

12

Sport



Unit plan

Reading:

missing sentences, using verb tenses to help you make your choice

Vocabulary:

words related to sport and parts of the body, word formation, phrasal verbs, collocations & expressions

Grammar:

question tags, indirect questions, sentence linking

Listening:

multiple choice, eliminating obviously wrong options

Speaking:

decision making, talking about sporting activities, coming to a conclusion

Writing:

formal letter, your reason for writing, asking for and giving information

Unit Opener (SB page 147)

- Ask students to look at the main picture and ask them what they think the people are doing (*white water rafting*). Ask students to read the title of the unit and say how it relates to the picture (*The title is 'Sport' and we see a group of people doing a sport.*). Then ask them how the people are feeling and why they are feeling this way (*They look thrilled because they're doing something exciting.*)
- Ask students to work in pairs or small groups to come up with as many sports as they can think of.
- Ask them if they prefer playing sports or watching them.

1

- Ask students to cover the names of the sports personalities. Then ask students to look at the pictures and say if they know who the people are.
- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to label the photos with the names. After answers have been checked, ask them to work in pairs again and write down which sports the people are famous for.

Answers

- 1 Muhammad Ali, boxing
- 2 Serena Williams, tennis
- 3 David Beckham, football
- 4 Missy Franklin, swimming

2

- 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.
- Students work individually to match the sentences with the people.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Serena Williams
- 2 Muhammad Ali
- 3 Missy Franklin
- 4 David Beckham

Background information

Muhammad Ali was formerly known as Cassius Clay. He beat more champions than any heavyweight boxer in history. He won a gold medal for the USA in boxing at the 1960 Rome Olympic Games, and he lit the torch at the 1996 Atlanta Olympics.

Serena Williams is an American professional tennis player who has won 27 Grand Slam titles which include five Wimbledon and five Australian Open championships. She has also won several Olympic gold medals. Her sister Venus is a champion tennis player too.

David Beckham, the world famous footballer, has played for Manchester United, Real Madrid, L.A. Galaxy and Paris Saint-Germain, where he ended his professional career. His wife is former Spice Girl, Posh. *Missy Franklin* is an American swimmer who won four gold medals at the 2012 London Olympic Games.



TOP TIP

Sport is a subject most teenagers are familiar with and knowledgeable about. Take advantage of this fact by asking them to tell the class about their favourite sport, athlete or team.

Let's talk about it!

- Which are your favourite sporting events?
- Do you think sports stars should get as much money as they do?
- Have you ever been to an exciting match? Describe the atmosphere.

DVD 12

Summary of DVD 12: The video is titled 'Ryan Doyle is set free in Greece / freerunning'. Ryan Doyle is the freerunning world champion. He is famous for his martial arts moves. He travelled the world in search of the best running spots and performed his amazing tricks in the most unlikely of places. One of his stops was the island of Santorini, in Greece, where he took to the roofs of the island's traditional whitewashed buildings.

DVD link: http://www.redbull.com/cs/Satellite/en_INT/Video/Ryan-Doyle-Is-Set-Free-In-Greece-Freerunning-021243272051242

Answer

c

Reading (SB pages 148-149)**1**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task; first, they must think about what the activities have in common and then they must answer the three specific questions.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

All these activities take place in the street. They are popular with young people. They do not need a lot of equipment. They are cheap to do.

- 1 A
- 2 B and C
- 3 C

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the text to find out which activities are mentioned.
- Ask students to skim read the text to look for the activities. 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. Tell them to ignore the gaps 1-6 in the text for now.
- Students do the task individually, but check answer as a class.

Answers

Parkour and freerunning are mentioned.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that looking at verb tenses can help them to choose the right options for missing sentence tasks. Point out that tenses tend to stay the same within a paragraph.

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 look for the same tenses between the missing sentences and those that are in the paragraph.
- Students work individually to choose the sentence which fits each gap.
- They then check their answers in pairs before checking as a class. Ask students to justify their answers.

Answers

- 1B The words *this* and *it* in B echo the activity described in the sentence before the gap and the question in sentence B is answered in the sentence after the gap.
- 2F The word *they* in F refers to parkour and freerunning in the sentence before the gap. The words *totally different* in F are explained in the sentence after the gap. →

3C The words *its use* in C refer to *it does not involve groups, ...* in the sentence before the gap.

4E The words *a chance to find out* in E, are followed by references to coaches, and these are people who can help you to learn something.

5G The word *them* in G refers back to *many organised events* in the previous sentence.

6A The word *it* in A refers back to *this famous island* in the previous sentence. Also, in the previous sentence the event was referred to in the simple past tense, and A also uses simple past.

EXTENSION ACTIVITY

Students discuss activities that are popular with teenagers such as skateboarding, freerunning and parkour. Ask them if they have ever taken part in the activities and what they enjoy most about them. Students who have not participated, can give their opinion of the activity as a spectator sport.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the gaps with the phrasal verbs in the correct form.
- Ask students to read the phrasal verbs in the orange box and the sentences and explain anything they don't understand. Remind students that all the phrasal verbs in the task are in the reading text and that they can look back to find them being used in context.
- 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 phrasal verbs to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 showing off
- 2 gave up
- 3 hang on
- 4 get away
- 5 got over
- 6 looking down on

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must discuss the comment and say if they agree, and then they have to think about what else is important in sport.
- Students discuss in pairs.
- 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, discuss the topic as a class.

Answers

Students' own answers

▶ EXTENSION ACTIVITY

Students work in pairs to create a list of equipment related to a particular sport. Assign one to each pair from a list (eg *football, basketball, volleyball, swimming, freerunning, rowing*). Do not include *athletics, boxing, tennis, ice hockey, golf* or *baseball* as they are covered in the Vocabulary section. Once students are ready, ask them to read their lists aloud. Other pairs can add to the lists.

Vocabulary 1 (SB page 150)

1

- 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. Elicit that they are all sports.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-------------|--------------|
| 1 athletics | 4 ice hockey |
| 2 boxing | 5 golf |
| 3 tennis | 6 baseball |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find words that are related to the words in 1.
- Explain to students that the words in the wordsearch will be presented vertically or horizontally.
- Ask students to work in pairs before checking answers as a class.
- Ask students what the words have in common and elicit that they are all pieces of sports equipment.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers*

- | | |
|----------|------------|
| 1 club | 4 bat |
| 2 gloves | 5 trainers |
| 3 racket | 6 stick |
- * in any order

3

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to match the words with the free-time activities in 1.
- They then check their answers in pairs before checking as a class.

Answers*

- | | |
|----------------------------|----------------------|
| athletics: <i>trainers</i> | hockey: <i>stick</i> |
| boxing: <i>gloves</i> | golf: <i>club</i> |
| tennis: <i>racket</i> | baseball: <i>bat</i> |
- * in any order

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the eight parts of the body and tell you what each one is in L1. Make sure they know which parts of the body the arrows are pointing to before they label them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------|---------|
| 1 finger | 5 elbow |
| 2 thumb | 6 chin |
| 3 neck | 7 knee |
| 4 ankle | 8 toe |

▶ EXTENSION ACTIVITY

Students work in pairs. Ask them to look at the figure in 4 again and see which other parts of the body they can name (*head, arm, leg, chest, etc*).

Extra Task (for early finishers)

See photocopiable material on page 154.

Grammar 1 (SB page 151)

Before you read the Grammar box

- Revise question tags. Write these sentences on the board (without the underlining). Ask individual students to come to the board and underline the verb tenses in the sentences. Ask the class what they notice about the verbs. Elicit that a positive statement is followed by a negative question tag and vice versa. Point out too that a comma comes before the question tag. Explain that in 3, we need to use an auxiliary verb (*didn't*) to form the question tag.

1 *Messi is a great player, isn't he?* (with rising intonation at the end)

2 *They didn't lose the tickets, did they?* (with falling intonation at the end)

3 *They lost the tickets, didn't they?* (with falling intonation at the end)

- Now read the sentences on the board out to students using the intonation indicated in brackets. Ask students which sentence expresses a real question (1), and which show that we are checking for information (2, 3). Point out that intonation is important when using question tags in spoken English.

- Explain to students that not all question tags are regular. Write these sentences on the board and underline the verbs and the question tags. Point out that *I'm* is always *aren't I* in a question tag, *Let's* is always *shall we*, and the imperative usually takes *will*.

1 *I'm bad at sport, aren't I?*

2 *Let's watch the game on TV, shall we?*

3 *Give me that racket, will you?*

- Revise/Introduce indirect questions. Write these questions on the board.

1 *Where is he?* → *Do you know where he is?, Could you tell me where he is?*

2 *Is Lionel here?* → *Do you know if/whether Lionel is here?*

- Ask students to read them out and to tell you which questions sound more polite (*the indirect questions*). Explain to students that when we wish to ask a question more politely, we can use indirect questions.

- Ask students to look at 1 and 2 on the board and point out that in indirect questions the word order is the same as in statements; tell them that question words in the direct question are used in the indirect question; and finally, tell them that in the absence of a question word, *if* or *whether* is used in the indirect question.

1

- Read through the grammar theory with the class.
- Write these questions on the board and ask individual students to come to the board and complete them with the correct question tags.

- 1 *Pass me the chips, _____? (will you)*
- 2 *They haven't won a game all season, _____? (have they)*
- 3 *He supports Chelsea, _____? (doesn't he)*
- 4 *I'm late, _____? (aren't I)*
- 5 *She'll tell us the score, _____? (won't she)*
- 6 *Let's go cycling, _____? (shall we)*

- Write these questions on the board and ask individual students to form indirect questions.

- 1 *Who is she? (Do you know who she is?, Could you tell me who she is?, I wonder who she is.)*
- 2 *What's the time? (Do you know what the time is?, Could you tell me what the time is?, Could you tell me the time?)*
- 3 *Were they the champions last year? (Do you know if/whether they were the champions last year?, Could you tell me if/whether they were the champions last year?)*

2

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

Answers

Question b is more polite. It's an indirect question.

Read 12.1-12.2 of the Grammar Reference on page 176 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct question tag for each statement.
- Ask students to read the statements and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Remind them to pay attention to the verb tenses.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1c 2b 3a 4b 5c 6b

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite the questions.
- Ask students to read the questions and explain anything they don't understand. Explain that they will be writing indirect questions.

- 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

- 1 I wonder if/whether he has ever played ice hockey.
- 2 Would you mind telling me what boxing is like?
- 3 Do you know how many medals Usain Bolt won at the London Olympics?
- 4 Can I ask how long you have been playing golf?
- 5 I'd like to know if/whether people should be allowed to visit gyms for free.
- 6 Have you any idea where Coach Stevens is?

▶▶ EXTENSION ACTIVITY

Students work in pairs. They ask their partner direct questions and their partner must ask the same question indirectly. Then they can practise question tags by making statements to which their partner has to add the question tag.

Extra Task (for early finishers)

See photocopiable material on page 154.

4-2 Vocabulary 2 (SB page 152)

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the table and the sentences, and explain anything they don't understand.
- 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.
- Once the table has been completed and checked, students can complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|----------------|
| 1 amazement | 8 organise |
| 2 create | 9 create |
| 3 attractive | 10 competition |
| 4 compete | 11 attraction |
| 5 organised | 12 encouraging |
| 6 success | 13 amazement |
| 7 encourage | 14 success |

2

- 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*).
- Ask students to read the sentences and explain anything they don't understand.
- Before students do the task, ask them to cover column a-e and see if they can work out the meanings of the phrasal verbs by looking at them in context.

- 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

1e 2b 3d 4a 5c

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the rules 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 do
2 go
3 play

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.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 play	4 did
2 play	5 going
3 doing	6 goes

▶ EXTENSION ACTIVITY

Ask students to write three gapped sentences of their own using sports collocations with *do*, *go* and *play*. They must not use any of the collocations from 4. When they are ready, they swap with a partner and complete the gaps in the sentences.

Extra Task (for early finishers)

See photocopiable material on page 154.

Grammar 2 (SB page 153)

Before you read the Grammar box

- Revise/Introduce sentence linking. Write these sentences on the board (with the underlining). Ask students which underlined phrases introduce clauses of: contrast and concession, purpose, reason and result. Make sure they know what the four functions mean by asking a strong student to explain in L1 if necessary. Tell students that there are many linking words and phrases that we can use to express different things.
- 1 They trained hard in order to/so as to win the championship. (purpose)
2 We stayed at home because of/due to the rain. (reason)

3 I was tired so/therefore I stopped running. (result)
4 Although/Even though they were the favourites, they didn't win. (contrast)

- Write these sentences on the board. Explain to students that we use *in case* when we talk about something that we do because something else could possibly happen.

1 You should take an umbrella in case it rains.
2 Take your mobile phone with you in case you need to call me.

1

- Read through the grammar theory with the class.
- Write these gapped sentences on the board. Ask students to tell you which function is being expressed in each one (*purpose, reason, result, contrast and concession*) and then to give you a word or phrase to complete the gap(s). Tell students that one of the sentences is completed with *in case* and they do not need to find a function for it.

1 _____ doing his best, he lost. (contrast and concession; In spite of/Despite)
2 I went online _____ book the tickets. (purpose; to)
3 Basketball is _____ exciting _____ I always watch it. (result; so ... that)
4 Here's my phone number _____ you need it. (in case)
5 The match was cancelled _____ it was snowing. (reason; because)
6 They came here _____ they didn't stay. (contrast; but)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three parts to the task. First, they must underline the linking words and phrases, then they must decide what kind of clause they introduce, and finally, they need to think of other linking words and phrases that can replace the underlined ones.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

a She broke her ankle and therefore she couldn't run in the race.
clause of result, as a result
b We didn't win because of our coach's bad decisions.
clause of reason, due to

Read 12.3-12.7 of the Grammar Reference on pages 176-177 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 text 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

1a 2c 3c 4a 5c 6a

▶ EXTENSION ACTIVITY

Ask students to write three of their own gapped sentences, leaving out the linking words or phrases. Monitor and help with vocabulary and grammar if necessary. When students are ready, they swap with a partner and complete the gaps in the sentences with an appropriate linking word or phrase.

Extra Task (for early finishers)

See photocopiable material on page 154.

🎧 Listening (SB page 154)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the photographs and then tick the words that can be used to describe them.
- Ask students to read the words and explain anything they don't understand.
- Students work individually to complete the task.
- Once answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

1B	4A
2B	5B
3A	6A

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they have a higher probability of finding the right option if they can eliminate options that are definitely wrong.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to listen to part of a recording and answer the questions about it.
- 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 No, it isn't.
- 2 No, they aren't.

See the recording script on page 142.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the first question of the main listening task and using the answers from 2 eliminate two of the answer options.
- Ask students to read question 1 and the options, and

explain anything they don't understand.

- Students work individually to complete the task.

Answers

Students should be able to eliminate these options:

- A (*Athletes with physical, visual or intellectual disabilities can take part.*)
- D (*They're just three of the many sports which are included in the Paralympic Games.*)

4

- Ask students to read the instructions and check that they understand what they have to do.
- Remind students to try to eliminate answer options that are obviously wrong before choosing their answer.
- Play the recording and ask students to circle 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

- 1C ... *athletes with disabilities compete ...*
- 2B *The idea for the Paralympic Games dates back to 1948. Ludwig Guttman, a doctor at an English hospital, organised an athletics competition for patients who had been wounded during the Second World War.*
- 3A ... *in 1960, the first international Paralympic Games were held in Rome ... The event has grown bigger and more popular ever since.*
- 4A *Oscar Pistorius, from South Africa, competes in the category of athletes who have no legs below the knee.*
- 5D *Some were born with their disability and some have become disabled through accident or illness ...*
- 6C ... *their achievements encourage disabled youngsters to go out and achieve their dreams ...*

See the recording script on page 142.

🗣️ Speaking (SB page 155)

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

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the statements with question tags.

Remind students that question tags are useful when they want to confirm someone's opinion, and that this will be helpful in the main speaking task in 3.

- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- Check answers as a class.

Answers

- 1 shall we
- 2 don't you
- 3 didn't we
- 4 have they
- 5 did you

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Remind students that there are two parts to this task. First, they need to discuss every sport in the photographs and then they have to reach a conclusion by choosing two of them. Stress the importance of dividing their time equally between the two parts of the task.

3

- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of the pictures within the context of the task (... *how popular each sport would be with your classmates*), and that they are not being asked to describe the pictures. Elicit that there is a second part to the task which requires them to reach a decision about the two best sports for an after-school club. Remind them that there are no right or wrong answers.
- 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 which phrases were used.
- Students work in pairs to do the exercise.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs 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

TOP TIP

As this is the final unit of the book, get feedback from the students and involve them in their learning by asking them what they liked most about the course. Ask them about their favourite topics and activities. Also ask them about what they didn't enjoy as much and why.

Writing (SB pages 156-157)

Formal letter: Your reason for writing

- Ask students to read the information on formal letters and the reason for writing. Point out that the reason for writing must be stated in the opening paragraph so that the reader knows why they have been written to. Explain that there are many different reasons for writing a formal letter, including to ask for information, to apply for a job or to make a complaint.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the opening paragraphs with the verbs in the orange box in order to explain the reason for writing.
- Ask students to read the verbs in the orange box and the opening paragraphs, and answer any queries they might have about them. Make sure they know what the verbs mean by asking a strong student to explain (in L1 if necessary).
- Students work individually to do the task.
- Check answers as a class.

Answers

- 1 request
- 2 inquire
- 3 inform
- 4 apply

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read the writing task and decide what the reason is for writing the letter.
- Ask students to read the advertisement, the notes and the question, and answer any queries they might have about them.
- Students work individually to answer the question.
- Check answer as a class.
- Ask students why option c is correct. Elicit that the notes indicate the writer will be asking for information.

Answer

c

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must fill in the missing information and then they must decide if the writer has covered all of the points in the notes.
- Ask students to read the letter written in answer to 2 and explain anything they don't understand.
- Students work individually to complete the task.
- Check answers as a class.

- Once answers have been checked, remind students that when dealing with notes, all points must be covered.

Answers

- 1 Mr Harman
- 2 Extreme Sports Holidays
- 3 sincerely

No, the writer hasn't covered all the points. He didn't say when he wanted to go.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must make a note of the basic information they would need to include in a letter when they are writing in the situations listed in the task. Elicit that the information is important for the reader, who will then know what information to give in turn.
- Students work individually to complete the task.
- Check answers as a class.

Answers

- 1
 - a how many people (in the group)
 - b when (they want to go)
- 2
 - a where from
 - b where to
 - c when
- 3
 - a your sport
 - b your level

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to find and underline all the examples of indirect questions in the model letter and say how many there are (*four*). Then they must choose a situation from 4 and write a paragraph asking for the information. Remind them that they must use an indirect question and any necessary details.
- Students work individually to do the first part of the task. Check answers as a class.
- Students now do the second part of the task. While they are writing their paragraphs, monitor and help with vocabulary and grammar if necessary.
- Ask individual students to read out their paragraphs.

Answers

Students should underline:

Para 2: ... *I would like to ask if there are lessons at beginners' level as we have only done this sport once before.*

Para 3: ... *could you please tell me what other sports you offer?* and *I would like to know if we would also have the chance to do these activities.*

Para 4: ... *would you be able to tell me the cost of a two-week holiday, including return flights from London and accommodation?*

Opening paragraphs: Students' own answers

LANGUAGE BANK

- Go through the ways of asking for information and the words for sports, equipment, instruction and levels in the *Language Bank* and explain any unknown words. Point out to students that the ways of asking for information are all forms of indirect questions.

6

- Read the task out to students and explain anything they don't understand. Elicit that they must write a formal letter giving and requesting information, and that they must use indirect questions in order to be polite.
- Go over the *Plan* with the students. Remind them to state their reason for writing and to say where and when they saw the advertisement in their opening paragraph. Explain that they must decide on the order of their questions and that it is considered rude to ask about money first. Remind them to use indirect questions and to end their letter politely and in a way that suggests they expect a reply.
- Ask students to write brief notes for each paragraph. Go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

▶▶ EXTENSION ACTIVITY

Time permitting, students can write their opening paragraphs in class. Monitor and help with vocabulary and grammar if necessary.

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to read the task carefully so that they know what they must do.
- Tell students they need to state their reason for writing and that they must deal with every point in the notes. Emphasise that they must give their reader enough information to allow them to reply appropriately.

🔄 Reload 12 (SB page 158)

Objectives

- To revise vocabulary and grammar from Unit 12.

Revision

- Tell students that Reload 12 revises the material they saw in Unit 12.
- 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 can 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, 2 & 3: Revise the words for sports and equipment. Write *athletics, baseball, boxing, golf, ice hockey, tennis* on the board and ask these questions.

- 1 Which sport do I need a stick for? (ice hockey)
- 2 Which sport do I need trainers for? (athletics)
- 3 Which sport do I need gloves for? (boxing)
- 4 Which sport do I need a bat for? (baseball)
- 5 Which sport do I need a racket for? (tennis)
- 6 Which sport do I need a club for? (golf)

Then ask students what the different equipment is for (a stick to hit the puck; trainers to wear on your feet; gloves to wear on your hands; a bat to hit the ball with; a racket to hit the tennis ball with; a club to hit the golf ball with).

- 4: Revise words for parts of the body. Say *ankle, chin, elbow, finger, knee, neck, thumb, toe* one by one and ask individual students to show you where the part is on their body.

Vocabulary 2

- 1: Practise word formation. Copy this table with the verbs onto the board and ask individual students to complete it with the nouns and adjectives.

Verb	Noun	Adjective
amaze	(amazement)	(amazing)
create	(creation)	(creative)
attract	(attraction)	(attractive)
compete	(competition)	(competitive)
organise	(organisation)	(organised)
succeed	(success)	(successful)
encourage	(encouragement)	(encouraging)

- 2: Practise phrasal verbs. Write these phrasal verbs and their meanings on the board in two columns and ask students to match them.

<p>drop out of (quit, stop)</p> <p>knock out (make someone unconscious)</p> <p>let down (disappoint)</p> <p>warm up (do light exercise before doing a more difficult physical activity)</p> <p>work out (do exercise to improve fitness)</p>	<p>disappoint</p> <p>quit, stop</p> <p>do light exercise before doing a more difficult physical activity</p> <p>do exercise to improve fitness</p> <p>make someone unconscious</p>
--	--

- 3 & 4: Practise collocations & expressions. Write these verbs on the board (*do, go, play*) and then read out different sports and activities one by one. Ask individual students to tell you which verb collocates with each activity.

- 1 (play) volleyball
- 2 (go) fishing
- 3 (do) athletics
- 4 (go) jogging
- 5 (play) ice hockey
- 6 (do) gymnastics

Grammar Revision

Grammar 1

Practise question tags and indirect questions.

- Revise question tags by reading out these statements and asking individual students to complete them with the correct question tag.

- 1 I'm a great tennis player, _____? (aren't I)
- 2 You've bought the tickets, _____? (haven't you)
- 3 She didn't win, _____? (did she)
- 4 Let's go fishing, _____? (shall we)
- 5 He hadn't hurt himself, _____? (had he)
- 6 Call the coach, _____? (will you)

- Revise indirect questions by reading out these direct questions and asking individual students to say them as indirect questions.

- 1 When does the match start? (Do you know when the match starts?, Could you tell me when the match starts?, etc)
- 2 Are the players ready? (Do you know if/whether the players are ready?, Could you tell me if/whether the players are ready?, etc)

Grammar 2

Practise sentence linking.

- Write these gapped sentences on the board and ask individual students to complete them with one word.

- 1 It was late, _____ we went home. (so, therefore)
- 2 Let's take our coats in _____ it gets cold. (case)
- 3 He joined a gym _____ order to get fit. (in)
- 4 She can't run _____ of her ankle injury. (because)
- 5 Despite _____ fast, he lost the race. (being, running)
- 6 It was _____ a boring game that the fans left. (such)
- 7 _____ though the game was on TV, we didn't watch it. (Even)
- 8 I support Panathinaikos _____ my sister prefers Olympiakos. (whereas, while, but)
- 9 The score was _____ low that we were surprised. (so)
- 10 I looked for my boxing gloves. _____, I couldn't find them. (However)

- Students are now ready to do Reload 12.
- 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

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

Grammar

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

Objectives

- To revise vocabulary and grammar from Units 11 and 12.

Revision

- Tell students that Progress Review 6 revises the material they saw in Units 11 and 12.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress 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 40 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

Revise words for entertainment.

- Unit 11, Vocabulary 1, Exercise 1: Write the names of the places for entertainment on the board and these gapped sentences. Ask individual students to complete the gaps with the places.

cinema, circus, concert, music festivals, opera, theatre

- 1 *Glastonbury and Rock Wave are well known outdoor _____. (music festivals)*
- 2 *The _____ 'Madame Butterfly' tells a very sad story. (opera)*
- 3 *Which film did you see at the _____ last night? (cinema)*
- 4 *The music at the _____ was really loud and my ears hurt! (concert)*
- 5 *Shakespeare's works were performed in the _____. (theatre)*
- 6 *We saw animals and clowns at the _____. (circus)*

- Unit 11, Vocabulary 1, Exercise 2: Write these words on the board. Then read out these questions and ask individual students to answer them with the correct word(s).

ballet, classical music, documentary, novel, play, sporting event

- 1 *Which one is written like a long story? (novel)*
- 2 *Which one involves music and dancing? (ballet)*
- 3 *Which one can you shout at? (sporting event)*
- 4 *Which one is informative? (documentary)*
- 5 *Which one has live actors? (play)*
- 6 *Which one uses many different instruments? (classical music)*

- Unit 11, Vocabulary 1, Exercise 3: Write these words on the board. Then read out these questions and ask individual students to answer them with the words in the correct form.

attend, clap, direct, record, respect, review

- 1 *What do you do when you enjoy a performance? (you clap)*
- 2 *What is another way of saying, 'make an album'? (record an album)*
- 3 *If you are present at an event, what are you doing? (attending)*

- 4 *What do Academy Award winners get? (respect)*
- 5 *If you tell actors how to perform, what are you doing? (directing)*
- 6 *If you are writing your opinion of a film, what are you doing? (reviewing)*

Revise words for sport.

- Unit 12, Vocabulary 1, Exercise 1: Write the sports on the board and read out these statements. Ask individual students to match the statements to the sports.

- athletics, baseball, boxing, golf, ice hockey, tennis*
- 1 *You have to walk a lot. (golf)*
 - 2 *You need to hit a ball over a net. (tennis)*
 - 3 *You need to hit a ball and then run. (baseball)*
 - 4 *Two teams play it on a cold surface. (ice hockey)*
 - 5 *You have to run fast, throw or jump. (athletics)*
 - 6 *You have to hit your opponent. (boxing)*

- Unit 12, Vocabulary 1, Exercises 2 and 3: Read out these statements and questions and ask individual students to tell you which sports we use the equipment for.

- 1 *I'm hitting a ball with a bat. What am I playing? (baseball)*
- 2 *I'm holding a club. What am I playing? (golf)*
- 3 *I'm putting on my trainers. What am I going to do? (athletics)*
- 4 *I'm hitting a ball with a racket. What am I playing? (tennis)*
- 5 *I'm wearing gloves. What am I doing? (boxing)*
- 6 *I'm holding a stick and skating. What am I playing? (ice hockey)*

Revise words for parts of the body.

- Unit 12, Vocabulary 1, Exercise 4: Write these words on the board. Point to a part of your body and ask students what it is.

toe, ankle, knee, neck, chin, thumb, elbow, finger

Revise prepositions.

- Unit 11, Vocabulary 2, Exercise 1: Write these on the board and ask individual students to tell you which preposition is correct.

- 1 *popular for/with teenagers (with)*
- 2 *keen for/on football (on)*
- 3 *fond of/from classical music (of)*
- 4 *pleased for/with my performance (with)*
- 5 *famous on/for a world record (for)*
- 6 *different from/with rock music (from)*

Revise collocations & expressions.

- Unit 11, Vocabulary 2, Exercise 2: Write these words and gapped expressions on the board. Ask students to complete the gaps.

clown, limelight, music, piece, safe, show

- 1 *face the _____ (music)*
- 2 *play it _____ (safe)*
- 3 *be the class _____ (clown)*
- 4 *run the _____ (show)*
- 5 *be a museum _____ (piece)*
- 6 *be in the _____ (limelight)*

- Unit 12, Vocabulary 2, Exercises 3 and 4: Write these three groups of sports and activities on the board and ask students which ones collocate with *do*, *go* and *play*.

- 1 *sailing, hiking, cycling, skiing (go)*
- 2 *chess, handball, water polo, golf (play)*
- 3 *karate, freerunning, athletics, boxing (do)*

Revise word formation.

• Unit 11, Vocabulary 2, Exercise 3: Write these gapped sentences on the board and ask individual students to complete the gaps with the correct form of the underlined words.

- 1 He's an actor who knows how to _____ and loves _____. (*act, acting*)
- 2 This is a funny _____; the _____ has used humour to advertise the product. (*advertisement, advertiser*)
- 3 The _____ wants to attend the _____ because she has lots of new pictures to exhibit. (*exhibitor, exhibition*)
- 4 It isn't easy to _____ a film; the producer needs to find money for the _____. (*produce, production*)
- 5 It's his job to _____ because he's a _____. His performances are great. (*perform, performer*)

• Unit 12, Vocabulary 2, Exercise 1: Write these sentences on the board and ask individual students to tell you which word is correct.

- 1 How many swimmers will compete/competition? (*compete*)
- 2 Lionel Messi is a very success/successful athlete. (*successful*)
- 3 Artists are very creation/creative people. (*creative*)
- 4 Thank you for all your encouragement/encouraging. (*encouragement*)
- 5 This video is going to amazing/amaze you! (*amaze*)
- 6 Joanne is a well organise/organised person. (*organised*)
- 7 The event is a huge attractive/attraction in the area. (*attraction*)

Revise phrasal verbs.

• Unit 12, Vocabulary 2, Exercise 2: Read out these questions and ask individual students to answer them.

- 1 When would you drop out of a race? (*if you were injured, too slow*)
- 2 Who do you let down if you fail an exam? (*yourself, your parents/teachers*)
- 3 When should you warm up? (*before jogging/before doing a difficult physical activity*)
- 4 Where can you work out? (*at a gym*)
- 5 Who can you knock out? (*a boxer, another person*)

Grammar Revision

Revise passive voice.

• Write these sentences on the board and ask students to rewrite them in the passive voice.

- 1 They play baseball in Cuba. (*Baseball is played in Cuba.*)
- 2 They asked him to leave the stadium. (*He was asked to leave the stadium.*)
- 3 A shark bit the surfer's leg. (*The surfer's leg was bitten by a shark.*)
- 4 They make films in Hollywood. (*Films are made in Hollywood.*)
- 5 Have they cleaned the swimming pool yet? (*Has the swimming pool been cleaned yet?*)
- 6 They didn't send her an invitation to the premiere. (*She wasn't sent an invitation to the premiere.*)
- 7 The ancient Greeks began the Olympic Games. (*The Olympic Games were begun by the ancient Greeks.*)
- 8 They had sold all the tickets before the match. (*All the tickets had been sold before the match.*)
- 9 You have to hit the ball with a bat. (*The ball has to be hit with a bat.*)
- 10 They aren't repairing the net now. (*The net isn't being repaired now.*)

Revise causative form.

• Write these sentences on the board and ask students to rewrite them using *have* and the causative form.

- 1 I clean the theatre every day. (*I have the theatre cleaned every day.*)
- 2 She will walk the dogs. (*She will have the dogs walked.*)
- 3 Ben has tuned his piano. (*Ben has had his piano tuned.*)
- 4 He isn't going to fix his racket. (*He isn't going to have his racket fixed.*)
- 5 The stuntmen are checking their equipment. (*The stuntmen are having their equipment checked.*)
- 6 Someone stole his guitar. (*He had his guitar stolen.*)
- 7 You should cut your hair. (*You should have your hair cut.*)
- 8 He will be recording the match. (*He will be having the match recorded.*)
- 9 They had been building the swimming pool for weeks. (*They had been having the swimming pool built for weeks.*)
- 10 We have been preparing the stage. (*We have been having the stage prepared.*)
- 11 The actor was selling his house. (*The actor was having his house sold.*)
- 12 I will have designed the costumes by Monday. (*I will have had the costumes designed by Monday.*)
- 13 She had already washed the car. (*She had had the car washed already./She had already had the car washed.*)

Revise question tags and indirect questions.

• Write these sentences on the board and ask students to choose the correct words.

- 1 Could you tell me where is the cinema/the cinema is? (*the cinema is*)
- 2 Panathinaikos are the champions, haven't they/aren't they? (*aren't they*)
- 3 Jump higher, should you/will you! (*will you*)
- 4 I wonder whether he has seen/has he seen this. (*he has seen*)
- 5 You had had it fixed, haven't you/hadn't you? (*hadn't you*)
- 6 We'll know the results soon, wouldn't we/won't we? (*won't we*)
- 7 I'm not very fast, aren't I/am I? (*am I*)
- 8 Could/Would you mind showing me the posters? (*Would*)
- 9 Let's warm up first, should we/shall we? (*shall we*)
- 10 They weren't playing well, were they/did they? (*were they*)

Revise sentence linking.

• Write these sentences on the board. Ask students how else they can be expressed using different linking words.

- 1 We went to the cinema to watch a film. (*in order to watch, so as to watch, so that we could watch*)
- 2 I ran home because it was raining. (*because of the rain, because of the fact that it was raining, due to the rain, due to the fact that it was raining, as/since it was raining*)
- 3 She was thirsty, so she drank some water. (*and as a result, therefore*)
- 4 The day was so hot that we went swimming. (*It was such a hot day*)
- 5 He was upset, but he went out. (*Although/Though/Even though he was upset, he went out., He was upset. However, he went out., He went out despite/in spite of being upset., Despite/In spite of*)

- the fact that he was upset, he went out.)*
- 6 *Punk music is great while rap is stupid. (whereas, but/, however,)*
- 7 *Take this umbrella; you might need it. (in case you need it)*

- Students are now ready to do Progress Review 6.
- 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.

Vocabulary

Answers

- 1**
- 1 Tennis
 - 2 concert
 - 3 cinema
 - 4 athletics
 - 5 Baseball
 - 6 theatre
 - 7 documentary
 - 8 golf
- 2**
- 1 be in the limelight
 - 2 keen on
 - 3 warm up
 - 4 famous for
 - 5 drop out of
 - 6 fond of
 - 7 the class clown
 - 8 pleased with
- 3**
- 1 producers
 - 2 competitive
 - 3 amazing
 - 4 actor
 - 5 unsuccessful
 - 6 encourage(d)
 - 7 advertisement
 - 8 organised
- 4**
- 1 let her coach down
 - 2 works out
 - 3 does/goes boxing
 - 4 go running
 - 5 face the music
 - 6 play it safe

Grammar

Answers

- 1**
- 1 is played by many people
 - 2 is being directed by
 - 3 had his/her nose broken
 - 4 has been given
 - 5 broke the window with
 - 6 should be visited (by everybody)
- 2**
- 1 has her hair done every day
 - 2 had my tennis racket taken from the club
 - 3 having its/their photo taken
 - 4 will have her favourite song sung by Justin Bieber
 - 5 has already had his coffee made for him
- 3**
- 1 won't it?
 - 2 aren't I?
 - 3 shall we?
 - 4 if we have
 - 5 have they?
 - 6 isn't she?
 - 7 the coach said
 - 8 I ask
- 4**
- 1 as a result
 - 2 in order to
 - 3 Although
 - 4 in case
 - 5 because
 - 6 in spite of
 - 7 so as not to
 - 8 due to

www.jno-jc.com