible answers:** 1 afternoon 2 judo/swimming/tennis 3 you do judo/swim/play tennis 4 am a beginner / can do judo/swim/play tennis 5 judo/swimming/tennis lessons (for beginners) 6 Monday/Tuesday at five o'clock/5.30

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What do you know about football in England? What can you find out about?**
- The students tidy up, put their books away and say goodbye.

# Lesson 8

## Objectives and key competences

- to talk about exercise you do
- to listen and read 'Exercise is healthy and cool'
- to correct sentences about the text
- to play *Say a sentence!*

## Active language

*cycling, football, handstand, judo, jump, rowing, gymnastics, run, skip, stretch, swimming, touch your toes, blood, heart, joints, lungs, muscles, oxygen ... is good for ...*

## Materials

Class Audio CD

## Class Audio for Lesson 8

### Student's Book

- 'Exercise is healthy and cool'
- ▶ **CD 1 Track 44 p227**

### Activity Book

- Activity 21 ▶ **CD 2 Track 1 p228**

## At a Glance Lesson Plan

### Starting the lesson

- Greet the students.
- Review how to find out about sports classes.
- Explain the aims of the lesson.

### Activity 25

- Listen and read.  
▶ **CD 1 Track 44 p227**

### Activity 26

- Read and correct the sentences.

### Activity 27

- *Play Say a sentence!*

### Activity 28

- My world: Think and say.

## Student's Book

**Lesson 8**

**25 Listen and read.**

**Exercise is healthy and cool**

When you do exercise, you breathe fast and your heart pumps blood around your body. The blood carries oxygen from your lungs to your muscles. Your muscles help your joints to move.

With regular exercise, you:

- build strong muscles
- keep a healthy weight
- sleep well at night
- feel good about yourself
- feel less worried or stressed
- feel ready to learn at school

**There are three main kinds of exercise:**

**Aerobic exercise**  
Aerobic exercise needs lots of oxygen. It makes you breathe fast. Aerobic exercise is good for your heart! Swimming and tennis are examples of aerobic exercise. When you run, skip and jump in the playground, that's aerobic exercise, too.

**Strength training**  
Strength training is good for your muscles. Strong muscles support your feet and stop you getting hurt. Cycling and rowing are examples of strength training. When you do handstands in the playground, that's strength training, too.

**Flexibility training**  
Flexibility training helps your body stretch and bend. It is good for your muscles and joints. Gymnastics and judo are examples of flexibility training. When you touch your toes, that's flexibility training, too.

To stay fit and healthy, it's good to do all three kinds of exercise.

**26 Read and correct the sentences.**

- 1 Your muscles pump blood around your body.
- 2 With regular exercise, you don't sleep at night.
- 3 Aerobic exercise makes you breathe slowly.
- 4 Strong muscles support your lungs.
- 5 It's good to do one kind of exercise.

**27 Play Say a sentence!**

This is good for your heart.  
Aerobic exercise!

**28 Think and say.**

What's your favourite kind of exercise?  
What do you do to get aerobic exercise, strength training and flexibility training?

**My words to remember**  
muscle heart oxygen blood lungs joints

**22 INTERNET TRACKS** Find out approximately how many muscles there are in the human body.

### My words to remember

- Make sentences using the words.

### Internet Tracks

- Find out approximately how many muscles there are in the human body.
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and say goodbye.

## Activity Book



### Lesson 8

**19** Read and write the missing words. (See Student's Book page 22.)

heart breathe lungs muscles blood joints muscles

- 1 When you do exercise, you        breathe        fast.
- 2 Your        pumps        around your body.
- 3 The blood carries oxygen from your        to your       .
- 4 Your        help your        to move.

**20** Complete the table. Write sentences. (See Student's Book page 22.)

	Good for ...	Examples
Aerobic exercise	heart	swimming,
Strength training		
Flexibility training		

1 *Aerobic exercise is good for your heart. Examples are swimming.*

2 \_\_\_\_\_

3 \_\_\_\_\_

**21** Listen and complete the table.

Steve is asking the Tiger Tracks SLN members about their favourite kind of exercise and sport they do to get it.

	Rosa	Sita	Lisa	Duncan	Joseph
Favourite kind of exercise	aerobic exercise				
Sport	football				

**22** Write about you. Tell your family.

My favourite kind of exercise is \_\_\_\_\_  
I \_\_\_\_\_ to get \_\_\_\_\_.

*My opinion*

### Activity Book

#### Activity 19

- Read and write the missing words. (See Student's Book page 22.)

#### Activity 20

- Complete the table. Write sentences. (See Student's Book page 22.)

#### Activity 21

- Listen and complete the table.  
▶ **CD 2 Track 1 p228**

#### Activity 22

- *My opinion:* Write about you. Tell your family.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review how to find out about sports classes.

- The students read or act out the everyday chit-chat dialogue from Lesson 7.

#### Explain the aims of the lesson.

- Say **Today we're going to listen to and read about the three different kinds of exercise we need to do to be healthy. We're also going to answer questions, play a game and think about and say what our favourite kind of exercise is.**

### Student's Book Activity 25

#### Listen and read.

##### ► CD 1 Track 44 p227

- Read Steve's post. Explain that the article the students will read is about the benefits of exercise and the three different kinds of exercise.
- The students predict the benefits of exercise and the three different kinds of exercise. Use this discussion to introduce new vocabulary in the text.
- Play the CD. The students listen and read.
- Ask questions, such as **What are the benefits of regular exercise? What are the three main kinds of exercise?**

### Student's Book Activity 26

#### Read and correct the sentences.

- Read the sentences. The students write the correct sentences in their notebooks.

**Answers:** 1 Your heart pumps blood around your body. 2 With regular exercise, you sleep well at night. 3 Aerobic exercise makes you breathe fast. 4 Strong muscles support your joints. 5 It's good to do the three kinds of exercise.

### Student's Book Activity 27

#### Play Say a sentence!

- Draw attention to the thinking skill: Categorising. Explain that in the game the students will categorise different types of exercise and what they are good for.
- Say a sentence about one of the key words or words from the text in Activity 26, such as **This is good for your heart.** The students respond. (*Aerobic exercise!*)
- Play the game with the whole class and/or in groups.

### Student's Book Activity 28

#### My world: Think and say.

- Read the questions. The students talk about their favourite kinds of exercise and what they do to get each of the three kinds of exercise.

### My words to remember

- Read the words to remember as a class.
- The students make sentences using the words.

**Suggested answers:** Exercise helps you build strong muscles. Aerobic exercise is good for your heart. Aerobic exercise needs lots of oxygen. Your heart pumps blood around your body. Blood carries oxygen from your lungs to your muscles. Flexibility training is good for your joints.

### Internet Tracks

#### Find out approximately how many muscles there are in the human body.

- Read the instructions as a class.
- The students research on the internet with a teacher how many muscles there are in the human body.

**Answers:** There are approximately 640 muscles in the human body.

### Activity Book

#### Activity 19

#### Read and write the missing words. (See Student's Book page 22.)

- The students read the sentences and write the missing words. (They can refer to SB page 22.)

**Answers:** 1 breathe 2 heart, blood 3 lungs, muscles 4 muscles, joints

### Activity 20

#### Complete the table. Write sentences. (See Student's Book page 22.)

- The students complete the table. They then write a complete sentence about each kind of exercise.

#### Answers:

	Good for	Examples of sports
aerobic exercise	heart	swimming, tennis
strength training	muscles	cycling, rowing
flexibility training	muscles and joints	gymnastics, judo

1 Aerobic exercise is good for your heart. Examples are swimming and tennis. 2 Strength training is good for your muscles. Examples are cycling and rowing. 3 Flexibility training is good for your muscles and joints. Examples are gymnastics and judo.

### Activity 21

#### Listen and complete the table.

##### ► CD 2 Track 1 p228

- Read the introductory sentence. The students predict the Tiger Tracks SLN members' favourite kind of exercise and the sport they do to get it.
- Play the CD once or twice. The students listen and complete the table.

	Rosa	Sita	Lisa	Duncan	Joseph
Favourite kind of exercise	aerobic exercise	strength training	flexibility training	aerobic exercise	strength training
Sport	football	running	dancing	rugby	cycling

### Activity 22

#### My opinion: Write about you. Tell your family.

- The students complete the sentences about themselves.
- The students read their sentences to the class.
- Encourage the students to tell their family about their favourite kind of exercise and what sport they do to get it.

**Possible answer:** My favourite kind of exercise is aerobic exercise. I swim and play football to get aerobic exercise.

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What are the benefits of exercise? What can you do to get the different kinds of exercise?**
- The students tidy up, put their books away and say goodbye.

# Project: Do I get enough exercise?

## Objectives and key competences

- to present your project (optional)
- to listen and read an example project
- to plan your project
- to prepare and write your project

## Active language

*badminton, class, club, cricket, cycle, football, get exercise, gym, jog, rugby, swimming, tennis, run, walk*  
*days of the week, times, numbers.*  
*Every week I ... On Saturday ...*  
*Before/At/After school ...*  
*At breaktime/lunchtime/the weekend ...*  
*I think ... When I do exercise, I feel ...*

## Materials

Class Audio CD

## Class Audio for the Project

### Student's Book

'Do I get enough exercise?' ▶ CD 2 Track 2 p228

## Activity Book

## At a Glance Lesson Plan

### Starting the lesson

- Greet the students.
- Review the benefits of exercise.
- Explain the aims of the project.

### Activity 29

- Listen and read.  
▶ CD 2 Track 2 p228

### Activity 30

- Plan your project.
- Go to the Activity Book. See Activity Book activities to the right.

## Student's Book

**Project: Do I get enough exercise?**

**29 Listen and read.**

Look at my project on ways I get exercise. What exercise do I do on school days? What exercise do I do at the weekends?

**Do I get enough exercise?**

Every week I get lots of exercise. From Monday to Friday, I walk to school and back home. I takes fifteen minutes each way. At school, we have PE twice a week for an hour on Monday and Tuesday. We do gym and we also play football and rugby. At break time, I play football and tag in the playground with my friends. After school, I go to swimming lessons once a week on Friday. I'm also a member of a club where I play basketball on Saturday. At the weekend, I walk the dog and I go jogging with my dad. On Sunday, we cycle in the park.

In this photo I'm walking the dog with my sister.

Here my friends are playing football in the school playground.

Big Junction

**30 Plan your project.**

**You can present your project in this way.**

Every week I get lots of exercise. In this photo I'm cycling in the park with my dad.

- 1 Think of all the ways you get exercise.
- 2 Complete your exercise diary.
- 3 Ask a friend or someone in your family to take photos.
- 4 Prepare and write your project.

AB page 22

Do the Unit 2 Review and self-assessment (Activity Book page 22). Complete your Progress Journal for Unit 2.

### Ending the lesson

- Review the lesson and say goodbye.

## Project: Do I get enough exercise?

**23** Read Duncan's project and complete his exercise diary. (See Student's Book page 23.)

Get ready for your project

	Activities	Approximate time
Monday	walk to school and back home play in break time	1 hour 30 minutes
Tuesday	play in break time	30 minutes
Wednesday	walk to school and back home	30 minutes 30 minutes

**24** Complete your exercise diary.

Prepare your project

	Activities	Approximate time
Monday		
Tuesday		
Wednesday		

**25** Read your exercise diary and write a report.

#### Think!

- Use a new sentence to write about each day or place where you do exercise.

#### Remember!

- Use the present tense to write about what you do every day.
- Use the present continuous tense to say what you're doing in the photos.

#### Writing Tip!

- Use on for days of the week; use at for break time and the weekend.

Write your project in your notebook

Every week, I get ...

## Activity Book

### Activity 23

- Get ready for your project. Read Duncan's project and complete his exercise diary. (See Student's Book page 23.)

### Activity 24

- Prepare your project. Complete your exercise diary.

### Activity 25

- Write your project in your notebook. Read your exercise diary and write a report.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review the benefits of exercise.

- Ask questions such as **What happens when you do exercise? What are the three main kinds of exercise? What can you do to get each kind of exercise?**

#### Explain the aims of the project.

- Say **Today we're going to read an example project. We're then going to plan, prepare and write our own reports based on our own exercise diaries.**

### Student's Book Activity 29

#### Listen and read.

##### ► CD 2 Track 2 p228

- Read Duncan's post and the two questions about his project.
- Play the CD. The students listen and read.
- Read the two questions again and check the answers. (*On school days, Duncan walks to school and back home, has PE lessons, does gym, plays football, rugby and tag and goes swimming. At the weekend, he plays badminton, walks the dog, goes jogging and cycles.*)
- Ask further questions such as **When does Duncan have PE? What does he do after school on Friday?**

### Student's Book Activity 30

#### Plan your project.

- Read the four stages of the project plan in the flowchart.
- The students think about all the ways they get exercise.

### Activity Book

#### Activity 23

#### Get ready for your project. Read Duncan's project and complete his exercise diary. (See Student's Book page 23.)

- The students read Duncan's project again on Student's Book page 23, Activity 29. They complete the exercise diary for Monday, Tuesday and Wednesday.
- The students compare their answers.

#### Answers:

	Activities	Approximate time
Monday	walk to school and back home PE play in break time	30 minutes 1 hour 30 minutes
Tuesday	walk to school and back home play in break time	30 minutes 30 minutes
Wednesday	walk to school and back home play in break time	30 minutes 30 minutes

#### Activity 24

#### Prepare your project. Complete your exercise diary.

- The students work individually. They write the activities they do and approximate time they spend doing them each day.
- The students can complete the diary during the lesson, they can complete it over the course of a week, or they can complete it for homework.

#### Activity 25

#### Write your project in your notebook. Read your exercise diary and write a report.

- Draw the students' attention to the *Think!*, *Remember!* and *Writing Tip!* boxes.
- The students use their exercise diary to write a draft report in their notebooks or on a computer.
- The students prepare a final version of their projects including photos of themselves doing different kinds of exercise.

#### Project presentation (Optional)

- The students present their projects. This can either be done as shown on Student's Book page 23 or following any of the suggestions for projects on Teacher's Book page 32.

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **Does Duncan get enough exercise? Do you get enough exercise?**
- The students tidy up, put their books away and say goodbye.

## 2 Unit review and self-assessment

### Objectives and key competences

- to review vocabulary, grammar, culture and CLIL in the unit
- to self-assess your work in Unit 2
- to complete the Progress Journal for Unit 2

### Active language

badminton, bowling, kayaking, cricket, cycling, rugby, sailing, scuba diving, snowboarding, surfing, heart, joints, muscles

I'm ...ing. I'm not ...ing.

He's/She's ...ing. He/She isn't ...ing.

Is he/she ...ing? Yes, he/she is./No, he/she isn't.

Is it/he/she ...?

Are you ...ing? Yes, I am./No, I'm not.

### Materials

Flashcards and Word cards: badminton, bowling, cricket, cycling, kayaking, rugby, snowboarding, sailing, scuba diving, surfing, rugby, Class Audio CD

### Class Audio for the Review

### Activity Book

Activity 26 ▶ CD 2 Track 3 p228

### Progress Journal

## 2 Sports scene

### My learning review

1 Can you remember the story? Use the pictures to tell the story to your family. Read and circle. Write.



What kind of story is it? An animal story An adventure story A travel story

My story score and opinion

/10 I think the story is \_\_\_\_\_.

2 Think about the CLIL (Science). Complete the sentences. Write examples of exercise you do in each category.

Aerobic exercise is good for your heart.

Examples: football \_\_\_\_\_

Strength training is good for your \_\_\_\_\_.

Examples: \_\_\_\_\_

Flexibility training is good for your \_\_\_\_\_ and \_\_\_\_\_.

Examples: \_\_\_\_\_



8

### Progress Journal pages 8 and 9

#### Activities 1–3

- See Teacher's Notes page 85.

### Progress Journal pages 9, 10 and 11

- See the Progress Journal for pages 9, 10 and 11.

#### Activities 4–11

- Students' own answers.

## At a Glance Lesson Plan

### Starting the lesson

- Greet the students.
- Review the Unit 2 flashcards.
- Explain the aims of the lesson.

### Activity 26

- Listen and number.
- Write the names of the sports.
- ▶ CD 2 Track 3 p228

### Activity 27

- Look and write sentences.

### Activity 28

- Look and write questions and answers.

## Activity Book

Unit review and self-assessment

26 Listen and number. Write the names of the sports.

1 It's scuba diving. 2 It's kayaking. 3 It's badminton. 4 It's table tennis. 5 It's tennis. 6 It's badminton. 7 It's tennis. 8 It's badminton. 9 It's table tennis. 10 It's tennis.

27 Look and write sentences.

1 They're kayaking. 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_

5 \_\_\_\_\_ 6 \_\_\_\_\_

28 Look and write questions and answers.

Sam Emily Becky Chris Henry

1 (Sam / bowling) Is Sam bowling? No, he isn't. He's cycling.  
2 (Emily / football) \_\_\_\_\_  
3 (Becky / sailing) \_\_\_\_\_  
4 (Chris / badminton) \_\_\_\_\_  
5 (Henry / cricket) \_\_\_\_\_

29 Read and write the answers. (See Student's Book page 20.)

1 What's the capital of Australia? \_\_\_\_\_  
2 How many square kilometres is Australia? \_\_\_\_\_  
3 Which two animals are the symbols of Australia? \_\_\_\_\_  
4 What's the popular name for the Sydney Harbour Bridge? \_\_\_\_\_  
5 How high is Uluru? \_\_\_\_\_  
6 How many sheep are there in Australia? \_\_\_\_\_

30 Answer the questions. (See Student's Book page 22.)

1 What is one positive effect of regular exercise?  
You build strong muscles.  
2 What is aerobic exercise good for?  
3 What is strength training good for?  
4 What is flexibility training good for?

Assess your work in Unit 2.

Look and circle. 😊 😐 😞 😡

Complete your Progress Journal for Unit 2.

### Activity 29

- Read and write the answers. (See Student's Book page 20.)

### Activity 30

- Answer the questions. (See Student's Book page 22.)

### Assess your work in Unit 2

- Look and circle.
- Complete your Progress Journal for Unit 2.
- Go to the Progress Journal. See Progress Journal activities to the right.

### Ending the lesson

- Review the lesson and the unit and say goodbye.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the students.

- Welcome the students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review the Unit 2 flashcards.

- Give the Unit 2 flashcards to individual students. Ask the students to hold up their cards and say a sentence about the sport. *In (cricket) you (hit a ball with a big bat).*

#### Explain the aims of the lesson.

- Say **Today we're going to do the Unit 2 Review and self-assessment. We're also going to complete our Progress Journals for Unit 2.**

### Activity Book

#### Activity 26

##### Listen and number. Write the names of the sports.

▶ *CD 2 Track 3 p228*

- Play the CD. The students listen, identify the sports and number the pictures.
- The students write the names of the sports.
- Check the answers; the students spell the words.

**Answers:** 1 scuba diving 2 cycling 3 sailing 4 rugby 5 snowboarding 6 kayaking 7 badminton 8 bowling 9 surfing 10 cricket

#### Activity 27

##### Look and write sentences.

- The students look at the pictures and write a sentence about each one.

**Answers:** 1 They're kayaking. 2 She's surfing. 3 They're playing rugby. 4 He's snowboarding. 5 She's scuba diving. 6 They're playing badminton.

#### Activity 28

##### Look and write questions and answers.

- The students look at the pictures. They write questions and answers using the word prompts and example.

**Answers:** 1 Is Sam bowling? No, he isn't. He's cycling. 2 Is Emily playing football? No, she isn't. She's playing rugby. 3 Is Becky sailing? No, she isn't. She's scuba diving. 4 Is Chris playing badminton? No, he isn't. He's kayaking. 5 Is Henry playing cricket? No, he isn't. He's surfing.

#### Activity 29

##### Read and write the answers. (See Student's Book page 20.)

- The students read the culture quiz on Student's Book page 20 again and answer the questions.

**Answers:** 1 Canberra 2 550 million 3 kangaroo and emu 4 the coat hanger 4 350 metres 5 100 million

#### Activity 30

##### Answer the questions. (See Student's Book page 22.)

- The students read the CLIL text on Student's Book page 22 again and write answers to the questions.

**Possible answers:** 1 You build strong muscles. 2 It's good for your heart. 3 It's good for your muscles. 4 It's good for your muscles and joints.

##### Assess your work in Unit 2.

##### Look and circle.

- The students circle the face that reflects how they feel about their work in Unit 2.

##### Complete your Progress Journal for Unit 2.

- The students complete their Progress Journal for Unit 2, either during the lesson or for homework.

##### Progress Journal pages 8 and 9

**Activity 1 answers:** Students' own answers. (The story is a travel story. Student's own scores and opinions.)

**Activity 2 answers:** Aerobic exercise is good for your heart. Examples: football, tennis, swimming. Strength training is good for your muscles. Examples: cycling, handstands, rowing. Flexibility training is good for your muscles and joints. Examples: gymnastics, judo, touching your toes.

**Activity 3 answers:** **Water sports** surfing, kayaking, sailing, scuba diving **Ball sports** cricket, bowling, rugby **Other sports** badminton, cycling, snowboarding

##### Progress Journal pages 9, 10 and 11

**Activity 4–11 answers:** Students' own answers.

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What have you learnt in Unit 2? What have you enjoyed? What has helped you learn? How do you plan to remember what you've learnt?**
- The students tidy up, put their books away and say goodbye.



# My teaching notes



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education

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