



# Sport

## Unit aims

### I can ...

- talk about sports and activities.
- read and understand about sumo wrestling.
- ask and answer *yes/no* questions in the past.
- understand a conversation about a sports event.
- talk about clothes.
- ask and answer *Wh-* questions in the past.
- write a short biography.

## Unit contents

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## Be curious

- Books closed. Write the following on the board: *football, tennis, basketball*.
- Ask: *What kind of sports are these?* Elicit the answer (ball sports) and then ask students to name some sports that do not use a ball, e.g. *motor racing, swimming, gymnastics*.
- Ask students to open their books at page 76, look at and say what they can see in the photo.
- Elicit sentences and put them on the board, e.g. *There is a man doing a winter sport*.
- Elicit the name of the sport (*snowboarding*) and then put students into pairs and give them a couple of minutes to answer the three questions.
- Check answers.
- Tell students theme of Unit 7 is sports and activities.

### Suggested answers

This person is doing a winter sport. It's snowboarding.  
My brother likes this sport very much. He goes snowboarding every winter. Another exciting sport is mountain biking. I love it.

## CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1–3 p78 1–4 p80 1–5 p82 1–5 p84
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p78 1–3 p83 1–3 p85
Speaking	CONVERSATION	4–7 p84
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	SUSTAINED MONOLOGUE: Describing Experience	8 p82
Writing	CREATIVE WRITING	6–8 p85
Communicative language competence	VOCABULARY RANGE	1–3 p77 4–5 p78 4–5 p80 4 p83 4–5 p85
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## Objectives


- learn vocabulary for sports and activities.
- talk about the sports I do.

## Preparation

- Bring photos of different sports.

## Warm-up

- Write the names of sports stars on the board. Make sure you chose people that students are likely to know such as stars from their country. Ask students to say what sport the people do.
- Alternatively, distribute some photos of different sports among the students and ask students to say something about the sports pictured, e.g. the names of the sports, famous players, successful teams.

- 1**  **2.21** Ask students to open their books at page 77.
- Refer students to the phrases in the box and then ask them to work alone to match the phrases with the pictures.
  - Allow **weaker students** to use dictionaries or to look words up online.
  - Students can compare answers in pairs before you check answers with the class.
  - If you have the Presentation Plus software, put the photos on the interactive whiteboard and ask students to come to the board to match the words and the photos.
  - Play the recording.
  - Students listen to it and check their answers.
  - Play the recording again for students to repeat the words.

## Fast finishers

Students can turn to the **Vocabulary bank** on page 113 and do the *Jog your memory!* activity.

## Answers

2 play baseball 3 go cycling 4 go skateboarding  
5 go skiing 6 do judo 7 go windsurfing  
8 go snowboarding 9 go surfing 10 go bowling  
11 play volleyball

- 2**
- Before students do this exercise, check their understanding of *wheels* and *board*.
  - Put students into pairs to do the exercise.
  - Check answers.
  - To **extend** the work on the sports and activities vocabulary, you could ask students to turn to the **Vocabulary bank** on page 113 and do the activities for *Sport*.

## Answers

1 windsurfing, surfing 2 basketball, baseball, bowling, volleyball 3 cycling, skateboarding 4 skateboarding, skiing, windsurfing, snowboarding, surfing 5 basketball, baseball, bowling, volleyball 6 cycling, skateboarding, skiing, windsurfing, snowboarding, surfing



## Get it right!

Read out the information in the box.  
Encourage students to organise the vocabulary in Exercise 1 according to whether we use the nouns with *play*, *go* or *do*.

## Optional activity

- Put students into pairs (A and B).
- Student A closes his or her book.
- Student B says a sport or activity from Exercise 1.
- Student A says whether that sport or activity is used with *go*, *do* or *play*.
- Students then swap roles and continue until they have gone through all the vocabulary.

## Your turn

- 3**
- Read out the four questions.
  - Put students into pairs to ask and answer the questions.
  - Encourage students to ask additional questions, e.g. *What's your favourite football team?*

## Game

- Play *The picture game* using the sports and activities vocabulary.
- See **Games bank** on page 29.

## Optional activity

- Put students into pairs (A and B) to do a text-message guessing game.
- Student A texts Student B a clue about one of the sports and activities in Exercise 1, e.g. *you need wheels for this activity*.
- Student B texts his or her answer back, e.g. *go cycling*.
- Student A either confirms or rejects the answer.
- Student B then texts Student A a clue.



Set Exercises 1, 2, 3, 4 and 5 on page 67 of the **Workbook** for homework.  
Students particularly interested in football can learn some vocabulary related to that sport here and do the accompanying exercises:  
<http://learnenglishteen.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/football>  
The next lesson features a text about Sumo wrestling. Ask students to do some research into the sport, e.g. its history and information about typical participants.


# Reading FAQs about sumo wrestlers

## Objectives

- read an article about sumo wrestlers.
- learn adverbs.
- talk about my sports habits.


## Warm-up

- Books closed. Ask: *What do sports stars usually look like?*
- Elicit or introduce adjectives, e.g. *slim, athletic, healthy, fit*.
- Write sumo wrestling on the board and ask students what they know about it.

- 1  **2.22** Ask students to open their books at page 78.
- Ask different students to read out the FAQs about sumo wrestling.
  - Elicit answers, but don't allow students to check them at this point.

### Language note

The word *Sumo* comes from the Japanese *sumō* meaning 'to wrestle'.  
The acronym FAQs stands for 'frequently asked questions'. It is usually used in plural form and is written with *FAQ* in upper case and *-s* in lower case.

- 2  **2.23** Put students into pairs to complete the matching exercise.
- To help **weaker students**, you could do the first one as an example.
  - Play the recording for students to check their answers to Exercise 1.

### Answers

1 g 2 a 3 h 4 c 5 d 6 e 7 f 8 b

- 3
- Give students time to read through the sentences.
  - Ask students to work alone to do the exercise. You could prepare additional true/false sentences for **stronger students** or ask them to write their own which you can then use as further practice with the class.
  - Students can compare answers in pairs before you check answers with the class.
  - Refer students to the information in the **FACT!** box. Tell students that a Sumo wrestler would need to eat approximately 66 cheeseburgers to eat 20,000 calories.

### Answers

2 T 3 F (Sumo isn't very popular with children in Japan today.) 4 F (They often sleep after lunch.) 5 T 6 F (There are wrestlers from Hawaii, Mongolia, Bulgaria, Russia, and other countries.)

### Optional activity

- Ask students to find out how many calories they eat on a typical day. To find out the number of calories in what they eat, students can put food items into the search engine on this website: [caloriecount.about.com](http://caloriecount.about.com)
- Students can then share this information with a partner.

## Explore adverbs

- 4 Refer students to the adverbs in the list. Ask them to work alone to find these adverbs in the article.

### Answers

usually – answer b & e surprisingly – answer h typically – answer f generally – answer d traditionally – answer c

- 5
- Read out the information and then elicit the answer to the question from the class.
  - Write the two adverbs on the board.
  - To **extend** the work on these adverbs, ask students to work in pairs to write a sentence using each of the adverbs. The subject matter could be the sports that people do in their family, e.g. *Generally, my family is very sporty. My sisters and my brother usually go swimming every day.*

### Fast finishers

Students can do the *Explore adverbs* activities in the **Vocabulary bank** on page 113.

### Answers


typically, generally

## Your turn

- 6
- As a model for students to follow, tell them the sports you do and what you usually eat before doing those sports.
  - Give students a couple of minutes to make notes about their own sports habits.
  - Monitor while students do this and help as necessary.
  - Put students into pairs to tell each other about their sports habits.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *Can you name any famous horse races?* Elicit student's answers, e.g. The Grand National, the Gazi Race, the Bolszoi Vserossijskij Prize, the Grande Prêmio Brasil.
- Read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers.
- Put students into pairs to say what they think about horse races. *Is it right for human beings to use animals for races?*
- See page 130 for further activities you can do with this video.

### Answers

60,000 people went to the Palio.  
It started about 700 years ago, in the Middle Ages.  
Ten riders from ten different areas of the city take part.



Set Exercise 5 on page 68 of the **Workbook** for homework.

# Language focus 1 Past simple: Yes/No questions

## Objectives

- learn *yes/no* questions in the past simple.
- practise asking and answering *Yes/No* questions in the past simple.

## Warm-up

- Books closed. Write *go* on the board.
- Ask: *What is the past simple form of this verb?*
- Elicit the verb (*went*) and write it on the board.
- Ask: *How do we form questions in the past simple?*
- Put *Did you went to the cinema last night?* and *Did you go to the cinema last night?* on the board and ask students to say which one is correct (the second one).

- 1 • Ask students to open their books at page 79 and copy the chart into their notebooks.
- Students to work alone to complete the chart. Encourage **stronger students** to try to complete it without looking at the text on page 78.
- Check answers.
- For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

## Answers

Yes/No questions	Short answers
Did the sport <b>start</b> in China?	Yes, it <b>did</b> . No, it <b>didn't</b> .

## Common error

Students may form questions by using the auxiliary verb *did* and a past simple verb form, e.g. *Did you went to the cinema?*

- 2 • Ask a pair of students to read out the example.
- Put students into small groups to complete the exercise.
- Check answers.
- Students can practise the conversation in pairs.

## Answers



- A: *Did you go* to the football match last night?  
B: Yes, I **did**.  
A: *Did you sit* with your friends?  
B: No, I **didn't**. I sat with my parents.  
A: *Did you have* a good time?  
B: Yes, we **did**.  
A: *Did your team win*?  
B: No, they **didn't**. They lost.  
A: *Did you eat* after the game?  
B: Yes, we **did**. We went to a Chinese restaurant.  
A: *Did your parents like* the food?  
B: Yes, they **did**.

- 3 • Refer students to the example and then ask them to work alone to complete the exercise.
- Students can compare answers in pairs before you check answers with the class.

## Answers

- 2 Did you study last night? 3 Did you speak English five years ago? 4 Did your friends play football last week? 5 Did your sister have a shower three hours ago?

## Say it right!

- a  2.24 Read out the information about word stress and then play the recording.
  - Students listen and repeat.
  - It may be necessary to play the recording more than once.
- b Go through the example sentence.
  - Put students into pairs to complete the exercise.
  - Tell **weaker students** to think of the important words in the sentence as being those which we cannot cut from the sentence. *Important*, in this sense, means *carrying the information the speaker wants someone else to know*.
- c  2.25 Play the recording for students to listen, check their answers to Exercise b and repeat the sentences.

## Answers

- 2 No, it **didn't**. It started in **Japan**.  
3 Did you **eat** after the game?  
4 Yes we **did**. We went to a **Chinese restaurant**.

## Your turn

- 4 • Go through the example with class, emphasising where the stress falls.
- Put students into pairs to ask and answer the questions.

## Answers

- 2 Did John Lennon sing with the Beatles?  
Yes, he **did**.  
3 Did Christopher Columbus discover Japan?  
No he **didn't**. He discovered America.  
4 Did dinosaurs live on Earth a hundred years ago?  
No, they **didn't**. They lived on Earth 230 million years ago.  
5 Did Tolstoy write *War and Peace*?  
Yes, he **did**.  
6 Did people speak English in Pompeii in AD79?  
No they **didn't**. They spoke Latin.

- 5 • Refer students to the example.
- Pair **stronger students** with **weaker students** for this task.

## Optional activity

- Write a date on the board that is important in your life.
- Put students into three teams.
- Each team tries to find out what happened on that date by asking you a question, e.g. *Did you finish primary school then? Is that your father's birthday?*
- Teams score 1 point every time you say *Yes, I did*.
- The team with the most points at the end wins.
- Students can do the same activity in pairs.



Set Exercises 1, 2, 3 and 4 on page 68 of the **Workbook** for homework.

# Listening and Vocabulary

## Objective


- listen to a conversation about sports events.
- learn words for clothes.
- talk about what I am wearing and the clothes I wear to do my favourite sport.

## A conversation

### Warm-up

- Books closed. Elicit examples of great sporting events, e.g. the football World Cup or the Olympics.
- Ask: *Do you watch any of these events on TV?*

- 1
- Students open their books at page 80.
  - Read out the two questions. Students ask and answer them in pairs.
  - Ask a few students to report back to the class on their partner.


- 2
-  **2.26** Tell students they are going to listen to a conversation between two friends.
- Read out the question and play the recording.
  - Check answer.
  - To **extend** this, you could put additional questions on the board:  
1 *Where did Dennis come in the competition?*  
2 *How many people competed?*  
3 *What does Joe think of Mexican food?*
  - Play the recording again. Put students into pairs to answer the questions. (Answers: 1 *Third*. 2 *About 20*. 3 *He likes it*.)

### Audioscript

**Joe:** Hi, Vicky. Did you have a good weekend?  
**Vicky:** It was great, Joe!  
**Joe:** What did you do?  
**Vicky:** I went to a skateboard competition.  
**Joe:** Really? When did you learn to skateboard?  
**Vicky:** No, no ... I didn't skateboard. I watched someone in the competition.  
**Joe:** Oh, I see. Who did you watch?  
**Vicky:** My friend Dennis. He's really good.  
**Joe:** Cool! Did he win?  
**Vicky:** No, but he came in third place.  
**Joe:** That's pretty good. How many people competed?  
**Vicky:** A lot! There were about 20 kids in the competition.  
**Joe:** So, what did they do? Was it a race?  
**Vicky:** Oh, no. They did tricks. You know, they jumped with their skateboards and things like that.  
**Joe:** Wow! It sounds fun.  
**Vicky:** Yeah. It was! But I spent a lot of money.  
**Joe:** Really? What did you buy?  
**Vicky:** I bought a cool hoodie and a T-shirt. And I bought a cap for my brother, Tom.  
**Joe:** Did you buy a skateboard?  
**Vicky:** No, they were very expensive. And skateboarding is difficult!  
**Joe:** What did you do after the competition?  
**Vicky:** I went to lunch with Dennis and some of the other skateboarders.  
**Joe:** Where did you go?  
**Vicky:** We went to this new Mexican restaurant. It was great!  
**Joe:** I love Mexican food. What did you eat?  
**Vicky:** I had chicken tacos.  
**Joe:** Mmmm ... I'm hungry. Do you want to go to lunch now?  
**Vicky:** OK. Let's go. Do you want to race?  
**Joe:** Yes, OK ... Hey, wait a minute! I wasn't ready!  
**Vicky:** See you there ...!

## Answers


No, she didn't.

- 3
-  **2.26** Give students time to read through the things in the list.
- Play the recording again for students to listen and tick the things Vicky did.
  - Check answers with the class.

## Answers

- 1 watched her friend skateboard 3 spent some money  
4 bought some clothes 7 went to lunch with Dennis  
8 ate tacos

## Clothes

- 4
-  **2.27** Check students can pronounce *clothes* /klaʊðz/. A common error is to pronounce the -es /ɪz/ rather than /z/.
- Put students in pairs to do the exercise.
  - If you have the Presentation Plus software, put the photos on the interactive whiteboard and ask students to come to the board to match the words and photos.
  - Play the recording for students to check their answers and repeat the words.
  - Point out that clothes words that end in -s can be used after *a* if you include *pair of*, e.g. *a pair of boots/jeans/trousers/shorts/socks*.
  - To **extend** the work on this vocabulary, you could ask students to turn to the **Vocabulary bank** on page 113 and do the *Clothes* activities.

## Answers

- 2 g a tracksuit 3 j trousers 4 b a hoodie  
5 e a sweatshirt 6 i jeans 7 a a cap 8 l socks  
9 f a T-shirt 10 h boots 11 c a jacket 12 k shorts

## Language note


*Hoodie* is derived from *hood*, which refers to a covering for the head and neck commonly attached to a sweatshirt or jacket.

## Your turn

- 5
- Refer students to the questions and examples.
  - Put students into pairs and give them a couple of minutes to ask and answer the questions.

## Game

- Play *Could you spell that, please?* to practise the clothes vocabulary.
- See **Games Bank** on page 28.

 Set Exercises 1, 2, 3, 4 and 5 on page 69 of the **Workbook** for homework.



# Language focus 2 Past simple: *Wh-* questions

## Objectives

- learn *Wh-* questions in the past simple.
- ask and answer questions about a sports event I went to.

## Warm-up

- Books closed. Elicit a *yes/no* question in the past simple, e.g. *Did you go to the cinema?*
- Ask students if they can add any other words to the beginning of the sentence to make a different kind of question, e.g. *When did you go to the cinema?* *Why did you go to the cinema?*

- 1 • Ask students to open their books at page 81.  
• Put students into pairs and ask them to complete the example sentences from the listening on page 80.  
• You could either play the recording for students to check their answers or simply go through the answers orally.  
• For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

## Answers

<i>Wh-</i> questions	Answers
<b>What</b> did you do?	I went to a skateboard competition.
Who <b>did</b> you watch?	My friend Dennis.
<b>Where</b> did you go?	We went to a Mexican restaurant.

- 2 • Read out the example sentence.  
• Ask students to work in pairs to complete the remaining sentences.  
• Check answers.

## Answers

2 did Rick buy    3 did Sarah play    4 did the game end  
5 did we score    6 did they go




## Get it right!

Read out the information about the use of the auxiliary verb *did* from the box.  
Make sure that students understand that *do* and *does* cannot be used in the past simple.

## Language note

The auxiliary verb *did* is used with all persons in the question and negative forms.

- 3 • Ask a student to read out the example.  
• Put students into small groups and ask them to complete the conversation.  
• Guide **weaker students** through the exercise by asking them to first identify the question words needed. Once students have done this they can move on to looking at the verbs they need. Encourage them to check their first answer with you before they do the rest of the exercise.
- 4  **2.28** Play the recording for students to check their answers.  
• Put students into pairs and ask them to read the conversation twice, taking a different part each time.

## Answers

2 Who did they play?    3 Where did they play?  
4 How many points did they score?    5 Who did you go

## Game

- Play *Guess the question* to practise *Wh-* questions in the past simple.
- See **Games Bank** on page 29.

## Your turn

- 5 • Read out the example.  
• Give students time to make questions from the prompts.  
• Put students in pairs to ask and answer the questions.  
• Encourage students to ask additional questions.

## Optional activity

- Put students in pairs (A and B).
- Student A is a journalist. Student B is a character of their choice, e.g. a sports star, an astronaut, a scientist.
- Student B gives some basic information about his or her character to Student A writes some questions to ask Student B. You may want to go through some possible questions that students can use in their interviews, e.g. *Why did you want to be a sports star / astronaut / scientist?* *Who was your favourite sports star / astronaut / scientist when you were young?*
- Student A interviews Student B.
- Students then swap roles.

## Optional activity

- Put students into groups of three (A, B and C).
- Student C moves to another part of the classroom away from Students A and B.
- Student B asks Student A three questions about his or her last holiday, e.g. *Where did you go?* *Who did you go with?* *Where did you stay?* *How long did you stay?* *What things did you do?*
- Student B uses their smartphone to record Student A's answers and then asks Student C to come back.
- Student B tells Student C the questions that Student A answered. Student C guesses the answers that Student A gave.
- Student B then plays the recording for Student C to find out if his or her guesses were right.
- Students then change their roles in their activity and go on until each student in the group has performed the three roles.



Set Exercises 1, 2 and 3 page 70 of the **Workbook** for homework.



# Discover Culture

## The bowler

### Objectives

- watch a video about an Indian cricketer.
- talk about cricket and my sporting hero.

### Background

**Cricket** is played on a field between teams of eleven players. It is played with a ball, bats and two wickets (three sticks stuck in the ground with two pieces of wood on top of them). Cricket is played mainly in England and countries formerly under British rule, such as Australia and India.

### Warm-up

- Write the following on the board:  
*They eat a lot of cake and chocolate.*  
*They practise every day.*  
*They go on lots of holidays.*  
*They never give up.*
- Check students' understanding of *give up*. Ask students to say which sentences describe the best sport stars.

1. Ask students to open their books at page 82.  
Refer students to the photos and ask them to identify the sport.

### Answers

b

2. Put students into pairs.  
Ask some students to report their ideas to the class.  
Write students' ideas on the board.
3. **7.2** Ask students to read the information in 1–5.  
Play the video with the sound off.  
Students watch the video and order the information.  
Students compare their answers in pairs before you check answers with the class.  
Ask one student to come to the front of the class to write the events on the board in the correct order. Ask the rest of the class whether or not they agree with the order that the student at the board has given.

### Videoscript

A lot of games are popular in India, but the number one sport is cricket! Like hockey, cricket started in England. It started 500 years ago. Today, kids all over India love playing it. Their dream is to become a famous cricket player. This is Fahim Adin. He's 22 years old. When he was a child, he played cricket with his six brothers. They still play together today. But now Fahim Adin wants to be a professional cricket player. He's a bowler. In cricket, the bowler throws the ball to the player with the bat. Fahim Adin is a *really* good bowler. He's fast; he's strong; and he can throw the ball over 160 kilometres per hour! But there's something else special about Fahim Adin. He's deaf. He can't hear. He uses sign language to communicate. Fahim Adin and his coach are preparing for a very important match. Fahim Adin *must* play well today because *this* man is watching him. He finds new players for professional cricket teams. Can Fahim Adin be a professional cricket player? *YES!!* Look at him! He plays the best game of his life. So what's next for Fahim Adin? Do you think his dream comes true?

### Answers

- 1 players wearing normal clothes
- 2 a cow and lots of traffic nearby
- 3 nets
- 4 a trainer
- 5 children playing

4. **7.2** Before you play the video again, ask students if they can complete the gaps. This is only a quick test of memory. Students should not be discouraged if they cannot complete the gaps.  
Play the video.  
Students complete the text with the correct information.

### Answers

- 1 one
- 2 500
- 3 22
- 4 six
- 5 160

5. **7.2** Ask a student to read out the four questions.  
Play the rest of the video so students can answer the questions.  
Check answers.

### Answers

- 1 He's deaf. / He can't hear.
- 2 He uses sign language to communicate.
- 3 He plays the best game of his life.
- 4 He finds new players for professional cricket teams.

### Your turn

6. Read out the questions.  
Put students into pairs to ask and answer them.  
Ask a few students to report back to the class on what their partner said, e.g. *Martina thinks cricket is interesting.*
7. Briefly tell students about your sporting hero.  
Read out the questions and then ask students to work alone to answer them.
8. Put students into pairs.  
Give students a minute to tell one another about their sporting hero.



For homework, students could try playing this online cricket game:  
<http://news.bbc.co.uk/sport1/hi/cricket/skills/6137400.stm>

## Objectives

- read a text about the Highland Games in Scotland.
- learn about irregular plurals.
- talk about which events in the Highland Games I would like and not like to do.

## Warm-up

- Books closed. Ask: *What are the most popular sports in your country?*
- Elicit answers and write them on the board.
- Ask students if they can name any unusual sports, i.e. sports that few people do and which, in global terms, do not attract a large television audience, e.g. bowls, handball, lacrosse or taekwondo.


## Background

**The Highlands** is the name of a large region in the north of Scotland. It is known for its beautiful lakes and mountains, including Ben Nevis, which is the highest peak in the UK. A **kilt** is a short tartan (a woollen cloth with stripes of different colours) skirt worn by men in the Scottish Highlands.

- Ask students to open their books at page 83.
  - Put students in pairs and give them one minute to answer the questions about the photos. Tell students not to look at the text to find answers.
  - Alternatively, put videos of the sports on the interactive whiteboard instead of asking them to look at the photos. You can find videos of the sports on YouTube by putting in the name of the sport plus *Highland Games* into the search engine on that site.
  - Check answers.
  - You could tell students that a *caber* is a wooden pole and that the *o'* in *tug o' war* is an abbreviation of *of*, and that *tug* means *pull*.

## Answers

It's Scotland.

-  **2.29** Read out the names of the four sports.
  - Give students a couple of minutes to scan the article to find the information about these sports.
  - Students can work in pairs to do the matching exercise.
  - Check answers.

## Answers

1 c 2 d 3 a 4 b

- Give students a minute to read through sentences 1–6.
  - Ask students to work alone to do the exercise.
  - Students can compare answers in pairs before you check answers with the class.

## Fast finishers

Students can write two additional true/false sentences, which you can then use as further practise with the class.

## Answers

2 T 3 F (He was an 11<sup>th</sup> century king.) 4 T 5 F (In the past, people wore tartan to show which family they were from.) 6 F (Nowadays, people from all round the world compete in the events.)



## Explore irregular plurals

4

- Ask: *What type of word is a 'plural'?*
- Elicit the answer and then explain that some plurals are irregular.
- Refer students to the nouns in the box.
- Students can work alone to find the plural forms of the words in the text and note which are regular and which irregular.

## Fast finishers

Students can do the *Irregular plurals* exercises in the *Explore vocabulary* section of the **Vocabulary bank** on page 113.

## Answers

men (I) children (I) teams (R) people (I) sports (R)  
women (I)

## Your turn

- Read out the two questions.
  - Put students into pairs to ask and answer the questions.
  - Encourage students to ask additional questions.
- Put students into small groups to think of traditional sporting events in their country.
  - If you think that students will not be able to think of any examples, set this exercise for homework. Students can then share their sporting events with the class in the next lesson.

## Optional activity

- Students choose one of the sports in the texts on page 83 and do research on the Internet to find out more about the history, rules and nature of the sport they have chosen.
- Students can then share what they have discovered with a partner or with the class.



Set Exercise 4 on page 70 and Exercises 1, 2, 3, 4 and 5 on page 71 of the **Workbook** for homework.

Students can find out about another unusual sport or activity. They should prepare a short description, including the following information: what it is called, how many people are needed to do it, what equipment is needed to do it and which country is the best in the world at the sport.



# Speaking Expressing interest



## Objectives

- watch teenagers talking about their favourite sport.
- practise talking about the sport I did at the weekend.

## Warm-up

- Books closed. Write: *Do you watch or do a sport at the weekend?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on their partner.

## Real Talk: What's your favourite sport and why?



- 1  **7.3** Ask students to open their books at page 84.
- Tell students they are going to watch some teenagers answering the following question: *What's your favourite sport and why?*
  - Give students some time to look at the list of sports and then play the video.
  - Students work alone to tick the sports.
  - Students can compare answers in pairs before you check answers with the class.
- 

## Videoscript

- Adult:** What's your favourite sport and why?  
**Steve:** My favourite sport's swimming. I like being in the pool, and I love winning competitions.
- Petra:** My favourite sport is tennis because it's fast and fun.
- Binny:** I don't like sports very much, but football is okay. I like kicking the ball.
- Evan:** I love baseball. I usually play baseball with my friends but on the weekends I play basketball with my dad.
- Rachel:** I don't like playing sports. But I like watching sports.
- Emily:** I love playing volleyball. I'm the captain of my team. It's a lot of fun and we're really good friends.
- Courtney:** My favourite sport is soccer. I think I'm pretty good at it. My team practises twice a week and we play games on Saturday.
- Freddie:** My favourite sport is table tennis. I'm really good at it.
- Adult:** What's your favourite sport and why?


## Answers

baseball football soccer swimming table tennis  
tennis volleyball

- 2  Put students into pairs to ask and answer the question.
- You could then find out which is the most popular sport with the class as a whole.
- 3  **2.30** Give students time to read the question, then play the recording.
- Students compare answers in pairs before you check the answer with the class.



## Answer

She went windsurfing.

- 4 • Refer students to the words and phrases in the *Useful language* box and check understanding.
- Explain that when expressing interest, we need to get the intonation right. If our voice is flat it will either seem that we are not interested or that we are being sarcastic.
  - Put students into pairs and give them a couple of minutes to complete the conversation.
- 5  **2.30** Play the recording for students to listen and check their answers to Exercise 4.
- You could play the recording again, pause it after each of the words and phrases in the box, and ask students to repeat them.

## Answers

1 How was it? 2 What happened? 3 Really? 4 Cool!


- 6  Students work in pairs to practise the conversation in Exercise 4.
- 7  Before students begin this exercise, teach the distinction between *fall off* and *fall down*. *Fall off* refers to dropping from something onto the ground, whereas *fall down* means to lose your footing and fall to the ground.
- Read through the instructions and make sure that students understand what they have to do. Encourage **stronger students** come up with their ideas.
  - Put students in pairs to practise their conversations. Monitor while students are practising their conversations.
  - Check that they are using the phrases from the *Useful language* box correctly.

## Get it right!

Read out the information in the box.  
You could elicit any other differences in vocabulary between British and American English that students know, e.g. *sweets* (UK) and *candy* (US), *pavement* (UK) and *sidewalk* (US), *autumn* (UK) and *fall* (US), *holiday* (UK) and *vacation* (US).

## Optional activity

- Put students in pairs (A and B).
- Student A begins a conversation (following the model in Exercise 4), by asking *What did you do this weekend?*
- Student B mimes a response.
- Student A must guess the sentence the mime represents before moving on in the conversation.
- Students can then swap roles.

 For homework, students can use their smartphones to record a video diary of their weekend. They record their videos at the end of Saturday and Sunday, saying what they did each day. At the beginning of the next class, students can work in pairs and try to guess what their partner did at the weekend before watching the video to find out.

## Objectives

- read a biography.
- learn about prepositions of time and place.
- write a biography of someone I know.

## Warm-up

- Books closed. Write *biography* on the board and ask students what type of writing this is, e.g. the story of someone's life.

## Background

The **World Championships in Athletics** were first held in 1983. In terms of prestige, they are second only to the Olympic Games. The World Championships were originally held every four years. However, since 1991, they have been held every two years.

- 1 • Ask students to open their books at page 85 and say, by looking at that photo, what sport Mohammed does.
- Tell students to read the biography quickly to check their answer.

## Answers

He's a runner.

- 2 • Refer students to the information in the box and make sure that they understand each word or phrase. If necessary, explain:  
*record* (noun): the best result achieved in a sport, e.g. *Usain Bolt holds the world records in the 100 m and the 200 m*;  
*medal*: a small round piece of metal (typically gold, silver and bronze) given to athletes who finish first, second and third in a particular event.
- Ask students to work alone to do the exercise.
- Students can compare answers in pairs before you check answers with the class.

## Answers

1 place and year of birth 2 sport(s) 3 medals and records 4 his/her future

- 3 • Refer students back to the text to find the answers.
- Students compare answers in pairs before you check the answer with the class.

## Answers

2008 – He won his first international race in Nigeria.  
the age of 19 – He won the gold medal at the 2013 World Championships in Moscow.  
September 2011 – He broke his own record.  
August 9, 2012 – He came sixth at the 2012 Olympics in London.  
January 10, 1994 – He was born on that day.

- 4 • Read out the information about prepositions in the *Useful language* box.
- Check students' understanding by calling out dates, months, years, cities and events and asking students to say which prepositions are used, e.g. 16th January (*on*), April (*in*), 2012 (*in*), St. Petersburg (*in*), the Olympic Games (*at*).
- Ask students to complete the examples.
- Check answers.

## Answers

**on** August 9<sup>th</sup>; **in** December; **in** 2014; **in** London; **in** Nigeria; **at** the World Championships; **at** the age of 12

- 5 • Go through the first sentence with the class as an example.
- Ask students to work in pairs to complete the remaining sentences with the correct prepositions.
- Check answers.

## Answers

1 in, on 2 At, in 3 at, in 4 in, on, in



## Get Writing

## PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
- Tell students they are going to write a biography of someone they know.
- Refer students to the example biography in Exercise 1 and then ask them to work alone to make some notes.

## WRITE

- 7 • Refer students to the language in Exercise 7. Make sure that students know how to use it before you ask them to write their description.
- Tell students to use the biography of Mohammed as a model to follow and to write at least 80 words.
- Give students ten minutes to complete the writing task.
- Monitor while students are writing. Help with grammar and vocabulary as necessary.

## CHECK

- 8 • Give students a few minutes to look through their biographies and check them against the points here.
- Collect students' biographies and mark them.
- Find examples of the best writing of each part of the biography (the start, the main part of the biography, the end). Put them on the board in a random order and get students to order them to make a model piece of writing.



For homework, students can use their smartphones to record an interview with someone at their school who is very good at a particular sport. (This student will have to speak some English, of course). Students can ask this person when they started doing the sport, which team or club they belong to, how often they do the sport, what medals they have won and what they would like to do in the future. At the beginning of the next class, students can play their interviews to a partner. You can also set Exercises 1–10 on pages 72 and 73 of the **Workbook** for homework.