



## 7

## Team spirit

**READING**

topic: sport lessons

skill: extracting factual information from simple texts

task: multiple-choice cloze

**GRAMMAR**

ability: can/could

possibility: can

obligation: have to/had to

**VOCABULARY**

sports and equipment

sports collocations

**LISTENING**

topic: sport

skill: extracting factual information from short, simple texts

task: multiple choice (pictures)

**SPEAKING**

topic: sport

skill: making and replying to requests

task: making requests and replies

**WRITING**

topic: sport stars

skill: answering questions

task: a paragraph about a new sport or hobby

**SWITCH ON** ▶

video: freestyle sports

project: new sport

**Lead-in** SB p83

Ask students to look at the photo and say what they can see (girls playing sport, maybe football. They're wearing the same clothes so they might be in a team. They look very happy). Elicit or teach *team kit* and remind students to record any new vocabulary. Ask: *Why do you think they're happy?* (maybe they won the game) Elicit or teach *score a goal*. Read through the questions with the class and put students into pairs or groups of three to discuss. Give them a couple of minutes, then elicit some answers.

**Model answers**

- 1** I really like basketball. We play it twice a week at school and sometimes we have games with other schools. I like it because it's great exercise and it's really fun.
- 2** Doing sport with friends is much better than doing it alone. I get really bored on my own and I just can't find the energy to start, but when you do sport with friends, you usually play a game. You're doing something fun and you can share it with your friends.

Read the quotation *It's all about having fun!* to the students. Ask students what they think this means (that taking part is as fun as winning; having fun is important).

Look at the title of the unit, *Team spirit*, and elicit what this means (wanting to work as part of a team). Ask students what they think Unit 7 is about (team sports).

## To start

Put students into pairs and ask them to tell each other about their last P.E. lesson at school. If you think it will help, put the following prompt questions on the board: *Where were you? Who were you with? What did you wear? What exercise did you do? What sport did you play? Was it fun?* Tell students if they don't know a word, they should put their hand up to ask you. Go around the class and help students with any language they need. After 4 minutes, elicit some answers around the class about what their partner did. If you taught any new vocabulary during the discussion, ask students to tell the rest of the class the new word and what it means, for students to record it in their books.

## Power up

- 1 Look at the three photos with the class. Elicit or teach *goal* and *whistle*. Ask: *Who uses a whistle?* And elicit or teach *coach* (someone who trains a person or team in a sport), *referee* (someone who makes sure that teams are following the rules in a game of football, basketball, etc.) and *swimming instructor* (a person who teaches swimming). Draw students' attention to the third photo and ask them why the person is taking pictures. Ask: *What is his job?* Elicit *sports journalist* (someone who writes sports reports for newspapers, websites or social media) and *photographer*.

Read the questions and elicit some ideas around the class. Alternatively, put students into pairs to discuss, then elicit ideas.

### Model answers

- I think the sport in A is football. The girl in the photo is blowing a whistle, so maybe she is the coach and she's watching some players practise and teaching them. Or maybe she is the referee in a football match between two schools.
- B shows a swimming lesson so the sport is swimming. The swimming instructor is giving the children instructions and the children are sitting on the side of the pool and listening.
- In C the sport is mountain biking. It looks like people are watching a race. There is a photographer taking pictures. Perhaps he is a sports journalist for a school or college magazine.

## Read on

- 2 Ask students to read the article quickly on their own and find the answer. When they have finished, ask them to check their answer with a partner before you elicit the answer as a class.

As well as learning to play sports, students can learn other skills such as coaching.

### alternative: mixed ability



For stronger classes, tell students they only have thirty seconds to read the text and find the information – write the time on the board (0:30) to make it clear. Tell them they shouldn't read the whole text carefully, but 'scan' the text to find the information in the question.

## exam tip

Read through the exam tip with the class. Tell students that there are always six questions in this exam part.

Tell students that they should look at the words before and after the gap carefully and decide what kind of word is needed in each gap. Sometimes more than one word will fit grammatically but the answer might not be correct because the word doesn't collocate (go naturally together). One way to check is to read the completed text after they have finished and see if it *sounds* natural.

### exam task: multiple-choice cloze

The Cambridge A2 Key for Schools exam task rubric is slightly different to the one used here: *Choose the best word (A, B or C) for each space.* Additionally, in the Key for Schools exam words that are used as an answer (or an answer option) do not appear elsewhere in the text (e.g. 2A course). Here, however, they are sometimes reused in order to optimize practice opportunities of the target language.

- 3 e Tell students that this is an exam-style task. Ask students to work on their own, as they would in the exam. Give students ten minutes to complete the task, which is slightly more than they would have in the exam, and remind them to leave time at the end to read back through the text and check their answers. Elicit answers around the class and if you have a bigger class ask other students to read the part in the text which gave them the answer. This will give more students an opportunity to answer.

- 1 C – *do sport* (verb + noun collocation)
- 2 A – *finish a course* – they're learning skills on a course (verb + noun collocation)
- 3 B – *complete a course* (verb + noun collocation)
- 4 C – *free time* (adjective + noun collocation)
- 5 A – The reporters are busy because there are thirty clubs to report on.
- 6 B – *its own* (determiner, pronoun) – The mountain biking track belongs to the school.

- 4 Ask students to look at the photos and read the title of the text, then elicit what they think the text will be about (a teenager who is a tennis coach). Give the students time to read the article alone, then elicit their thoughts about whether Paddy enjoys being a coach.

### Model answer

Yes, he does. He says it's great to see the children improve.

- 5 Ask students to work alone to answer the questions, then check their answers with a partner. Check answers with the class, then ask students what they think of Paddy's job. Would they like to be a coach like Paddy for their favourite sport? Why/Why not?

- 1 hitting the ball and holding the racket properly
- 2 controlling big groups of children
- 3 because he's not old enough/because of his age
- 4 His instructions are simpler and clearer – children listen to him now.
- 5 He thinks it's funny, but sometimes annoying – they ask too many questions.

## 7 Team spirit

### READING (Continued)

#### 6 Students can do this activity alone or in pairs.

1 improve 2 racket 3 adult 4 clear 5 favourite

#### alternative

Put the students into pairs and split the words equally between the class, e.g. one word per pair. Give students a time limit to find their word then feed back to the class, telling them the word, the definition and the sentence in which it appears in the text.

### Sum up

#### 7 Put students into pairs to share their information, then elicit information from students about their partner.

##### Model answer

I learned that at Larbert High School you can help coach smaller children in your spare time and that you can make money doing it. As a tennis coach, it's sometimes hard teaching large groups of children and you have to learn to give clear instructions.

### Speak up

#### 8 Students discuss in pairs before feeding back to the class. For those that answered 'yes', tell them that they should try to champion the course they chose to the rest of the class and say why it's good.

### Fun footer

Read the fun footer with the class. Ask students if they think the sentence is really about tennis (no – there is no real ball or court). Tell students that this type of sentence is called a *metaphor*.

### To finish

Put students into pairs and, if appropriate, allow them to look up sports metaphors on the internet. Tell them they have four minutes to find a sports metaphor that they can understand and to teach it to the rest of the students in the class. Alternatively, provide each pair with a sports metaphor and ask them to look it up and say which sport it comes from (e.g. *pull your weight* – rowing; *on the bench* – basketball).

To prepare for the Grammar lesson, ask students to complete Ex 1 on page 86 of the Student's Book for homework, and to read the first column of the Grammar reference section on page 140. Tell them to write down any questions they have and go over these at the beginning of the Grammar lesson.

Also share with them the PowerPoint Grammar Presentation on talking about ability and possibility. Tell them to write down any questions they have, and say that you will go over these in the next lesson.

Presentation tool: Unit 7, Reading  
Workbook / Online Practice: WB p56  
Extra Practice App

# GRAMMAR SB p86

## To start

Tell students that in international cross country races (running through the countryside, not on roads), men's and women's races are different lengths: men run 12 kilometres and women run eight kilometres. Split the class into two teams and tell one team they should come up with four reasons why they agree with different distances for men and women and the other team must think of four reasons why the distances should be the same. Give students four minutes to prepare, then invite students from each team to tell the class one point each. When teams have shared their ideas, have a class vote on whether to change the women's distance or keep it the same.

### Suggested answers

The distances should be the same because:

- 1 Men and women can both run 12 kilometres.
- 2 Men and women are not running in the same race.
- 3 We should show that men and women are the same – everyone is equal.
- 4 Running different races is being stuck in the past.

The distances should be different because:

- 1 It has always been this way – why do we need to change it?
- 2 Men can run faster than women.
- 3 It's a tradition.
- 4 Men and women are not running in the same race so it doesn't matter.

#### alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

## explore grammar

SB p140

- 1 If you used the flipped classroom approach at the end of the last lesson, elicit answers to the exercise now and go over any questions students have from the Grammar reference section or from the PowerPoint presentation, if you used it.

If you didn't use the flipped classroom approach at the end of the Reading lesson, go over the grammar box now with the class. Explain to students that we always use the infinitive without *to* with *can/could* in the present or the past and that we can't use any other tenses with it. Since students have just learnt about using the future structures in the previous unit, you could tell stronger classes that to talk about ability or possibility in the future, we use *be able to* instead: *I won't be able to play tennis on Tuesday because I'm going to the doctor's.*

Ask students to read through the first half of the Grammar reference on page 140 of the Student's Book if they haven't already done so for homework. Read through the instruction in Ex 1 together and do the first question as a class if necessary. Students should then complete the exercise on their own, then check answers as a class.

ability: 1, 2, 5

possibility: 3, 4, 6



### watch out for



Tell students that *can* is pronounced differently for short answers than it is for questions and sentences. Model and drill the different pronunciations: /kən/ for questions and sentences, and /kæn/ for short answers.

Write a few sports on the board and ask students to work in pairs to take turns asking questions and giving full answers that include both a short answer and a sentence. Model an exchange with a strong student:

- /kən/ you play tennis?
- Yes, I /kæn/. / No, I /kænt/ but I /kən/ play badminton. /kən/ you play football?

While students are practising, go around and correct any problems with pronunciation.

- 2 7.1 Read through the instructions with the class and play the video or the audio recording. Elicit answers around the class.

1 A 2 A 3 B 4 A 5 B

### extra



Put students into pairs to ask and answer the questions in Ex 2. Allow a minute or so, then ask one or two students to tell you what they learned about their partner.

- 3 7.2 Tell students that they are going to watch the video or listen to the same speakers again. This time they should listen and complete the sentences with the verb forms that they hear. With weaker classes, you could pause the recording after each speaker to give students more time to write the answer.

- A can, watch  
B can play  
C can dance, can't play  
D can go  
E can swim, can't play

- 4 Ask students to read the title and say what they think the article is about (surfing). If they're not sure, tell them to look at the photo too. Students read the article quickly to find the information, then compare answers with a partner. Check answers as a class.

- 1 She's from India.  
2 She's famous for being India's first professional female surfer.  
3 She owns a surf school.

### exam task: open cloze

This is an exam-style task but in the Cambridge A2 Key for Schools exam, the text would have a greater variety of verbs. This text reflects the unit focus on *can/could*.

- 5 Ask students to read the article again and complete the gaps, then compare answers with a partner. Check answers as a class.

- 1 could / did (A main verb is missing from this clause and the verb *was* shows that a past tense verb is needed here. Both *could* and *did* fit.)
- 2 at (collocation: *study at university*)
- 3 They (A subject is missing from the sentence and the previous sentence talks about her parents, so the pronoun *They* is needed here as a back reference.)
- 4 a (*journalist* requires an article and as it begins with a consonant, we need the article.)
- 5 can (The main verb is present in the sentence so a modal verb is needed here. The first clause in the sentence tells us that their parents have now changed their opinion so the modal we need is *can*.)
- 6 lots (collocation: *lots of*)

### extra: fast finishers



Ask fast finishers to go back over their answers and to note why the answer is correct in each case. As this is a short task, students might not have much time so you could give students one question to look at each. When you check answers around the class, ask fast finishers to also provide the justification in each case (see the answer key).

### extra: digital



If students have access to the internet in class, and if it is appropriate, tell students to look online to see if they can find Ishita's school. Tell them to find out what the name of the school is (*the Shaka school*) and where (*in India*). For homework, students can try to find the school website and see if they can find out any more information about the school. e.g. how much surf lessons cost.

## Speak up

### extra



It is commonly said that the most popular sport in the world is football – in fact, it is estimated that over half of the world's population call themselves 'football fans'. Ask students how you judge the popularity of a sport. Is it through the number of people who play it? Number of fans who follow it? Number of countries it is played in? Money involved in the game?

Whichever scale they decide to use, ask students: *If football is the most popular, what are the other top ten most popular sports in the world?*

Some suggested answers (but there is no definitive answer as it is impossible to quantify for the reasons discussed above):

*Football, cricket, hockey, tennis, volleyball, table tennis, basketball, baseball, rugby and golf.*

When they have had a chance to guess, share the list with the class. Ask students if any of these surprise them. Ask what makes a sport successful.

- 6** Students might struggle to come up with sports so you could brainstorm a few on the board. If your students are all from different countries, tell them to choose sports people who are famous worldwide, even if they are not from their home country. It's more important that their partner will have a chance of knowing who they are.

While students are discussing the questions, go around the class and help with any problems with the target language, especially the different pronunciations of *can*. Allow 3–4 minutes for discussion, then elicit ideas from the pairs.

### game on

Read through the instructions with the class and ask students to play the game in pairs. Give them a few minutes to make up their sentences first. For stronger classes, encourage them to write notes but not to write out the full sentences. For weaker classes you could reduce the number of sentences to three.

During feedback, ask students to say whether they guessed their partner's false statement or not. You could ask some volunteers to say their statements for the class to guess. Decide with the class: *Who is the best liar?*

### Fun footer

Read the fun footer with the class. If students have access to the internet in class, and it is appropriate, students can search online to find other examples of the oldest sports, e.g. wrestling, polo, hockey, javelin, running, etc. Alternatively, you could show students pictures of some of these sports on the IWB.

### To finish

Tell students they are going to do a class survey. Give students an A4 piece of paper each. Tell them to write eight popular sports down the left side of the page. If some students struggle with this, offer some ideas. When everyone has eight sports, tell them to write the correct verb next to each sport, e.g. *play football, go surfing, do judo*. They can work with a partner to do this if necessary. Students then go around the class and ask students if they can play/do each sport. Ask students to try to find a different student for each sport. At the end of the activity, elicit information from volunteers, e.g. *Zach and Louise can play basketball. I couldn't find anyone who does judo.*

Presentation tool:	Unit 7, Grammar
Workbook / Online Practice:	WB p57
Photocopiable activity:	7A
Grammar Reference and Practice:	SB pp140–141
Audioscript:	SB p155
PowerPoint Grammar Presentation:	Unit 7, Grammar
Extra Practice App	

## VOCABULARY SB p87

### sports and equipment

#### To start


Read the topic of the lesson with the class and elicit the meaning of *equipment* (the things you need to do a particular activity). Put students into groups of three and give them one minute to brainstorm as many sports equipment items as they can. If they don't know the name of a word in English, they should think of a way to describe it. After the minute is up, elicit the equipment from the class and congratulate the team with the most items.

#### Some possible answers

ball, bat, racket, snowboard, skis, goggles, hockey stick, etc.

- 1** Put students into pairs to do this exercise. If they are not sure about any of the items, tell them to do the ones they know first and then look at the ones that are left. Give students a minute to do the activity, then check answers as a class.

**A** cycling **B** running **C** hockey **D** badminton **E** diving  
**F** basketball **G** judo **H** gymnastics **I** skiing

- 2**  **7.3** Explain to students that they are going to hear a conversation containing all of sports 1–7. Students should listen and write the correct verb next to each word. Check answers around the class.

**1** do judo **2** play hockey **3** play basketball **4** go running  
**5** go skiing **6** go cycling **7** do gymnastics

### explore language

Read through the explore language box with the class. Explain to students that the words *practice* and *practise* are pronounced in the same way.

- 3** Students may have already brainstormed some of the equipment words in the To start activity. Tell students to work in pairs to match the pictures to the words in the box. If they aren't sure of any of the items, tell them to match the ones they know first, then have a guess at the others. Elicit answers from around the class.

**A** goggles, swimsuit  
**B** wetsuit, board  
**C** racket, net, ball  
**D** helmet

#### extra

Put students into pairs to order the equipment from the least expensive to the most expensive. If students have access to the internet, and it's appropriate, students could use shopping websites to help them. Give students 2–3 minutes to complete the task, then elicit ideas from a couple of pairs. Does the rest of the class agree with them?

- 4 Put students into pairs and ask them to spend just one minute on the activity. Check answers as a class.

- 1 racket, net and ball
- 2 goggles and swimsuit
- 3 board and wetsuit

- 5 Read the title of the text with the class and ask students what they think the text will be about (an opportunity to swap your sports equipment for something else).

Students do the task individually before checking answers with their partner. Then check the answers around the class.

After the activity, ask students if they have any sports equipment they don't use and would like to swap. What would they swap it for?

- 1 equipment   2 wetsuit   3 helmet   4 answer   5 free
- 6 goggles   7 racket

## Speak up

- 6 If you did the extra activity in Ex 3, recap on what the class decided were the cheapest and most expensive pieces of sports equipment, then ask students to discuss the Ex 6 questions in groups of three. If you have a multilingual class, mix pairs up so that students from different countries are working together. Give students a few minutes to talk, then elicit some ideas from the class.

### Model answers

I live in the mountains in Italy so a lot of people I know go skiing or snowboarding. The equipment can be quite expensive to start off with. You have to buy skis or a board and your boots but then that's it. You also need a lift pass – it's like a bus pass but for the ski lift. They are quite expensive as well.

I don't think there are any sports that are completely free. People think that running is quite cheap, but actually running shoes cost quite a lot of money these days. My last pair cost €150. I enter a lot of races so my parents bought me the shoes for Christmas. You also have to pay to enter races, and that can get expensive if you do a few races a year.

### game on

Read through the instruction with the class, then demonstrate the activity with a strong student if you think it will help. Remind students to ask Yes/No questions and not Wh- questions, otherwise their partner will not be able to answer.

If you want, you can assign points: 1 point if they guess it after 3 clues; 2 points if they guess it earlier. 1 point for the other person if their partner doesn't guess the sport. Then ask who won at the end of the game.

If you have time, you could do one or two as a class at the end. Ask students to offer their most difficult one for the class to guess.

## To finish

Put students into pairs to discuss which sport is the best to do in the summer and which is the best to do in the winter. Tell students to think of three reasons for choosing each one. Give them two minutes to come up with their ideas, then tell them to join another pair and share ideas. When students have finished, invite a pair to tell you about the choices of the pair they joined and their reasons for choosing them. Invite more ideas from other pairs with different sports. Which pair had the most original ideas?

To prepare for the explore grammar section in the Listening lesson, ask students to complete Ex 4 on page 88 of the Student's Book for homework, and to read the explore grammar box and the Grammar reference section on *have to/had to* on page 140.

Also share with them the PowerPoint Grammar Presentation on *have to/had to*. Tell them to write down any questions they have, and say that you will go over these in the next lesson.

Presentation tool:	Unit 7, Vocabulary
Workbook / Online Practice:	WB p58
Photocopiable activity:	7B
Extend vocabulary:	SB p146
Audioscript:	SB p156
Extra Practice App	

# LISTENING

SB p88

## To start

Put students into small groups to talk about what sports their family members play, or which they played when they were younger. Elicit some ideas from the class.

## Power up

- 1** If appropriate, get everyone to stand up and move around the classroom to ask their classmate the questions. Ask them to talk to a different person for each question, so that they don't just talk to one person.

If moving around the classroom is difficult, students can turn around and ask the questions to students sitting in front of and behind them. Give students five minutes to complete the activity, then elicit feedback from the class.

### Model answers

Dona plays tennis with her brother on Thursdays after school. Florencia started stand-up paddle boarding last year. It's a bit like surfing but you stand on a much bigger board and use a large paddle to move through the water. Chris prefers watching sport at home. He's a huge football fan and follows Real Madrid.

## Listen up

- 2** Read the instruction with the class, then ask students to work in pairs to read the questions and look at the pictures to decide what information they might hear on the recording. Do the first one with the class as an example. Ask which words in the question are key words (*time, phone back*). Elicit what words students might then hear on the recording, e.g. *call*. Then look at the pictures and elicit what they show (times – 8 o'clock, 6 o'clock and 7.30). Ask students to keep in mind that these could be times in the morning or in the evening. Ask students to do the same in pairs for the remaining questions, then elicit ideas from the class.


- 1 a time   2 a piece of equipment   3 a sport   4 a number  
5 a place

### exam tip

Read through the exam tip with the class. Tell students that they will always hear the listening twice. They should try to answer all the questions on the first listen so that they can use the second listen to check their answers, but if they aren't sure of an answer on the first or the second listen they should always take a guess as they have a one-in-three chance of being right!

### exam task: multiple choice (pictures)

In the Cambridge A2 Key for Schools exam the dialogues would only have four or five turns. The dialogue here for question 1 has six turns.

- 3**  **7.4** Tell students this is an exam-style question so they should work on their own. Play the recording. Remind students that they should listen carefully when the recording is played a second time and check their answers, even if they think they are correct. When you have played the recording twice, check answers around the class.

- 1 A (*Is it OK if I call at around eight?*)  
2 A (*I want to see what my new goggles are like.*)  
3 A (*I enjoy being outdoors and most of all being on my bike.*)  
4 C (*He has to wear the number eighteen shirt for this match.*)  
5 B (*I left them on the chair.*)

### extra: fast finishers



Ask students to look at audioscript 7.4 on page 156 of the Student's Book in pairs. Tell them to find and underline the correct answer, then also say why the incorrect options were incorrect. For example, for question 1, option A (8.00) is the correct answer (*Is it OK if I call at around eight? Yes, that's fine.*) Option B is incorrect because Henry is at volleyball practice (*Sorry, but he's at volleyball practice. He'll be back at six o'clock.*) and option C is incorrect because Olivia will be at the gym (*I'll be at the gym until half past seven.*) Ask students to do the same with the remaining questions, then elicit ideas from different pairs.

### alternative



You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

### explore grammar

SB p140 

- 4** If you followed the flipped classroom approach suggested at the end of the last lesson, you can ask students if they have any questions from their homework and then check the answers to Ex 4. Otherwise, go through the grammar point with the class now. Explain to students that we use *have to*/*don't have to* for things in the present, and the past tense *had to/didn't have to* for things that were/weren't necessary in the past.

Read the exercise instruction with the class and ask students to complete the text individually. Check answers as a class, and go over any errors.

- 1 have to   2 don't have to   3 have to   4 had to  
5 have to   6 has to

### watch out for



Remind students that we can only use *must* to talk about the present and the future – there isn't a past tense of *must*. We use *had to* instead of *must* to talk about the past.

## Speak up

- 5 Ask students to discuss their sports and sports equipment in groups of three, then ask group members to feed back to the class about another group member. Encourage the class to ask follow-up questions about any unusual or interesting sports.

### Model answer

I'm learning kitesurfing at the moment. I have a wetsuit, a very large kite and a kiteboard, which is like a surfboard but much smaller. I bought them from the surfing school where I'm learning.

### game on

Read through the instructions with the class, then demonstrate the activity with a strong student if you think it will help. Encourage the students to write each of their pieces of sports equipment (e.g. *bat*) in the middle of a mini-spidergram, then they can both add branches off with the names of the sports that use a bat (e.g. *cricket*, *baseball*, *softball*). Stronger students might enjoy the challenge of joining the mini-spidergrams together, so that *cricket* also links to *ball* in a neighbouring spidergram.

## To finish

Put students into pairs and tell them to tell their partner the rules of their favourite sport. They should say what you have to do and what you can't do. While students are talking, go around the class and help with any errors in using the target language and any unknown vocabulary. When students have finished, ask one or two volunteers to feed back to the class about the rules of their favourite sport. Record any new vocabulary on the board for students to note down in their notebooks.

Presentation tool:	Unit 7, Listening
Workbook / Online Practice:	WB p59
Grammar Reference and Practice:	SB pp140–141
Audioscript:	SB p156
PowerPoint Grammar Presentation:	Unit 7, Grammar
Extra Practice App	

# SPEAKING

SB p89

## To start

Ask students: *What do you do to get ready for your favourite sport?* Put students into pairs to discuss. Help out with any vocabulary students might need, then elicit ideas from the class. Write any new vocabulary on the board for students to record.

## Power up

- 1 Read the question with the class. Elicit or teach *get ready for sth*, *do up a zip* and *tie your shoelaces*. Ask students what sports the people are getting ready for in each picture, then elicit ideas.

### Model answer

In the first picture the boy is doing up his shoelaces. I think he's going to play basketball. In the second picture the girls are wearing wetsuits and one of the girls needs help doing up the zip on her wetsuit.

1 B 2 A

## explore language

Read through the explore language box with the class. Tell students we use *can* and *could* when we need permission to do something, or when we are asking someone else to do something for us. Tell students that in British English we normally say *please* at the end of the sentence to sound more polite, i.e. *Can I borrow a pen, please?*

- 2 For weaker classes, look at each picture with the class and ask what is happening, then put students into pairs to ask and answer about the pictures. While students are doing the activity, go around the class giving help where needed and correcting any errors with the target language. Make sure students are using the language from the language box and giving reasons for their answers. Allow students 3–4 minutes to complete the activity, then invite some pairs to roleplay their conversation for the class.

### A

- Could/Can I borrow a pen, please?
- Sure./No problem./Sorry, I'm going to use it.

### B

- Could/Can you tidy up your things, please?
- Don't worry, we'll do it now.

- 3 7.5 Tell students to ignore the text for now and listen to the conversations to match two of them to the pictures. Elicit answers from the class. Play the recording again and ask students to complete the conversations. Stronger classes can try to complete the conversation first, then listen to check.

Conversation 1 goes with photo 1 and Conversation 4 goes with photo 2.

1 Can 2 problem 3 Can I 4 but 5 Could I 6 fine  
7 Could you 8 course



## Speak up

- 4** Demonstrate with a strong student. Ask: *Felix, can you open the window, please? It's hot in here.* Ask students to make their list on their own, then roleplay with a partner. Ask a few strong pairs to roleplay some exchanges for the class.

### Model answers

**A:** Can I borrow your rubber, please?

**B:** Yes, of course!

**A:** Can we share your book? I left mine at home.

**B:** Sure!

**A:** Could you close the window, please? It's a bit cold.

**B:** I'm sorry but I'm really hot.

### extra: fast finishers



When students have finished asking and answering, tell them to swap partners with another fast-finishing pair, and repeat the activity.

## Fun footer

Have a student read the fun footer aloud. Ask if the fact surprises the students. Ask: *What about it surprises you?* Some students may say the winners are a small country (population of approximately 3.5 million). Others may say they didn't know the World Cup started so long ago/so recently. Others might find it amazing to imagine a World Cup with only thirteen teams. If students are interested, you could have them guess, then research, who the thirteen teams were.

## To finish

Give pairs an A4 piece of paper and ask them to fold then tear the paper four times so they make 16 small pieces. While they are doing this, write on the board the following: *turn music down, go to a party on Saturday, borrow your football kit, close the door, borrow your phone, have guitar lessons, help me carry these bags, drive me to football practice, help me with my homework, go out tonight.* Tell students to copy the phrases onto ten of the bits of paper and leave the other six blank. Pairs should shuffle the bits of paper then place them face down on the table. Tell students to take it in turns to turn over a piece of paper and make a request or ask for permission. Their partner should reply. For the blank pieces, students can make up their own information.

Stronger students should try to complete the activity with their books closed but otherwise, allow students to refer back to the explore language box if necessary. Go around the class and monitor students, checking that they are using the target language correctly.

For a shorter task, students can fold and tear the paper into eight pieces, choose eight phrases from the board and not have any blank cards.

Presentation tool:

Unit 7, Speaking

Workbook / Online Practice:

WB p60

Photocopiable:

7C

Audioscript:

SB p158

# WRITING

SB pp90-91

## To start

Brainstorm a few of the students' favourite sports on one side of the board and a few of their least favourite sports on the other side of the board. Put students into pairs and tell them to choose two sports from each side. Give pairs one minute to write down as many adjectives as they can think of to describe those sports. When the time is up, elicit some answers from the class.

## Power up

- 1** Ask students to look at the photo and say what they see. Elicit or teach *wheelchair* and *medal*. Ask students what sport the girls might be playing. Ask: *Why are they wearing medals? Why do you think they look happy?* Elicit some ideas.

### Model answer

The two girls are in sports clothes wearing medals, in wheelchairs, smiling and happy – it looks like they just won a competition. So I think they're at a wheelchair basketball tournament.

- 2** Ask students to read the text alone quickly to find out the answer. Get feedback from the class.

Their dad – he wanted them to be active.

## exam task: multiple-choice cloze

- 3 e** This is an exam-style task, so ask students to complete the text alone, then check answers with a partner. Afterwards, when you check answers with the class, ask students to say why each answer fits in the gap (see the answer key).

- 1** B (*moved* collocates with the preposition *to*)
- 2** C (the past tense is needed here as the following sentence is also in the past tense, and the negative form *couldn't* is needed because wheelchair users can't do the usual sports)
- 3** A (*had to*, the past tense of *have to* – we know it is affirmative not negative because it says *He soon found the perfect sport for them*)
- 4** A (We learn in the next sentence that the girls play wheelchair basketball which is a sport so *sport* is the correct answer)
- 5** B (*become* means 'to start being something'. Both of the other two options would need to be followed by *to* plus another verb, so *became* is the only one that makes sense)

## explore language

Read through the explore language box with the class. Tell students that it's good to use adverbs in your writing because you can give more information about *how* someone does something and make your writing sound more interesting.

- 4 Ask students to complete the blog alone. When they have finished, ask students to look back over the questions and note why they think the answer is correct, e.g. in question 1 *badly* is a regular adverb and we add *-ly*. Check answers with the class and ask fast finishers to share why they chose their answers.

1 badly 2 well 3 fast 4 slowly 5 easily

- 5 Ask students to complete the answers on their own then check with a partner. Elicit answers from the class. Ask students: *Would you like to join a gym? Why/Why not?*

- 1 They joined a gym.  
2 They did football and basketball.  
3 Will enjoys running and Sam likes walking in the mountains.  
4 You don't have to play team sports well to join.

## Plan on

- 6 Read the instruction with the class, then put students into pairs and ask them to discuss the questions. Give them 2–3 minutes for discussion, then elicit ideas from the pairs.

### Model answer

I joined a salsa club with my friend last year. We went to classes twice a week, but I wasn't good at dancing and I gave up in the end. How about you, Jessica?

- 7 Students should stay in the same pairs for this exercise, so they can help each other out if necessary. Have two students read aloud the two examples, and ask students to point out the adverbs (*easily, badly, slowly*). Give them four minutes to talk in their pairs while you monitor and listen out for use of the new vocabulary. Tell students that if they want to use different adverbs they can, but they should try to get at least three into their answer. Then ask some volunteers to share their experiences with the class.

### Model answer

I joined a salsa club last year with my friend. It didn't go well because everyone danced very fast and I could only dance slowly!

### extra: fast finishers



When students have finished, ask them to pair up with another fast-finishing pair and read their sentences to each other. Encourage students to mark each other's work for spelling and make any suggestions for extra or more interesting adverbs.

## skill tip

Read the skill tip with the class before they do Ex 9.

- 8 Put students into groups to discuss what they are each going to write. Tell them to look back over the lesson if they can't think of anything to write about. Tell students to help each other with their ideas and possible vocabulary, and to talk about what adverbs they can use.

## Write on

### exam task: email

↪ SB p149

This is an exam-style task. The rubric in the equivalent Cambridge A2 Key for Schools exam task is laid out differently – there is a context sentence which asks candidates to write an email. This is followed by three bullet points OR an input email which contains three questions, and then the instruction to write 25 words or more.

- 9 e Students can either do this task in class or for homework. If students do the task for homework, there will be more time available for peer marking and improvement. If you do the activity in class, allow students 10 minutes to complete their writing on their own.

### Model answer

Last summer I had horse riding lessons with my friend. We had to wear riding hats but we borrowed them from the riding school. When I started the lessons, I was scared and rode very slowly. Now I can go quite fast. I love it.

## Improve it

- 10 If students do Ex 10 for homework, they can also do this activity for homework. Alternatively, students can swap work and their partner can check their paragraph for each of the four criteria. Tell students to give positive and encouraging feedback to their partner alongside any negative: they should try to find one or two good things they liked.

## Fun footer

Read the fun footer with the class and ask students why professional basketball players are usually tall. Ask the class: *If Muggsy Bogues wasn't tall, what other skills do you think he had?* (Maybe he could run very quickly, dodge well, shoot the ball well, etc.)

## To finish

Put students into pairs and ask them to imagine they are sports journalists. Tell them to work together to choose a sport and imagine a competition, game or other sports event that they have to report on. Give students five minutes (or more if you can) to write about the competition, then allow students to put their work up on the wall for other students to read. Students can have a vote on the best sports report by putting a cross at the top of their favourite one. Count the crosses and congratulate the pair with the best report. Ask them to read it out to the class and ask students why they think it is the best report.

Presentation tool:

Unit 7, Writing

Workbook / Online Practice:

WB p61

Writing file:

SB p149


# SWITCH ON SB p92

## Freestyle tricks

- 1** Ask the class what sports are popular in a lot of countries around the world, e.g. football, basketball, running. Put students into pairs to answer the question. Encourage students to think about both positive and negative aspects of sport in answering the question. Give students a few minutes to answer, then elicit ideas.

### Model answer


I think sport definitely brings people together as they have something in common and even if there is a language barrier and they can't talk to each other, sport is an international language so they can share the game together.

- 2**  Tell students they are going to watch a video about some people who do freestyle football. Elicit ideas about what freestyle football might be (doing tricks with the ball). Read the question with the class.

They are from different countries and they have different styles.

### extra

Stronger students can note any extra information they hear about the footballers, e.g. in South Africa music is important to them, as is including their culture in their freestyle moves; in Japan timing is the most important thing; in Italy, the European champion uses gymnastics in her moves; in the UK, the footballer tries to think of moves that will be popular in the future.

- 3**  Tell students to watch again and answer true or false. Give them time to read the statements before playing the video again. Encourage students to underline key words in the statements so that they focus their attention on the important parts. Stronger students can correct the false sentences.

- 1 F – It's what you can do with a football without touching it with your hands.
- 2 T
- 3 F – They synchronise their moves because doing everything together makes it harder.
- 4 T
- 5 F – It takes a lot of time to learn a trick.
- 6 T

- 4** Students discuss the question in the same pairs as in Ex 1. For students with little to say, encourage them to think of tricks they would like to learn, or how tricks could be incorporated into the sports they play.

### Possible answer

I can do some tricks in kitesurfing. My favourite is called the 'F16' where you pull one side of the bar to make one of the kite lines shorter. This makes the kite loop and pulls you out of the water really fast. That's why it's called an F16 – like the jet aeroplane!

## Project

- 5** Put students into groups. If you think it will help, break down the task for them by writing the instructions below on the board. Allow students five minutes for the planning stage:
- 1 Make a list of about eight or ten sports that everyone in your group knows and likes.
  - 2 Choose two or three that you think would combine well into one new sport. Decide on the aim of the game.
  - 3 Decide if your sport is indoors or outdoors, summer, winter or all-year round.
  - 4 Make the rules for your new sport.
  - 5 Decide what equipment you need.
- 6** Provide each group with a large piece of paper for them to create a poster on. Alternatively, students can create a video and upload it onto your online classroom space for you to play on the IWB.
- Give each group one minute for their presentation, then have a class vote on the sport they most want to try.

## Project extension

Students create a class survey for their new sport to find out what other students like and don't like about it. When students have collected the information, they can then 'fine-tune' their sport. Give students an A4 piece of paper and tell them to write five questions (or fewer if time is short) to ask the other groups, leaving a large gap after each question for the answers. In their questions, students could include some or all of the following:

- Do you think we are using the right equipment?
- Do you like the rules? If not, what can we change?
- Do you think we chose the right season (summer/winter/all-year round)?
- Do you agree that our sport should be indoors/outdoors?
- Do you like our sport name?

Students can either circulate around the room asking other groups their questions or you could pin the questionnaire on the classroom wall for students to circulate and write their ideas. If students circulate and ask questions, remind them that they will also have to answer questions for those they meet. Leave ample time for this. Tell students how many responses you would like them to collect, based on time available and class size.

Students then regroup and decide which aspects of their game to change according to their class feedback. When they have had time to discuss the changes as a group, elicit feedback from each group, asking students why they changed the parts they did. Does the rest of the class think their sport is now improved? If time allows, you could have a re-vote to see whose sport most people want to try now.

Presentation tool:

Switch on videoscripts:

Unit 7, Switch on

TB p155

# INDEPENDENT LEARNING

SB p92

## Listening skills

- 1 Ask students to look back at Ex 3 on page 88 (Part 1 of the Listening exam) and say which type of listening they think this is (B – listening for detail). Then ask students to look at Ex 2 on page 87. Which type of listening is this one? (A – listening for gist). Ask students why they think this is listening for gist (because they just have to find out what sport/activity they are talking about; they don't have to listen for any details). Elicit the meaning of *opinion* using examples, e.g. *I liked that basketball game. It was fast and exciting.*  
  
Tell students to work on their own to write the letters on the line, then compare answers with a partner. Elicit ideas from the class. Why do students think they find some areas easier or more difficult than others? Does everyone in the class agree?
- 2 Refer students back to the Listening lesson and elicit which part of the Listening exam Ex 3 is (Part 1 – multiple choice). Ask students what kind of information is tested in Part 1 (specific information such as times, numbers, days of the week, etc.). Allow students to say if they found this task easier or more difficult than other listening tasks in the same lesson, and why. Give students time to discuss in pairs which exercises they found difficult and why, then ask them to share some of their thoughts with the class.
- 3 Ask students to decide if each of the sentences is true for them. Students then compare answers in pairs. Ask for a quick show of hands for each.

### alternative

For more self-reflection, instead of saying which ones are true, get students to say to what extent they agree with each. Write on the board:

1 = I don't agree

2

3

4

5 = I completely agree

Ask students to write a number next to each statement, then ask for feedback from the class.

- 4 Students do this activity alone then share their ideas in pairs. Remind students to regularly check their progress in future units. You could also make a note to review students' progress in a few units' time.

# UNIT CHECK


SB pp93–94

This Unit check covers vocabulary and language related to sport, sports collocations, sports equipment, adverbs.

## extra


- Play Pictionary as a class. Divide the class into two teams and invite one student from each team up to the board. Draw a line down the centre of the board for each student to write on one side. Give the two students one word each from the *sport* or *sports equipment* lexical sets. Write the word down so that the rest of the class can't see it. Tell the two students that they have to draw the activity or object on the board and the rest of the team has to guess what the word is. They are not allowed to speak while they are drawing. The team to guess the word first gets a point. Repeat the activity with new students for as long as time permits, then congratulate the winning team.
- Play a mime game with the class. Divide the class into two teams and invite one student from one team up to the board. Whisper a sport or activity from the Sport lexical set and tell them they have to mime the activity to their team for their team to guess. The team gets one guess only and if they guess correctly, they get two points. If they guess incorrectly, the other team can make a guess for one point. Repeat the activity with another student from the other team. Continue for as long as time permits and then congratulate the winning team.

## Practice

- 1 1 basketball, football, hockey, tennis  
2 goggles, helmet  
3 diving, surfing, swimming
- 2 1 coach 2 hockey 3 wetsuit 4 does 5 well 6 whistle
- 3 4  7.6 7.7 1 practise 2 cycling 3 skiing  
4 equipment 5 coach 6 goes
- 5 1 is practising 2 practise 3 practised 4 practise  
5 practice 6 practice



## Review

- 1** 1 Yes, it can. 2 No, I couldn't. 3 No, he can't.  
4 Yes, they could. 5 Yes, they can. 6 No, you can't.
- 2** 1 can 2 couldn't 3 can't 4 Could 5 couldn't 6 can
- 3** 1 can 2 couldn't 3 couldn't 4 can 5 can 6 can't
- 4** 1 has to 2 don't have to 3 have to 4 doesn't have to  
5 have to 6 don't have to
- 5**  7.8 1 can learn 2 can come 3 Do (you) have to  
4 couldn't play 5 can play 6 do (I) have to wear  
7 don't have to wear 8 Can (I) borrow 9 can
- 6** 1 can't 2 to 3 can 4 did 5 had 6 with 7 could  
8 was 9 have 10 can't

**7 Model answer**

The first time I tried tennis it was a disaster! We all had to practise hitting the balls over the net. I couldn't hit the ball straight at all. Most of my balls hit the net, but one ball hit my tennis teacher on his head! Everyone laughed – even my tennis teacher, but I felt really bad! I can play tennis quite well now, but I still remember that first lesson.

## GRAMMAR FILE SB p141

- 1** 1 Yes, he can 2 No, he couldn't. 3 No, you can't.  
4 Yes, I could. 5 Yes, it can. 6 No, they can't.
- 2** 1 Can / can't / can 2 Can / can / couldn't  
3 Could / could / couldn't
- 3** 1 had to 2 don't have to 3 didn't have to 4 has to  
5 have to 6 doesn't have to
- 4** 1 Do (you) have to 2 had to 3 has to 4 don't have to  
5 Did (you) have to 6 doesn't have to
- 5** 1 A 2 B 3 C 4 B 5 A 6 B
- 6** 1 to 2 can 3 have 4 don't have 5 could 6 Can  
7 don't have 8 can

Presentation tool:

Unit 7, Unit check

Workbook / Online Practice:

WB p62

Audioscript:

SB pp156

Extra Practice App