



4

Taking part

READING

topic: unusual sports
skill: identifying phrases with similar meanings
ask: multiple matching

GRAMMAR

present perfect
past simple and present perfect

VOCABULARY

sport

LISTENING

topic: enjoying sport
skill: listening for the question
task: multiple choice

SPEAKING

topic: watching and doing sport
skill: saying when you are not sure
task: describing a photo

WRITING

topic: a new sport
skill: linking ideas
task: article

SWITCH ON ▶

video: top spin
project: plan a campaign

Lead-in SB p45

Write the unit title *Taking part* on the board and elicit what it means (doing a sport as an individual or as part of a team/entering a competition). Tell students a sport you love now and a sport you loved when you were a child, e.g. *cycling now, football then*. Ask for examples from the class. Start to list the sports mentioned on the board. Ask students to work in pairs to see who can write down the most sports as they can in two minutes. Collate their ideas and add to the board.

Books open. Focus students' attention on the photograph and ask what they can see and what is happening (the boy has won a competition, he's holding a cup and his supporters are lifting him in the air). What do they think has just happened?

If your students are quite confident, discuss the questions in open group. If they are less confident, allow them time to discuss with a partner before opening up the discussion. Students can discuss the questions in pairs or small groups. Conduct class feedback, asking for reasons for their answers, and see which students think winning is more important than taking part.

READING SB pp46–47

To start

Tell students about an unusual sport competition you've seen or taken part in. For example, children's sports days – egg-and-spoon race (children run holding a hard-boiled egg on a spoon), sack race (runner has to jump in a sack to reach the finish line). Ask for examples from the class of similar experiences or unusual sports competitions they've heard about. If your students lack confidence put them in pairs to tell their partners before offering examples in full group. Discuss any unusual, interesting or fun examples.

Power up

- 1 Use examples from the warm up to remind students of the meaning of *equipment*, e.g. sack, spoon and egg. Ask the class for examples of other types of sports equipment. Prompt if necessary by naming a sport to elicit the items, e.g. cycling (helmet), swimming (goggles), etc. Read through the list and the question in Exercise 1. Ask for suggestions in open class.

Possible answers

goggles – swimming, diving
helmet – cycling
net – tennis, football, hockey, volleyball, badminton
racket – tennis, badminton
trainers – running, track, badminton, volleyball
wetsuit – underwater sports, diving, surfing
without equipment – running, yoga

- 2 Students give answers in open class. Put any new equipment words on the board. A faster group could give more details about what it is used for.

Students' own answers

Read on

- 3 Read through the task with the class and give them up to two minutes to read and answer the question. Timing will depend on how strong your class is. Fast finishers can think about which person they are most like and why. Conduct feedback, asking for phrases which gave the answers. Ask fast finishers for their ideas. Check students understand *tough* (strong, mentally and physically).

Students 1, 2 and 3

extra

You could extend the activity by asking the following:

- 1 who doesn't want to work very hard? (Joseph)
- 2 who has already won competitions? (Sandra / Hannah)
- 3 who doesn't much like one particular sport? (Hannah)

If your students are quite strong you could do this in open group. Otherwise, they could discuss in pairs, perhaps reading it again before you conduct feedback.

extra: fast finishers

Ask students what activities / competitions they might recommend to the people.

- 4 Ask students to look at the photographs and tell you what they show. Check any unfamiliar vocabulary and put it on the board. Give a time limit for the class to read the article individually, and then discuss the matching task with a partner. Conduct feedback and ask students to give reasons for their answers.

1 C 2 G 3 A

exam tip

- 5 Explain the exam task to the students and point out that it is a Part 2 Reading task from the B1 Preliminary for Schools exam. They read posts or comments from five people, usually talking about something they want to do, and giving some information about themselves. Then they read eight short texts which give possibilities for the five people to choose from. Students need to match the five people with five of the possibilities. There will be three extra texts that are not needed. Tell students that the information they need to look for will not be in exactly the same words: there will be phrases with similar meanings. Read the exam tip with the class and ask them individually to find the phrase in the article, then to compare their answer with a partner. Conduct feedback.

'lots of teams all playing at the same time'

exam task: multiple matching

- 6 **e** Read through the exam task with the class. Ask students to go through the posts again and underline key information they think will be useful for the matching task. Check ideas in open class. Students then complete the exam task. Remind them that they should not worry about any unfamiliar vocabulary. This will not prevent them from doing the matching task. Check answers as a class.

- 1 B lots of us can play together = as many teams as possible all playing at the same time; outside = field, tough = being strong and keeping going till the end
- 2 E team = teammates, water sports = lakes, swimming pools, fun = informal
- 3 G team = teams of six, fun/silly = pushing a bed, strong/fast runner = push bed/ race
- 4 D lazy / no practice = don't need to train, no expensive equipment = anyone can do it, silly = hold toe down
- 5 A by the sea = on the beach, ball games = ball/like volleyball, team = teams of 3–5 players

alternative: mixed ability

If students are at a lower level, allow them to work in pairs before you conduct class feedback. Fast finishers could underline vocabulary they do not know, or that they think others in the class may not know. Conduct feedback on answers to the exam task. Ask for reasons why students chose these answers.

4 Taking part

READING (Continued)

- 7** Students work in pairs to find the phrases in the article. Conduct feedback. Ask students in pairs to make other sentences using the new phrases to show their meaning. (When I'm running I often get tired, but I keep going)

- 1 take place
- 2 keep going
- 3 take part
- 4 take something seriously
- 5 float

extra: fast finishers



Practise and encourage personalisation by asking students questions using the new items, for example: *What important sporting event has taken place recently? / Are you going to take part in any competitions soon?*

extra



Check understanding of other unfamiliar items from the article (e.g. *inflatable*, *court*, *take something seriously*, *have a go*, *attempt*, *opponents*, *forehand / backhand*). Write the list on the board. Students find the items in the text and discuss / guess the meaning from context. Monitor and help where necessary. Conduct class feedback and ask for examples to show the meanings.

- 1 inflatable – something flat until you put air inside it, it expands to full size
- 2 court – place to play sports, e.g. tennis / badminton
- 3 take something seriously – not thought of as a joke
- 4 have a go – try it
- 5 attempt – to try
- 6 opponents – people you do a sport against
- 7 forehand / backhand – hitting ball with your hand facing forward or backward

- 8** Explain the task to students and divide them into pairs. Encourage the listening students to make a note of any of the phrases from Exercise 7 that their partner uses. When students have finished, choose a few students to explain to the class the sport their partner described.

Sum up

- 9** Students cover the article and answer the question in pairs. With a lower level class, allow students to read the article once again before doing the task. Conduct feedback in full group, asking for a summary of a different sport from different students or pairs.

Possible answer

You play bossaball on the beach using a trampoline to help you jump. There's a net too.

Speak up

- 10** Read the questions and examples with the class. If necessary, practise use of 'it looks ...' by putting a sentence on the board, e.g. *it looks easy but it isn't*. Elicit which adjectives could replace *easy* (*hard / dangerous / exciting / boring*, etc.) Students discuss the questions in small groups. Monitor, asking questions and volunteering your own preferences and reasons. Conduct feedback.

extra



In pairs or small groups students design a new 'combination' sport, like underwater cycling. They should think about:

- the new sport
- number of people who can play
- where and with what equipment
- some basic rules

Monitor to help, encourage and prompt ideas. Students present their new sport to the class. Take a vote on the best idea.

alternative: digital



If time and resources are available, have students work in pairs to research and find a real unusual sport. They find out the information above and present to the class. Have some ideas ready to prompt students who need some guidance, e.g. *chess boxing / underwater rugby / backwards running*, etc.

Fun footer

Read the fun footer with the class and ask students if they know of any other unusual materials that sports equipment is made of (e.g. in the Irish ball game hurling, the ball is made of solid wood).

To finish

In pairs, students say three things someone in their family has done in sport. One should be true and two false. Their partner has to guess which one is true. Start by giving an example e.g. *My sister once played a tennis match against Serena Williams*.

Presentation tool:

Unit 4, Reading

Workbook / Online Practice:

WB pp32–33

Photocopiable activity:

4A

Extra Practice App

alternative: flipped classroom

Traditionally, students receive information in class. In a flipped classroom, students receive information for homework, freeing up valuable class time for more practice activities, especially in pairs and small groups. To 'flip' this grammar lesson, ask students to prepare for the lesson by completing Exercise 1 for homework, and carefully reading the explore grammar box and the Grammar File on page 132. Encourage them to note down something they learned or was useful to revise as well as any questions.

In class, complete the *To start* activity, then ask students to share with their partner what they learned and any questions to see if their partner can answer them. Encourage students to ask you questions. Then, work through Exercise 2 onwards as suggested below.

To start

Revise sports vocabulary from the Reading lesson. Elicit the following sports with gestures: (*play*) *volleyball* / (*do*) *wrestling* / (*cycle*) / (*do*) *gymnastics* / (*juggle*) / (*play*) *tennis* and write them on the board with the appropriate verb.

Check awareness of the present perfect. Tell the class about an experience, e.g. *I haven't played volleyball, but I've watched it on TV. I watched a match in the last Summer Olympic Games.* Ask for similar examples from the class. Underline the present perfect forms and the past simple. In pairs students discuss the different uses. Monitor and prompt with concept questions if necessary. *Do we know when this happened? What's the result of this activity?* Conduct feedback and write their ideas for rules on the board.

alternative

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

explore grammar

→ SB 132

1 Read through the explore grammar box with the class and check the rules against those on the board. Students complete the sentences in pairs and feed back.

- 1 has made
- 2 've tried
- 3 've just won
- 4 've already won
- 5 've never tried
- 6 Have you ever played
- 7 've always played
- 8 've done

extra

Draw some emojis on the board, e.g. happy / sad / tired / angry etc. Elicit reasons using the present perfect for why you might feel like this: e.g. *I'm happy because ... / I'm sad because ... / I'm tired because ... / I'm angry because ...*

Students continue the activity in pairs. One student gives another an emoji and he / she has to make a similar sentence.

Possible answers

I'm happy because I've passed my exam.

I'm sad because I've heard some bad news.

I'm tired because I've been at work.


I'm angry because I've had an argument with my friend.

watch out for


Remind students about the position of the words: *ever / never / already / yet / always / just* in sentences.

Already can go after *have / has* or at the end, e.g. *I've already seen it. / I've seen it already.*

Yet goes at the end of a question or negative, e.g. *Have you entered the competition yet? / I haven't entered the competition yet.*

2  **4.1** Read through the task with the class. Play the recording for students to listen to or watch and pause after each speaker to give students time to identify the sport(s) each speaker has done. Do the first one as a group and then students listen individually to the remaining speakers. They can check with a partner before you conduct full group feedback. If you have a strong group you may not need to pause the recording.

A 3, 7, 9 B 2 C 8 D 2 E 1, 6 F 4 G 1 H 5

3  **4.2** Play the recording again for students to complete the sentences, again pausing to allow writing time. A fast group may be able to do this task without hearing the recording again, in which case play it afterwards to check answers.

- 1 've played
- 2 've already played
- 3 have swum, haven't had
- 4 have won
- 5 've never played
- 6 've swum, haven't swum

4 Write *go / went / gone* on the board and elicit three sentences, e.g. *Jack goes to tennis on Tuesdays / Jack went to tennis last Tuesday / Jack's gone to tennis.* Remind students that a) every verb has three parts; b) for regular verbs the second and third part are often the same, e.g. *like / liked / liked*; and c) they are used to form different tenses: *present / past simple / perfect* tenses. Students write the third parts of the verbs (the past participle) in the word box, and then compare with a partner before you check in full group.

bought, cut, done, found, had, played, seen, started, watched, won

5 Ask the class for past participles of this list of verbs (done, gone, lived, swum, won). Then students complete the conversation in pairs. Conduct feedback in full group.

- 1 Have you done, haven't
- 2 Have your friends already gone, have
- 3 Have you ever swum, haven't
- 4 Have you ever won, have
- 5 Has/Have your family always lived, haven't

4 Taking part

GRAMMAR (Continued)

extra

In pairs students ask and answer the questions in Exercise 5 so that they are true for them. Monitor and 'echo' correct any mistakes with target language, e.g. *Have you ever played a team sport? Yes, I did. Did? Sorry – have. Yes, I have. I played football when I was eleven.*

- 6 e** Explain to students that this is a Part 2 Reading task from the B1 Preliminary for Schools exam. They will need to find single words related to grammatical structures. Ask students to read the text without worrying about the gaps. Give them a minute and then ask in full group where they might find this text (on a website / in a school newsletter / as a post). Then ask what the review mentions or for a short summary of the review.

Possible answer

A new sports centre with a climbing wall. It's good for fitness training. They have a good instructor and it's safe.

Students read again to complete the gaps individually, then compare answers with a partner. Conduct feedback in full group. Ask students for reasons for their answers.

- 1 to (infinitive with want)
- 2 Have (auxiliary for present perfect)
- 3 before / yet (time connection with 'first time' to specify earlier event)
- 4 never (negative time adverb)
- 5 will/'ll (for prediction)
- 6 for (with period of time)

Speak up

- 7** Put students in pairs to talk about their experiences. Lower level students can simply tell their partners what they've done. Encourage higher level students to ask and answer questions, giving more details with the past simple tense. Monitor and encourage pairs if necessary by giving examples of your own. Note any interesting examples or common mistakes to discuss in feedback. When feeding back, students mention interesting examples their partners gave.

To finish

Ask students to work in pairs to write sentences using: *never / ever / yet / already / always / just / for / since*, leaving a gap for the adverbs. They then swap sentences with another pair and complete each other's sentences. Ask for interesting examples during feedback.

Presentation tool:	Unit 4, Grammar
Workbook / Online Practice:	WB p34
Photocopiable activity:	4B
Grammar reference and practice:	SB pp132–133
Audioscript:	SB p170
Grammar PowerPoint presentation	

VOCABULARY

SB p49

sport

To start

Tell students about some sports news you heard about in the previous week. Ask students to tell the class about any events they heard or read about and put any sports related vocabulary they use on the board. Extend by asking about any school sports events or achievements they know about.

Possible answers

Djokovic won the tennis final!
France were beaten by Senegal in the football.
Jonas in Year 10 came first in the national swimming championships.

- 1** Ask students to scan the notices, ignoring the gaps for the moment and say where they might find notices like these (on a sports noticeboard). Then read through the words in the box, modelling pronunciation for the class to repeat chorally. Students complete the notices with the words individually, compare answers with a partner and then give feedback in full group.

- 1 race
- 2 locker
- 3 prize
- 4 track
- 5 match
- 6 court
- 7 changing rooms
- 8 coach

extra

Practice the words in Exercise 1 by asking questions, e.g.

- What other sports are played on a *court*? (basketball / squash / volleyball, etc)
- Where can you find *changing rooms*? (at a swimming pool / in a clothes shop)
- Name some of the school's sports *coaches*.
- What do you sometimes put in a *locker*?
- What matches are on the school's *sports calendar*?
- How many types of *race* can you name?
- What's the closest *track* to the school?
- Name a *prize* you once won.


- 2** Read and model pronunciation of the verbs in the box. Do the first one as an example with the whole class, then students replace the verbs in the sentences individually. Conduct feedback in full group. Elicit the different forms of the verbs and put on board (beat / beat / beaten, etc.)

- 1 hit
- 2 win
- 3 score
- 4 lose
- 5 kick
- 6 compete
- 7 train
- 8 beat

explore language

Write two sentences on the board: *Tim hopes to score in the next match.* / *The score is 4–4 at the moment.* Underline the word *score* in both sentences and ask which is a verb and which is a noun (the first is a verb, the second is a noun). Explain that sometimes a verb and a noun can have the same form. Read through the explore language box with the class. Elicit sentences where *to kick* / *a kick* and *to race* / *a race* can be used, e.g. *He wants to kick the ball.* / *He gave the ball a kick.* *He likes to race against his brother.* / *The race starts at two o'clock.* Give students another example of nouns and verbs with same pronunciation but different spelling: *to advise* / *advice*.

3 **e** Explain that this task is a Reading Part 5 task from the B1 Preliminary for Schools exam. Students need to choose one of four options to complete the gaps in the text. Remind them that all four options have a link to the text, but only one properly fits the structure and meaning of the sentence. Students complete the task individually and then check answers with a partner. Monitor and give help where necessary.

4  4.3 Play the recording for students to check their answers. Go through the answers with the class asking for reasons why an answer is correct and the others are wrong. Check understanding of *fans* (people who follow or support a team / a musician, etc.) and *disappointed* (unhappy because something was not what we expected or had hoped for).

- 1 B collocates with *football*
- 2 C *result* means the end of the match, i.e. link with *final*
- 3 A *win* a match
- 4 A *train* = practice for sports
- 6 B *beat* someone at a competition

Speak up

5 Tell students about a sports match you have watched recently, giving the details outlined in the task. Encourage the class to ask you questions about your account, e.g. *who was playing?* Put students in pairs to have the conversation. A lower-level class can simply give the information and follow the guides in the task.

extra: fast finishers



A faster group can interact by asking and answering questions. Circulate and encourage by prompting with further questions, e.g. *when did you watch it?* / *Where was the match?* *Who did you watch it with?* This is a fluency activity so do not correct but note down common mistakes and interesting points to deal with in feedback. Conduct feedback in full group and ask students to report on what their partners told them.

Possible answer

I watched England play Belgium. Kane and Vardy were playing for England. It was in the World Cup. England played badly but Belgium played well and won. The score was 2–0. I wanted England to win but the team needs to train harder.

game on

Read through the game with the class. Give an example by choosing a word and explaining it yourself, e.g. *It's when you play an opponent and win. You ... him. (beat)* Students play the game in pairs. During feedback ask which the most difficult word to explain or guess was.

To finish

Ask students to work in pairs or small groups to write a simple review of a match / competition. It could be the one they discussed in Exercise 5 or an imaginary match but they must try to use as many of the new words from this lesson as possible. Students read their reviews to the class and the review that uses the most new words 'wins'.

alternative



In pairs students write another short notice for the sports noticeboard in Exercise 1 using new words from the lesson. Fast finishers can write more than one. Students read their notices to the class.

extra: digital



Students research a famous sportsperson and find out some details about his or her life. They describe the life of this person to a partner in the first person, without giving the name.

For example, *In my life I've done a lot of different sports. I've played ... I've won some big competitions ... I've lived in a few countries ... I've also acted in some films ... Who am I?* Their partner guesses. This can extend to a 20 question-type game, but the questions must all be in the present perfect or past simple.

Presentation tool:

Workbook / Online Practice:

Photocopiable activity:

Extend vocabulary:

Extra Practice App

Unit 4, Vocabulary

WB p35

4C

SB p144

LISTENING

SB p50

To start

Tell students whether or not you like running and why. Then ask them for their attitudes to running, i.e. if they do it, do they do it competitively or for fitness. Ask: *Is it important to be good at a sport to enjoy it? Why / Why not?*


Power up

- 1** Refer students to the photograph and ask them what they can see, how the people might feel, what the people have done.

Possible answers

The three girls look really happy, although very muddy and dirty! They've probably just finished playing football and they've probably won, so they're feeling proud.

Listen up

- 2**  4.4 Tell students that they're going to listen to an interview about sport. Play the recording for students to answer the question. Ask for answers in full group.


No, she isn't good at sports.

exam tip

- 3** Go through the exam tip, which gives advice for the Part 2 Listening task in the B1 Preliminary for Schools exam. Explain that listening carefully to the interviewer's questions is important because it can lead on to the section you need to find the answers. Advise students to read the questions in the task and underline the words that they need to listen for. Students read question 1 and tell you which words they would expect to hear.

running and competitions

exam task: multiple choice

- 4**  4.5 Ask students to read through the rest of the task and underline the important words in the questions or stems. Play the recording again for students to choose the correct answers. If you have a low level group, you can pause after each relevant section to give students time to choose their answer before moving on.

Students check their answers in pairs. If necessary, play the recording again to confirm their answers (though point out that in the B1 Preliminary for Schools exam they will only hear the recording twice). Conduct feedback and go through the reasons for the correct answers, and why the others are wrong. Play and pause the recording to show where the answers are given.

- 1 C Sometimes, for myself, I run the same distance as in a competition, but I don't compete and I don't try to run it in a short time.
- 2 A I like to be in the open air most days. It helps me think and I enjoy the time on my own.
- 3 B ... not for the competition but because I actually enjoy all the pushing and pulling ...
- 4 C You don't need to get better – just enjoy it for what it is at the time that you are doing it.
- 5 A I enjoy being with lots of others – we have more fun.
- 6 A Well, in a sport that's very competitive, like football, for example, maybe people don't want you to play when you're not very good. Then choose something different that's less popular!

explore grammar

→ SB 132 

- 5** Write two sentences on the board, one in the past simple and one in the present perfect, e.g. *I've been to a football match. I went to a football match last Saturday.* Underline the verb forms and elicit that the first is the present perfect and the second is the past simple. Concept check the forms: *Which sentence gives us a definite time?* (the second) Read through the explore grammar box and ask students to give answers for the gapped sentences as you reach them.

- 1 didn't enjoy
- 2 wanted
- 3 have started
- 4 have been

- 6 Before asking students to do the task individually, check their understanding of *freerunning* (running in different landscapes with different obstacles, with jumping, flipping and spinning techniques depending on the environment) and *marathon* (a race of just over 42 kilometres). Monitor and give help where necessary. Fast finishers can write an extra gapped sentence to ask the class during feedback. Check answers in full group.

- 1 Have they done
- 2 tried
- 3 have started
- 4 ran
- 5 has trained
- 6 didn't win
- 7 Did you watch
- 8 haven't finished

Speak up

- 7 Tell students about an experience you've had, e.g. *I've driven a racing car!* Encourage students to ask you for details, if necessary writing prompts such as *when / why / where / what type ...* on the board. Put students in pairs to talk about experiences of their own. Encourage them to think of experiences that are not necessarily related to sports (to interest and engage those students who are not particularly sporty). If necessary, elicit some more examples of experiences to spark interest, e.g. *eat something very unusual / act in a play*, etc. Monitor and give help where necessary, looking out for mistakes with present perfect and past simple. Conduct full class feedback and ask for interesting examples.

extra: fast finishers



Students should ask as many questions to discover detail (using the past simple) as they can. In feedback, check the number of questions to find out who asked the most.

To finish

Students write down three experiences, one of which is false. In small groups they take turns to tell their experiences and the other students decide which one is false. If they choose wrongly, the student gets a point. At the end of the activity, the student with the most points wins.

Presentation tool:	Unit 4, Listening
Workbook / Online Practice:	WB p35
Audioscript:	SB p170
Extra Practice App	

SPEAKING SB p51

To start

Ask students to try to remember where they were when they watched something interesting on TV. Remember an event you watched recently and describe the scene for the class. Ask them to close their eyes while you speak and picture your description because you'll ask questions later. Tell them: *It's evening. The clock says it's 7.30. It's summer so it's still light. I'm watching a football match on the TV. It's England against Croatia. I'm sitting on the sofa in my living room. My husband is there too. He's wearing his England football shirt. He's standing. He's cheering. It's very exciting. England has just scored a goal! The score is now England 1, Croatia nil.*

Ask students follow-up questions: *Where am I?* (in the living room); *What time is it?* (7.30); *Is it light or dark?* (it's light because it's summer); *What am I doing?* (watching a match on TV), etc. Students can do the same activity in pairs. Circulate and encourage by asking more detailed questions.


Power up

- 1 Refer students to the picture and elicit initial description asking: *What can you see in the picture?* Then put them into pairs to complete the notes. Conduct whole class feedback.

people: 3 girls, 4 boys, teenagers, friends
objects/clothes: T-shirts, jeans, a dress, sofa, popcorn, table, sitting room
actions: pointing, watching, sitting, cheering, laughing
feelings: happy, excited

- 2 Read through the list of questions with the class. Students do the matching task in pairs. Fast finishers can think of one or two more questions someone could ask about a photograph. Conduct full group feedback. Ask students which verb is used with *excited* (look: *they are looking excited*) and point out that this is a useful verb to use when describing a photograph.

1 F 2 A 3 E 4 D 5 C 6 B

- 3  4.6 Play the recording for students to compare with the answers A – F in Ex 3 and find the points not mentioned. Students compare ideas with a partner. Play the recording again to confirm their answers. Check ideas in full group.

each person who is in the photo
the type of room they are in
what each person is wearing
what each person is doing
what she thinks about this activity

extra



Refer to the question: *How are they feeling?* Ask students in pairs to list as many adjectives as they can in two minutes to describe how a person might be feeling / looking. Start them off with the adjectives used in this lesson (*happy / excited*, etc.). Get feedback by asking each pair to contribute one adjective and list it on the board, e.g. *sad / upset / disappointed / interested / angry / surprised*, etc.

4 Taking part

SPEAKING (Continued)

exam tip

- 4** Remind students that in the Part 2 of the Speaking paper in the B1 Preliminary for Schools exam they are asked to say what they can see in a photograph. Read through the exam tip and ask different students in full group the questions. If your group is at a good level you could extend by asking *How would you feel if you were in this photograph?* Give an example, e.g. *Personally, if I were ... I would be bored because ...*

He's wearing jeans and a red football T shirt. He's tall and blonde. He's sitting on the sofa and cheering because his arm is in the air. He's feeling happy and excited.

watch out for



Elicit which tenses are usually used when describing a photograph: *present continuous for activities / present simple for non-continuous verbs*. Remind students to be careful about this when describing their photographs.

Speak up

useful language

- 5** Go through the useful language box and ask students to put the phrases in context by referring to the photograph on this page again, e.g. *It's a photo of people watching a match. / The photo shows some people watching a match. On the left, there's ...*

Remind students that 1) it's not a problem in the exam if they can't remember a vocabulary item, as long as they say something like: *I can't remember what this is*; and 2) they should remember to use the correct prepositions when describing where things are, e.g. *on the left / at the front* etc.

exam task: describing a photo

- 6** **e** Before students do the task on pages 157 and 159, ask them to cover the page. How many questions can they remember from Exercise 2? Prompt if necessary with *Who ... ? / What ... ?*, etc. Students follow the instructions and do the task in A/B pairs. Ask the student who is listening to take notes on what they think of their partner's description – encourage them to be positive.

- 7** Circulate and listen as students provide feedback to each other, helping where necessary. Conduct feedback in full group. Ask for some examples of descriptions and for students to report positive comments they made. Deal with any common errors you may have noted.

Speaking extra

- 8** Students discuss the questions with a partner. Monitor and give help or encouragement where necessary. Conduct group feedback.

Fun footer

Read the footer with the class and ask if they agree or disagree with the statement. Encourage students to give reasons for their answers.

To finish

Students find a photograph on their phones or online and ask their partners to describe it. Monitor and share interesting photos in full group.

Go to the Speaking File on page 147 of the Student's Book for further information about the B1 Preliminary for Schools Speaking test.

Presentation tool:	Unit 4, Speaking
Workbook / Online Practice:	WB p37
Speaking file:	SB p147
Audioscript:	SB p170

WRITING SB p52

To start

Ask students if they can remember any of the unusual sports they talked about or invented in the Reading lesson of this unit. List them on the board. Discuss what problems people might have if they tried them.

Power up

- 1 Put students in pairs and ask each pair to look at one of the photos. They should answer the questions in the task and describe the photo in as much detail as they can. Conduct feedback in full group.

1 Photo 1: the girls are paying pool. Photo 2: the boy is jet skiing. Photo 3: the girl is riding a horse.

2 Students' own answers

- 2 Read the advert with the class and ask where they might see an advert like this (on a website / in a magazine). Students answer the questions in full group. Point out that an article appears in Part 2 of the Writing paper in the B1 Preliminary for Schools exam.

Ask students to underline tenses used in the advert which they would need to use when writing the article (*why were you doing* – past continuous; *what happened* – past simple; *did you enjoy* – past simple; *have you continued* – present perfect).

1 an article

2 some sports equipment

- 3 Ask students to read the article. Ask: *Which sport in the picture is Jessica writing about?* (cricket). Students do the matching task in pairs. Check answers in full group.

1 B

2 A

3 C

extra: fast finishers



Extend the activity to elicit tenses by asking more detailed questions:

- 1 *Who was she with?* (her cousin)
- 2 *What did she do?* (joined a cricket club)
- 3 *Had she played before?* (no)
- 4 *Was it easy? Why / Why not?* (no, because she had to stand a lot and concentrate)
- 5 *Has she played again since then?* (no)
- 6 *What has she done to help her play better?* (watched some videos)

explore language

- 4 Write linking words on the board and elicit what a linking word does (it joins two ideas together to make a longer, and more interesting, sentence). Ask for examples of linking words from the article (*and / but / so / so that*). Read through the explore language box with the class.

As soon as I hit the ball for the first time, I realised ...

Although I'm not sure I was very good ...

how to play better **so that** I can play again ...

- 5 Students match the linkers in bold with what they express 1–5. Take feedback in full group.

1 either ... or

2 as soon as

3 except

4 so that

5 although

extra



Give some sentence starters to elicit different endings and check understanding of the linkers.

On Sunday I'm going to either ... (visit my cousin or go on a cycle ride)

I texted my friend as soon as ... (I got his message)

I did all my homework last night except ... (English!)

I finished my homework quickly yesterday so that ...

(I could watch a film)

We're going camping at the weekend although ...
(the weather forecast is rain)

- 6 Students complete the sentences individually, compare answers with a partner and give feedback in full group. Fast finishers can try to write alternative endings using a different linker, e.g. *You can watch the match because it's your favourite team*. Check their ideas in feedback.

1 as soon as

2 because

3 except

4 either, or

5 Although

6 so that

Plan on

- 7 Tell students they are going to write their own article in response to the advert, which is one of the tasks in Part 2 Writing in the B1 Preliminary for Schools exam. Tell them about a sport you once tried with some details, to provide inspiration and / or another model. Give them a few minutes to think about a sport and to complete the notes with their ideas. They should then show their notes to a partner and add any suggestions. Circulate and give help where necessary.

alternative



If some students in the class are not interested in sports, you could ask them to write about an unusual hobby they've tried or an interesting experience they've had.

exam tip

- 8 Read through the exam tip with the class and ask which one is the best plan for expanding point 1 in Exercise 7.

Plan B is the best option. It is a good idea to give a bit more information about each point rather than just answer the question.

- 9 Students expand their notes from Exercise 7. Monitor and prompt to help where necessary.

4 Taking part

WRITING (Continued)

Write on

exam task: article

10 **e** Students write their article. If there is not enough time for them to write in class they should do it for homework, in which case they can do Exercise 11 at home too. Remind students to:

- 1 answer all the points in the advert
- 2 divide their article into clear paragraphs
- 3 use appropriate tenses
- 4 use linking words

See Exercise 3 for a Model answer.

Improve it

11 Students check their articles. Remind them to check for spelling and grammar as well.

12 In pairs, students read each other's articles, make notes and comment on interesting points as well as suggestions for improvement (you can skip this part of the task if not appropriate for your group – the students may not be sensitive and be overly critical which could demotivate the writer).

To finish

Refer students back to the advert in Exercise 2 and ask what sporting equipment they would like to receive as a prize and why. Have a vote for the most popular prize.

Go to the Writing File on page 152 of the Student's Book for further information about the B1 Preliminary for Schools Writing test.

Presentation tool:	Unit 4, Writing
Workbook / Online Practice:	WB p38
Writing file:	SB p152

SWITCH ON SB p54

Top spin

1 Elicit the names of some famous international / national sports stars from the class and put them on the board. Ask who is the youngest. Then ask for names of famous **teenage** sports stars (from today or from the past) on the board and elicit why this person is famous. Ask how very young sports stars might become so good (talent / practice / luck). Ask students if they know anyone at their school or in their family who might go on to be very successful at sport and how much training they might do.

Students discuss the question in open group.

Students' own answers

2 **▶** Mime a person playing table tennis to elicit the name of the sport the students will be watching a clip about. Ask if anyone plays, whether anyone knows the rules, if they've watched it in big sports events, and which country is famous for being very good at the sport (China). Play the clip all the way through and ask students: *Which country do the three young people represent?* (USA) Put the names of the three players on the board: *Ariel, Michael and Lily*.

Read the question and explain that the adjectives aren't necessarily said by the players themselves. Play the clip again for students to listen for the adjectives. Ask for suggestions in full group.

individual, lonely, unusual

extra

Check the following vocabulary items from the clip:

unique (special to him)
sacrifice (give up something to help someone else)
quit (leave / stop)
dedication (when you focus on something completely)
mental toughness (mental strength)

3 **▶** Read through the questions and play the clip again for students to listen for answers. Check answers in full group. Play the clip once more to check answers.

- 1 T
- 2 F (For Lily, it's important to play table tennis and spend time with her friends)
- 3 F (Lily wants to do really well at school)
- 4 T
- 5 F (... the coaches [in China] encourage their students to train for twelve hours a day)

alternative: mixed ability

A strong class may be able to do this without watching a second time. A weaker group may need you to pause the clip after each answer has been given.

extra: fast finishers



Ask students the questions:

- 1 *Why does Ariel think it's a lonely sport?* (with teams, they win and are happy together, they lose and are sad together)
- 2 *Why is Lily's friend impressed by Lily?* (she trains a lot but still gets better grades)
- 3 *How long do some Chinese players train every day?* (12 hours)
- 4 *Why does Michael study at home?* (to have time to train)
- 5 *What is required for a young person to make it to the top of a sport?* (talent, sacrifice, mental toughness, supportive parents)

- 4 Students discuss the question in pairs. Circulate to comment and encourage. Pairs give examples in full group. Ask what the class thinks these young people might be doing in ten years.

Possible Answers

advantages: represent the US in international table tennis competitions; could win a medal at the Olympic Games

disadvantages: can be lonely, takes sacrifice from all the family

Project

- 5 Explain the project to the class. They need to think about how they could encourage all sports organisations in their area to motivate young people to become more active. Put the students in small groups and read through the different stages of the project.

They should first do some research into the different organisations in their area. Remind them to consider all types of sports facilities and clubs: not just the most obvious. Brainstorm some examples, e.g. Zumba classes, skateboarding clubs, etc. Then they should think about how to encourage young people, e.g. offer free lessons, get sports stars to give talks, etc.

The next step is to discuss how to present ideas to clubs and consider different forms of approach. Each person in the group should be allocated a different task related to the project – this could be drafting notes, writing the notes up, finding images to accompany the presentation, giving the presentation, etc. Allow class time in future lessons for groups to present their projects and vote on the one they find the most effective.

Students could do the initial research stage at home. Then you could give time in class for the groups to brainstorm ideas and create the presentation. In this case, circulate and offer ideas and encouragement.

To read about these projects and alternative ways to set them up, go to page 21 of the Teacher's Book.

extra: project extension



Students could choose a particular sports organisation and design a specific programme to encourage young people. This could be any type of sports organisation, not necessarily local. They could create a webpage to promote their ideas to young people. Students print / share their ideas with the rest of the class. Remind students that the idea here is to sell the ideas to the young people and not the organisations.

INDEPENDENT LEARNING

SB p54

Grammar and vocabulary

- 1 As an awareness activity, ask students to check through the unit to remind themselves how many of the grammar and vocabulary points they actually used in the tasks mentioned in 1 and 2. They may not be able to recall exactly, but they should have some idea. Encourage them to be objective in assessing how well they think they used them. Students should think about the questions individually.

- 2 Remind students how useful it is to look again at the main language points of a unit when they have finished it. They need to think about how to record and remember items and incorporate them in their future language use. Put students in pairs to discuss and make concrete suggestions related to questions 1 and 2. Circulate and add ideas to the discussions. Conduct feedback and allow students to pool their ideas.

Possible answers

- 1 Identify which grammar points you rarely use and focus on trying to use them more often. If necessary, do more practice activities. Read English texts and underline examples of grammar points that you find difficult. Write sentences personal to you using the grammar points.
- 2 Go through new vocabulary and prioritise items you think will be more important for you. Try to use any new vocabulary within 24 hours, either in spoken language or in writing.
- 3 Draw an outline of the spider diagrams on the board. In groups, students brainstorm different activities to complete the diagrams. Complete the spider diagrams on the board by taking a suggestion from each group.
- 4 Students work individually to complete the sentences according to their own reflections. Encourage students to think of specific and achievable activities they can do to help them. When they have finished, ask them to compare their sentences in pairs. Monitor, helping out with ideas where necessary.

UNIT CHECK SB pp55-56

Vocabulary

These exercises can be done in class or for homework as revision of the unit.

- 1** 1 prize 2 court 3 changing room 4 track 5 coach
6 match 7 race 8 locker
- 2** 1 kick 2 scores 3 wins / will win 4 compete 5 lose
6 beat 7 train/practise 8 hit
- 3** 1 part 2 place 3 compete 4 record 5 win 6 prize
7 coach 8 train

Review

- 1**  4.7
1 started 2 bought 3 seen 4 played 5 had 6 won
7 taken 8 been
- 2** 1 has wanted 2 had 3 haven't seen 4 has annoyed
5 were 6 haven't done 7 didn't win 8 has broken
9 has been 10 came
- 3** 1 I have never done mud running before.
2 Mr Wilson has been our football coach for two years.
3 Have you ever met my friend Dan?
4 They have already finished the race.
5 My friend has just told me about the party.
6 I have trained with this club since I was eleven.
7 My brother has never tried skiing.
8 I have had this wetsuit for four months.
- 4** 1 've never done 2 've just 3 for 4 've tried
5 haven't bought 6 since 7 's had these goggles/them
8 you (ever) played 9 for years 10 've never met
- 5** **e**
1 have/'ve – present perfect
2 for – period of time
3 can – modal for possibility
4 to – need + to-infinitive
5 never – negative for experience
6 the – article in fixed expression

GRAMMAR FILE SB p133

- 1** 1 have/'ve bought 2 hasn't written 3 haven't eaten
4 have (you) tried 5 have (you) visited 6 have lost
- 2** 1 ever 2 never 3 yet 4 already 5 just 6 ever
- 3** 1 Has she ever met 2 Have you seen ... yet
3 have/'ve just bought 4 have/'ve never been
5 have/'ve already seen
- 4** 1 How long have you had that new tennis racket? Since
2 How long has your family lived in that house? For
3 How long have they known that famous footballer? Since
4 How long has Celia played the guitar? For
- 5** 1 has lived 2 've seen 3 hurt 4 spoke 5 've read
6 won 7 Have you seen 8 didn't do
- 6** 1 texted 2 have watched 3 've done 4 have seen
5 made 6 has shown 7 took 8 was

Presentation tool:

Unit 4, Unit check

Workbook / Online Practice:

WB p39

Audioscript:

SB p170