

3

Sporty Stuff



Unit plan

- Reading:** missing sentences, identifying the answer choice which is the best reply to each question
Vocabulary: words related to sports, word formation, phrasal verbs, collocations & expressions
Grammar: past continuous, countable & uncountable nouns, articles
Listening: note taking, knowing your numbers and writing them correctly
Speaking: comparing photos, talking about sports, describing objects and actions
Writing: email, beginnings and endings, using the correct verbs to talk about sports and writing times correctly

Unit Opener (SB page 31)

- Ask students to read the title of the unit and tell you what they think it means (*The title is 'Sporty Stuff' which means 'things to do with sport', 'things about sport', etc.*).

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three questions they need to think about.
- Explain anything they don't understand.
- Students discuss the questions in pairs before discussing as a class.

Suggested answers

They are at a stadium. They are watching a football game. The goalkeeper is trying to catch the ball.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain anything they don't understand.
- Students discuss the question in pairs before discussing as a class.

Answer

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Explain anything they don't understand.
- Students discuss the questions in pairs before discussing as a class.
- Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Suggested answers

basketball: a game in which two teams of five players score points by throwing a ball through a hoop (the basket)

football: a game in which two teams of eleven players kick a round ball and try to score goals

mountain biking: riding a special bicycle with wide tyres and a strong frame over rough ground →

pool: a game played on a special table in which two/four people use cues (= long sticks) to hit balls into pockets (= holes) which are around the edge of the table

skateboarding: riding a skateboard (a board with four wheels on the bottom that you stand on)

table tennis: a game in which players at either end of a table hit a small light ball with wooden bats across a low net in the middle of the table

Students' own answers

Background information

Football is also known as soccer in some countries. The word 'soccer' derives from the game's proper name, which is *association football* – the 'soc' bit was taken from the word 'association' and 'cer' added to create 'soccer'. It is probably the most popular sport in the world. It originated in Britain in the second half of the 19th century. From there, it spread through Europe and then to the rest of the world. The *FIFA World Cup*, held every four years, is one of the most viewed sporting events on television. Nearly half of the world's population (3.2 billion people) watched at least part of the 2010 World Cup on TV. The highest wages in sport are paid by football clubs. *Paris Saint-Germain* players are in first position – they earn an average of €154,000 every week. Real Madrid and Manchester City come second and third on the list, paying €147,000 and €146,000 respectively every week on average.

TOP TIP

Make the most of topics that students are familiar with. In this unit, the topic is sport. Students could be asked to do a project on their favourite team or athlete. It could include pictures and a fact file with information about the team or athlete's history and successes.

Let's talk about it!

- Are you interested in sport? If so, why?
- Is there a sport you'd really like to try? What is it?
- How much exercise do you do each week?

DVD 3

Summary of DVD 3: The video is titled 'Snookball'. It introduces students to the new sport of snookball, which is played like snooker, but with the legs instead of the hands, which hold a cue in snooker.

DVD link: <https://www.youtube.com/watch?v=sMGVYsgpOI>

Answers

Students' own answers
Snookball is like pool or snooker and football.

Reading (SB pages 32-33)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read about the sports and explain anything they don't understand.
- Students work in pairs before checking answer as a class.
- Once the answer has been checked, ask students if they would like to try the real sport or either of the fictional sports.

Answer

Number 2, Headis, is a real sport

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the names of the sports and explain anything they don't understand.
- Students work in pairs before checking answers as a class.

Answers

pool and snooker: Pool is played with 16 balls.
Snooker is played with 22 balls.
football and soccer: 'Soccer' is the American English word for the British English word 'football'.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think about their answer and work with a partner to write a short description of the sport before they read the article.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

It's a combination of snooker/pool and football. Instead of using cues (sticks), the players kick the balls and try to get them into the pockets.

DOWNLOAD

- Explain to students what a missing-sentence task involves.

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that in this task, the missing sentence is often a reply to a question. Tell them they should try to think of a logical reply on their own and then to look at the options and choose the best answers.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose between two answer options for each question.
- Ask students to read the questions and explain anything they don't understand.
- Remind students to think about logical replies and then to look at the options.
- Students work individually to fit the sentences to the gaps.
- They then check their answers in pairs before checking as a class.

Answers

- 1a** The question before the gap asks about when Grant started playing, not when snookball first started.
- 2b** Sentence b explains that Grant found out about it on a TV programme.
- 3b** Sentence b tells us what Grant found out. Sentence a gives his opinion of the show.
- 4a** Although both sentences tell us about the popularity of snookball, sentence b can't be correct because we can't answer a question that starts with a question word with 'no'.
- 5a** Although both sentences tell us about the cost of playing snookball, sentence b can't be correct because we can't answer a question that starts with a question word with 'yes'.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and the meanings, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

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

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the names of the sports must be in English.
- Students work in pairs to complete the task.
- When the time is up, ask students to swap papers with another pair. Each pair then reads out the answers and the class tallies the results to find the winner.

Answers

Students' own answers

▶ EXTENSION ACTIVITY

Ask students to work in pairs and come up with a new sport. They must give it a name, describe where and how it is played, and say how many players are needed to play the game. Take a class vote at the end to see which fictional sport is the most popular.

Vocabulary 1 (SB page 34)

- 1**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that *the equipment* refers to the balls and that they must match them to the sports in the orange box.
 - Ask students to read the sports and explain anything they don't understand.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.
 - Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-----------------------|----------------------------|
| 1 table tennis | 4 American football |
| 2 handball | 5 basketball |
| 3 football | 6 volleyball |

- 2**
- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to read the words in the orange box and the text, and explain anything they don't understand.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.
 - Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-----------------|-------------------|
| 1 centre | 5 place |
| 2 runner | 6 gold |
| 3 coach | 7 champion |
| 4 race | 8 stadium |

- 3**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide if the words in the orange box are sports, equipment or people and then write them in the correct column.
 - Ask students to read the words in the orange box and explain anything they don't understand.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.
 - Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

Sports: badminton, cricket, rugby, sailing
Equipment: bathing suit, bicycle, boat, surfboard
People: captain, fan, gymnast, referee

- 4**
- Ask students to read the instructions and check that they understand what they have to do. Explain that the pairs of verbs could be confused because they have similar meanings.
 - Ask students to read the sentences and explain anything they don't understand.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

- 1** gave
- 2** racing
- 3** throw
- 4** won
- 5** scored
- 6** Catch

▶ EXTENSION ACTIVITY

Ask students to use the verbs from 4 to write a few sentences about a sport they play or a match they've watched recently.

Extra Task (for early finishers)

See photocopiable material on page 116.

Grammar 1 (SB page 35)

Before you read the Grammar box

- Revise/Introduce the different forms (affirmative, negative, question) and short answers of the past continuous.
- Explain that we form it in a similar way to the present continuous, but in the case of the past continuous we use the past tense of *to be*, ie *was* and *were*.

- 1**
- Read through the grammar theory with the class.
 - Ask students to look back at the task in 4 in Reading and to find and underline the example of the past continuous (*I was watching TV and there was a programme about it.*).
 - Ask individual students the following questions.
 - 1** *What were you doing at 8 o'clock last night?*
 - 2** *Were you doing your homework at 8 o'clock this morning?*
 - 3** *What were you doing at 3 o'clock in the afternoon last Saturday?*
 - 4** *Were you sleeping at midnight last night?*
- 2**
- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory (especially the third bullet point) to help them answer the questions.
 - Check answers as a class.

Answers

It uses the past continuous (*was running*) and the past simple (*fell*). We often use the past continuous to talk about an action that was in progress in the past that was interrupted by another action. We use the past simple for the action that interrupted the other action.

Read 3.1 of the Grammar Reference on page 137 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Remind them to be careful with spelling when they write the *-ing* forms of the verbs.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 was looking, was talking
- 2 wasn't running
- 3 weren't walking
- 4 Were the children playing, were watching
- 5 were singing, were swimming
- 6 Was the referee smiling

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them to the grammar theory to help them decide which of the two words to use.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|---------|
| 1 when | 5 while |
| 2 while | 6 while |
| 3 when | 7 when |
| 4 while | 8 when |

▶ EXTENSION ACTIVITY

Ask students to write a gapped sentence requiring the past simple and past continuous. Refer them to the grammar theory if they need help. When students are ready, they may swap with a partner to complete their sentences.

Extra Task (for early finishers)

See photocopiable material on page 116.

^{a-z} Vocabulary 2 (SB page 36)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that some of the sets do not have a verb form and that one does not have an adjective form.

- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 cycle
- 2 sporty
- 3 possible
- 4 enjoyment
- 5 dangerous
- 6 safe

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with some of the words from the table in 1.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to look for clues in the sentences that will show them what kind of word they need in the gap (verb, noun or adjective) before they choose their answer.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 enjoyable
- 2 sporty
- 3 safety
- 4 possibility
- 5 dangerous
- 6 cycling

3

- Ask students to read the instructions and check that they understand what they have to do (*match the phrasal verbs in bold with their meanings*).
- Tell/Remind students what a phrasal verb is (*a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts*).
- Ask students to read the sentences and explain anything they don't understand.
- Before students do the task, ask them to cover column a-f and see if they can work out the meanings of the phrasal verbs by looking at them.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask if any of the meanings they came up with were correct.

Answers

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

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogues and explain anything they don't understand.
- Students work individually to complete the task.

- They then check their answers in pairs before checking as a class.

Answers

- 1 Have
- 2 Take
- 3 do
- 4 get
- 5 pay

▶ EXTENSION ACTIVITY

Ask students to write three gapped sentences, one each requiring a word from the table in 1, a phrasal verb from 3 and a collocation from 4. Then students swap with a partner and complete each other's sentences. Monitor and help with vocabulary and grammar.

Extra Task (for early finishers)
See photocopiable material on page 116.

Grammar 2 (SB page 37)

Before you read the Grammar box

- Revise/Introduce countable and uncountable nouns. Explain that we can count countable nouns (*eg one pen, two pens*), but we can't count uncountable nouns (*eg love, enjoyment, etc*). Draw a table on the board with two headings, *Countable* and *Uncountable*. Ask students to give you nouns and to say which heading they go under in the table.
- Revise/Introduce articles. Copy Table A below onto the board, making sure the columns are wide enough for full sentences.
- Explain that *a* and *an* are indefinite articles and they are used here because the writer talks about the documentary and the athlete for the first time. Then explain that *the* is a definite article and is used by the writer when he talks about the athlete a second time. Explain, also, that we use *a* and *an* to describe someone or something with the verb *to be* and an adjective (*was a fantastic footballer*). Finally, explain that we use no articles at all when we are speaking generally. Tell students that we do not use articles with certain nouns, such as places, languages, days of the week, sports, school subjects and meals, among others.
- Ask students to write four sentences like the ones in the table. Help with vocabulary and grammar if necessary. When they have finished, ask individual students to come up and write their sentences on the board.

TABLE A

<i>a</i>	<i>an</i>	<i>the</i>	no article
I watched a documentary.	It was about an athlete.	The athlete was a fantastic footballer.	Sport is great!

- Read through the grammar theory with the class.
 - Write the following sentences on the board.
 - Ask individual students to come to the board and tell you which nouns are countable and which are uncountable.

1 *I love basketball and I follow two NBA teams. (uncountable – basketball; countable – teams)*
2 *The athlete drank a litre of milk. (countable – athlete, litre; uncountable – milk)*

 - Ask students to write two gapped sentences that require articles (or no article). They must swap with a partner and try to complete their partner's sentences with the correct article.
 - They may look at the sentences in the grammar theory to help them. Check the students' sentences to make sure they understand fully before moving on to 2.

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them complete the sentence.
 - Students work individually to do the task.
 - They then check their answers in pairs before checking as a class.

Answers
a/an, the

Read 3.2-3.5 of the Grammar Reference on pages 137-138 with your students.

- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to read the words and explain anything they don't understand.
 - Encourage students to look back at the grammar theory for help.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers
1U 2C 3U 4U 5C 6C 7U 8U 9C

- Ask students to read the instructions and check that they understand what they have to do. Make sure they understand that for some items, no article will be needed.
 - Ask students to read the sentences and explain anything they don't understand.

- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 -, the
- 2 a, The
- 3 The, an, -
- 4 the, -
- 5 the, -
- 6 -, a, the

▶ EXTENSION ACTIVITY

Ask students to think of their own countable and uncountable nouns, and to write them down, as in 3. They then swap with a partner and decide if the nouns are countable or uncountable. Tell students to look through the lessons they have already covered so far (including Units 1 and 2) if they need ideas.

Extra Task (for early finishers)

See photocopiable material on page 116.

🎧 Listening (SB page 38)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 record-holder
- 2 distance
- 3 length
- 4 route

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write down the numbers in figures and then listen to check their answers and say the numbers.
- Ask students to read the numbers and explain anything they don't understand.
- Remind students what *hundred*, *thousand* and *million* mean.
- Make sure students understand that we use 'and' before the final number in numbers greater than one hundred (eg 101 = *one hundred and one*; 23,505 = *twenty-three thousand, five hundred and five*).
- Students work individually to write the numbers as figures.
- Ask individual students to come to the board and write the numbers as figures. Check answers.
- Play the recording for students.
- Students listen and repeat.

Answers

- | | |
|-------|--------------|
| 1 38 | 4 18,000 |
| 2 120 | 5 750,000 |
| 3 508 | 6 45,000,000 |

See the recording script on page 110.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 12,000 (... *in front of 12,000 fans ...*)
- 2 20 (... *in under 20 seconds.*)
- 3 125 (... *which started 125 years ago ...*)
- 4 18 (... *this gold medal is number 18!*)
- 5 59 (... *3 minutes and 59 seconds.*)

See the recording script on page 110.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in note-taking listening tasks, they may have to write a number, and that they need to know how to write numbers correctly. Point out that they can write the numbers in words or in figures, but stress that figures take less time to write.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Take a bit of extra time to explain the task to students. Tell them that in this task they will hear a single speaker (monologue) talking about something and that they will have to complete the notes based on what the speaker says. Tell them that each gap in the note requires only one or two words, and that the words are exactly as they hear them, ie they will not need to paraphrase in any way.
- Ask students to read the note and explain anything they don't understand.
- Remind them to be careful when they write the numbers and that they can write them as words or figures.
- Play the recording and ask students to complete the questions. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 38,000 ... *38,000 runners are here!*
- 2 26 miles ... *a distance of 26 miles ...*
- 3 actors ... *singers, models and actors.*
- 4 3/three ... *She's won an amazing three times!*

See the recording script on pages 110-111.

Speaking (SB page 39)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Make the most of the photographic material available in the Student's Book by using it for Speaking practice. For example, in this unit, students could be asked to compare the picture of the girl playing snooker on page 37 of the Student's Book, with the picture of Usain Bolt on page 38.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that we use *There is* to talk about singular nouns and *There are* to talk about plural nouns. Explain that we use the present continuous to describe actions because we see them happening at the moment we are speaking.
- Ask students to read the descriptions and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 There are
- 2 are playing
- 3 are wearing
- 4 There is
- 5 is surfing
- 6 There are

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that they should use *There is* and *There are* when they describe what they can see in a photo, and that they should use the present continuous to describe actions because it is as though they are watching the action right now.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Ask them to look back at 2 to see how the phrases were used.
- Students work in pairs to describe the photos. Tell

them to describe alternate photos, so Student A can describe photos A and C, while Student B can describe photos B and D.

- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to describe the photos.
- Time permitting, repeat until all students have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 40-41)

Email: Beginnings and endings

- Ask students to read the information on emails and beginnings and endings.
- Explain to students that an email to a friend should be friendly in tone and that they can use appropriate expressions at the beginning of their emails and at the end, to sound friendly.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the expressions in the orange box and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

Beginnings: Hi ...!, Hi there!, How are you?, Thanks for your email.

Endings: Bye for now!, Good luck!, Take care., Write back soon!

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
- Ask students to read the writing task and answer any queries they might have about it.
- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 an email
- 2 an English friend (Liz)
- 3 Students should tick: a place, days, good things, times

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read an email and answer questions about it.
- Elicit that the email in 3 has been written in answer to the writing task in 2.
- Ask students to read the email and the questions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 yes
- 2 basketball
- 3 at the stadium near his house
- 4 four times a week
- 5 Mondays, Wednesdays and Thursdays at half past five and Saturdays at 3 o'clock
- 6 It's never boring.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that we can use verbs other than *play* to talk about sports.
- Ask students to read the explanations and explain anything they don't understand.
- Go through the explanations again, one by one, with the class and ask students to give you an example of sports that go with the verbs *play*, *go* and *do*.
- Make sure they understand which sports to use with the different verbs before they attempt the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- do:** gymnastics, karate, yoga
go: cycling, skiing, swimming
play: basketball, football, volleyball

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the clock and then complete the sentences by writing the correct times.
- Go through the different times on the clock and make sure students understand how to use *past* and *to*. Ask them what time it is at the moment.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 half past four
- 2 twelve o'clock
- 3 quarter to eight
- 4 twenty-five past eleven

LANGUAGE BANK

- Go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own phrases in their emails.
- Remind them to use words and phrases from all of the sections in the *Language Bank*.

6

- Read the task out to students and explain anything they don't understand. Elicit that they must write an email.
- Go over the *Plan* with the students.
- Remind them to begin and end their email appropriately, and to write about the three specific points.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tip in his/her own words.
- Remind students to begin and end their emails in a friendly way, and to use appropriate beginnings and endings to do this. Remind them also to use the correct verbs to talk about sports and to write times correctly.

▶ EXTENSION ACTIVITY

Time permitting, students can write down some ideas about the sports and activities at the summer camp. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

🔄 Reload 3 (SB page 42)

Objectives

- To revise vocabulary and grammar from Unit 3.

Revision

- Tell students that Reload 3 revises the material they saw in Unit 3.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the sports by writing them on the board (*table tennis, handball, football, American football,*

basketball, volleyball) and asking different pairs of students to come to the front of the class and mimic the actions of playing the sports.

• 2: Revise the words by reading them out, one by one, and asking individual students to come to the board, write the word and say what it is (*sports centre, runner, coach, race, first place, gold medal, champion, stadium*).

• 3: Revise the words by writing them on the board and asking individual students to choose a word and say what it is (*badminton, bathing suit, bicycle, boat, captain, cricket, fan, gymnast, referee, rugby, sailing, surfboard*).

• 4: Revise the verbs by writing two lists on the board and asking students to match them. Point out that one of the words in the list goes with two of the verbs: *catch, give, race, score, throw, win / a red card, a car, a game, a goal, a ball (catch/throw a ball, give a red card, race a car, score a goal, win a game)*

Vocabulary 2

• 1 and 2: Practise word formation. Copy the table from page 36 of the Student's Book on the board and write all of the nouns. Ask students to write the verb and adjective forms, where they exist.

• 3: Practise phrasal verbs. Ask students the following questions.

1 *What food should you give up to be healthy? (junk food, sweets, etc)*

2 *What can you fill up? (a bottle, a box, etc)*

3 *What time did you show up for your lesson? (half past three, etc)*

4 *Can you catch up with Usain Bolt in a race? (no)*

5 *What can you take up to become fit? (a sport, etc)*

6 *Will you get up at the end of the lesson? (yes)*

• 4: Practise collocations and expressions. Write two lists on the board and ask students to match the words to form the collocations: *do, get, have, pay, take / attention, a break, your best, a drink, upset (do your best, get upset, have a drink, pay attention, take a break)*

Grammar Revision

Grammar 1

Practise the past continuous.

• Write the following sentences on the board.

1 *I was eating my dinner at seven o'clock last night.*

2 *They were running while we were sitting on the grass.*

3 *Tom was watching the match on TV when his friend rang him.*

4 *It was a terrible day! It was raining and the birds weren't singing.*

Ask students to tell you which sentence sets the scene in a story (4); talks about an action that was in progress in the past that was interrupted by another action (3); an action that was in progress at a particular time in the past (1); two or more actions happening at the same time in the past (2).

Grammar 2

Practise countable and uncountable nouns.

• Revise countable and uncountable nouns by drawing two columns on the board titled *Countable* and *Uncountable*. Ask students to copy it into their notebooks. Read out these nouns, one by one, and ask students to put them in the correct column: *water (U), helmet (C), bread (U), cycling (U), runner (C), champion (C), milk (U), tennis (U), game (C)*.

• Ask students to give you sentences with countable and uncountable nouns. Remind them to use singular verbs with uncountable nouns.

Practise articles.

• Write these sentences on the board and ask students to complete them with *a, an, the* or *-*.

1 *My favourite sport is ____ football. (-)*

2 *I watched ____ match today. ____ match was exciting! (a, The)*

3 *Max is skiing in ____ Alps. (the)*

4 *Mike is ____ basketball player. He plays in ____ United States. (a, the)*

5 *Can you meet me on ____ Monday for ____ lunch? (-, -)*

• Students are now ready to do Reload 3.

• Set a time limit and let students know every so often how much time they have left to complete the questions.

• Check answers as a class.

Answers

Vocabulary

1c 2a 3b 4a 5b 6c 7a 8b 9a 10c

Grammar

1b 2b 3a 4a 5c 6c 7c 8a 9c 10a