

# 3

## The World of Sport



### Unit plan

#### Reading:

#### Vocabulary:

#### Grammar:

#### Listening:

#### Speaking:

#### Writing:

multiple matching, summarising the paragraphs for a better understanding  
words related to sport, word formation, collocations & expressions, phrasal verbs  
present perfect simple, present perfect continuous, past simple, present perfect simple  
multiple choice, understanding meaning from the context  
comparing photos, talking about sport and exercise  
essay, thinking before you write, including a contrasting idea

### Unit Opener (SB page 31)

- Ask students to look at the main picture and ask them which sport the spectators are watching (*Formula 1 Grand Prix*). Ask students what they know about the sport of motor racing and the Grand Prix events (*It's the fastest motor racing category. The races are held around the world on street circuits, as in the picture, or on specially designed tracks.*). Ask them if they can name any teams or drivers (*Ferrari, McLaren, Red Bull, etc; Lewis Hamilton, Jensen Button, Sebastian Vettel*). Then ask them how they think the spectators feel (*They're probably excited because Formula 1 is an exciting sport.*).
- As a class, discuss whether they like the sport and if they think it is dangerous.

#### 1

- Ask students to read the instructions and check that they understand what they have to do.
- 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. Explain anything they don't understand.
- Students work in pairs to match the athletes to the sports.
- Check answers as a class.

### Answers

- 1 golf
- 2 football
- 3 pole vaulting
- 4 tennis

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students how they think the athletes in 1 make their money and write the answers on the board. Elicit that they are paid for winning events such as tennis and golf tournaments; they have contracts to play for a team such as a football or basketball team; they are paid by sponsors to promote their brand.
- Students answer the question individually.
- When students are ready, take a vote to see who the class thinks is the highest earning athlete before giving them the answer.
- Ask students if they are surprised by the answer.

### Answer

Students' own answer, but Tiger Woods is the one

### Background information

*Tiger Woods* is an American professional golf player and one of the most successful of all time. He was born in 1975. He earns money by being paid to appear at events, for winning events, from sponsorship deals and from designing golf courses. *Cristiano Ronaldo* is a Portuguese football player. He was born in 1985 and began playing football with a youth team at the age of eight. When he was 14, he decided to focus entirely on football. Since then he has become one of the highest paid players ever. He has played for Manchester United, Real Madrid and the Portuguese national team. *Yelena Isinbayeva* is a Russian pole-vaulter. She was born in 1982. She has won two Olympic gold medals, is the current world record holder in her event, and is considered the greatest female pole-vaulter of all time. She has had sponsorship deals worth an estimated 2.7 million dollars. *Novak Djokovic* is a Serbian tennis player. He was born in 1987 and began playing at the age of four. He became a professional tennis player at the age of 16 and since then has won the world's most important tournaments, which are Wimbledon, the US Open and the Australian Open. He has earned over 60 million dollars in singles and doubles events.

### TOP TIP

Encourage students to talk about things they are familiar with such as sport in this unit. Ask them to tell you which sports are popular in their country and if it is common for young people to participate in sports.

### Let's talk about it!

- Have you tried any of the sports in 1? If so, which one(s) did you enjoy? If not, which one(s) would you like to try?
- Do you prefer to play sport or to watch it?
- Have you ever attended a sports event at a stadium or arena? If so, what was it like?

### DVD 3

Summary of DVD 3: The video is titled 'Tiger

the game and how he inspired a new generation of professional golfers. The new golfers are athletes who train and keep their bodies in top physical form. They do not see golf as a pastime for gentlemen players, as it was in the past. At the peak of his career, which lasted many years, Woods could hit the ball further than any other player, and win by bigger margins (ie the number of hits – known as shots – that he needed to complete an 18-hole golf course were far fewer than his opponents).

**DVD link:** <http://www.youtube.com/watch?v=9dZhh8JneYE>

### Answer

He compares Tiger Woods to Michael Jordan (basketball player).



## Reading (SB pages 32-33)

### 1

- Before looking at the task, ask students what they think makes a job important, eg value to society, earnings, status, etc. Then ask them which jobs they consider to be important. List all their ideas and jobs on the board.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rank the jobs from most important to least important. Stress that there are no right or wrong answers.
- Ask students to read the jobs and explain anything they don't understand.
- Students work in pairs to rank the jobs.
- Discuss their answers as a class and compare the jobs in 1 with the jobs students came up with.

### Answers

Students' own answers

### 2

- Ask students to read the instructions and check that they understand what they have to do. Let students know that five different ways of earning money are mentioned in the article.
- Tell students that they don't need to read in detail at this stage and that they should just look for the relevant information.
- Students work individually to find the different ways.
- They then check their answers in pairs before checking as a class.

### Answers

salary, advertising, sponsorship, appearance fees, video games

### 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 when dealing with multiple-matching tasks, it's a good idea to read and summarise the main paragraphs in order to get an understanding of their content. This will help them to locate the

money in football so that they can answer the question.

- Check answer as a class.

### Answer

Question 2

### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the items and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

### Answers

- 1B** *That's a huge amount of money, but only a drop in the ocean for Nike, which makes \$25 billion in sales a year.*
- 2A** *The players make money through salaries and sponsorship deals.*
- 3C** *... various other professions help to make our world a better place. Teachers educate young people and their work produces the citizens of tomorrow. Social workers help people who are facing difficult challenges in life. The President of the USA makes decisions that affect not only his own country, but the whole world.*
- 4D** *Basically, athletes, like actors and singers, provide entertainment.*
- 5A** *Ronaldo, for example, earned around €17m in salary and €16m in advertising and sponsorship deals ...*
- 6C** *Some people argue that the top players should earn high salaries because they train hard to become the best in their sport.*
- 7B** *Golfers and tennis players such as Novak Djokovic, earn prize money when they win tournaments, ...*
- 8D** *... get rid of the huge differences in income earned by different professionals.*

### 4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to find and underline the phrases in the article.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to match the words with the meanings.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 prize money
- 2 transfer fee
- 3 sponsorship deal
- 4 appearance fee
- 5 salary

### ▶▶ EXTENSION ACTIVITY

Time permitting, have a class discussion about money in sport. Ask students how the money paid to top athletes could be spent differently to improve sport. Ask them to think about facilities, fans, young players and any other ideas they can think of.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the arguments and explain anything they don't understand.
- Give students a few minutes to think of some of their own ideas.
- Students work in pairs to discuss their positions.
- 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

### ▶▶ EXTENSION ACTIVITY

Ask students to work in pairs and to compare the following jobs: actor vs nurse, politician vs housewife, street cleaner vs CEO (Chief Executive Officer), farmer vs TV presenter. Once the pairs have finished the task, have a class discussion about the value of different jobs. Ask students if their thoughts on what makes a job 'important' have changed at all in the course of the lesson.

## **a-z** Vocabulary 1 (SB page 34)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the six pictures and tell you if they know the sport being shown. Ask stronger students to explain how the sports are played (in L1 if necessary). Make sure they know what the pictures are portraying before they label them.
- Students work individually to label the pictures.
- 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 to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- 1 squash
- 2 badminton
- 3 cricket
- 4 darts
- 5 wrestling

2

- Ask students to read the instructions and check that they understand what they have to do. Ask students what a compound noun is (*a single noun made up of two nouns*).
- Ask students to read the words in the orange box and explain anything they don't understand.
- Ask students to work in pairs before checking answers as a class.
- Once answers have been checked, check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- |          |         |
|----------|---------|
| 1 rink   | 5 pitch |
| 2 course | 6 court |
| 3 park   | 7 track |
| 4 ring   | 8 arena |

3

- 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 compound nouns from 2.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 tennis/badminton court
- 2 skateboarding park
- 3 ice-hockey rink
- 4 boxing ring
- 5 golf course
- 6 football/rugby/cricket pitch
- 7 sports arena
- 8 race track

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the verb with its definition.
- Ask students to read the words and the definitions 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

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

### ▶▶ EXTENSION ACTIVITY

Ask students to work in pairs. They must think of a sport they know well and, without naming it, explain the aim of the sport and how it is played. Their partner must guess the sport.

## Grammar 1 (SB page 35)

### Before you read the Grammar box

- Revise the different forms (affirmative, negative, question) and short answers of these two tenses (present perfect simple & present perfect continuous) with the class. Then elicit some time expressions that are used with each tense.
- Ask students to give you some examples of the tenses by telling you about sports they have or haven't tried, how long they have been doing a particular sport, etc.

### 1

- Remind students that the main difference between these two tenses is that the simple form is used to talk about completed actions or how many times an action happened whereas the continuous form is used to focus on the action itself or how long something has been happening.
- Make sure students understand the difference between 'have been' and 'have gone' by asking them to give you sentences using them. Point out that we cannot use 'have gone' to talk about ourselves.

### 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 complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

Both sentences use the present perfect simple.  
Mona hasn't returned yet in sentence b.

Read 3.1-3.3 of the Grammar Reference on pages 164-165 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.
- Ask students to look at the first gap and elicit what clue will help them to choose the correct tense (*since*) and that they will need the present perfect continuous here (*have been playing*). Elicit that it is an example of the present perfect continuous being used to talk about an action that has happened time and time again until now.
- Ask students to read the rest of the text carefully and to underline any time expressions or other clues that will help them to choose the correct tense.
- Students work individually to complete the text.
- They then check their answers in pairs before checking as a class.

### Answers

- |                     |                      |
|---------------------|----------------------|
| 1 have been playing | 7 have developed     |
| 2 (have been) doing | 8 have been studying |
| 3 have changed      | 9 have found         |
| 4 have discovered   | 10 has shown         |
| 5 has been          | 11 haven't answered  |

## EXTENSION ACTIVITY

Write the following information on the board and ask students to make sentences about the athlete using the present perfect simple and the present perfect continuous.

*Cristiano Ronaldo: footballer*

*Began playing: 8 years old*

*Goals: more than 300*

*Teams: Manchester (2003-2009), Real Madrid*

*(2009 - ), Portugal national team (2003 - )*

*World Cup win: No*

*Euro win: No*

*Suggested answers*

*He has been playing football since the age of eight.*

*He has scored over 300 goals.*

*He has played for Manchester United.*

*He has been playing for Real Madrid since 2009.*

*He has been playing for Portugal since 2003.*

*He hasn't won a World Cup or Euro.*

### Extra Task (for early finishers)

See photocopyable material on page 149.

## Vocabulary 2 (SB page 36)

### 1

- Before students look at the task, ask them to tell you some endings for nouns. Write them on the board and then ask students to give you examples of nouns with some of those endings.
- 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 (*form nouns with the verbs and the endings; complete the sentences with the nouns*).
- Ask students to read the eight verbs 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 nouns to the students and asking them to repeat after you. Correct where necessary.
- Once the nouns have been checked, ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

### Answers

- |                |                 |
|----------------|-----------------|
| 1 payment      | 9 contribution  |
| 2 promotion    | 10 payment      |
| 3 contribution | 11 indication   |
| 4 sponsorship  | 12 promotion    |
| 5 estimation   | 13 sponsorship  |
| 6 appreciation | 14 appearance   |
| 7 appearance   | 15 appreciation |
| 8 indication   | 16 estimation   |

### 2

- Ask students to read the instructions and check that

explain anything they don't understand.

- Ask students to work in pairs before checking answers as a class.
- Once answers have been checked, check pronunciation by saying each of the collocations to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- |              |                  |
|--------------|------------------|
| 1 extreme    | 3 indoor/outdoor |
| 2 individual | 4 team           |

- |                |             |
|----------------|-------------|
| 1 key          | 3 promising |
| 2 professional | 4 top       |

- |           |         |
|-----------|---------|
| 1 big     | 3 keen  |
| 2 devoted | 4 loyal |

Note: Students may also come up with *professional sports* and *team player*, which are also acceptable.

3

- Ask students to read the instructions and check that they understand what they have to do. Remind students that sometimes more than one answer is possible.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 individual sports
- 2 promising player
- 3 professional player
- 4 keen/devoted/loyal/big fan
- 5 Team sports

4

- Ask students to read the instructions and check that they understand what they have to do (*circle the correct phrasal verb*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 come to
- 2 took off
- 3 stands up for
- 4 pass up
- 5 pull through

5

- 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 match the phrasal verbs not used in 4 with their meanings, and then they must use the phrasal verbs in sentences.
- Ask students to read the meanings and explain anything they don't understand.

- Once the answers have been checked, students can write their sentences using the phrasal verbs.

#### Answers

- 1 take to
- 2 pass out
- 3 stand for
- 4 pull off
- 5 come down to

#### Example sentences:

- 1 He **took to** swimming very quickly.
- 2 She hit her head and **passed out**.
- 3 What does 'etc' **stand for**?
- 4 We didn't think we'd beat the other team, but we managed to **pull it off**.
- 5 Success **comes down to** hard work.

#### ▶ EXTENSION ACTIVITY

Individually, students write two gapped sentences using a phrasal verb from 4 or 5 and a collocation from 2. Explain that for the phrasal verb, they must include the preposition in the sentence and place a gap for the verb; for the collocation, they must include the adjective in the sentence and place a gap for the noun. They then swap with a partner and complete the sentences.

#### Extra Task (for early finishers)

See photocopiable material on page 149.



## Grammar 2 (SB page 37)

#### Before you read the Grammar box

- Revise the difference between the past simple and the present perfect simple by writing these sentences on the board:

*Tiger Woods earned \$83 million in 2013.*

*Tiger Woods has earned \$1.3 billion in his career.*

- Explain that the past simple is used to talk about completed actions that happened at a specific time in the past and the present perfect simple is used to talk about an action that happened at an unspecified time in the past or that happened in the past, but is still relevant to the present.

1

- Read through the grammar theory with the class.
- Elicit that the past simple is used to talk about completed actions that happened at a specific time in the past and the present perfect simple is used to talk about something that happened at an unspecified time in the past, but that is still relevant to the present.
- Emphasise that we use the present perfect simple to give new information, but when we give more details or become more specific, we use the past simple.
- Make sure students understand the difference between the past simple and the present perfect simple. Ask them to write two sentences using the tenses and to use time expressions. Tell them 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.

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

- 1 the past simple
- 2 the present perfect simple

Read 3.4 of the Grammar Reference on page 165 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.
- Ask students to look at the first sentence and elicit what clues will help them to choose the correct tense (*just*) and elicit that they will need the present perfect simple here.
- Ask students to read the rest of the sentences carefully and to underline any time expressions or other clues in the sentences that will help them to choose the correct tense.
- Encourage students to look back at the examples in the grammar theory so as to choose the correct tense.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 have just put on
- 2 has already scored
- 3 Did they spend
- 4 took
- 5 was
- 6 haven't watched
- 7 went
- 8 hasn't bought
- 9 Have you ever seen
- 10 waited

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the verbs given in the correct tense.
- Ask students to read the dialogues and explain anything they don't understand.
- Ask students to read the dialogues again and to underline any time expressions or other clues in the sentences that will help them to choose the correct tense.
- Encourage students to look back at the examples in the grammar theory so as to write the correct tense.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 went, have already been
- 2 has worked, started
- 3 Have you ever met, have seen, watched
- 4 has broken, did it happen, fell
- 5 left, rode, realised, didn't have, has happened,

### ▶ EXTENSION ACTIVITY

Ask students to write a few sentences about their experiences. Tell them to use the past simple and the present perfect simple, as in the grammar box. Write this on the board as an example:  
*I've been a fan of Panathinaikos since I was four. I saw them play last week. They won the Cup.*

#### Extra Task (for early finishers)

See photocopiable material on page 149.

### 🎧 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 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 task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, ask students what they think the six items have in common (*they are all obstacles*).

#### Answers

- |               |                |
|---------------|----------------|
| 1 wall        | 4 ditch        |
| 2 barbed wire | 5 burning logs |
| 3 mud         | 6 net          |

#### 2

- Ask a strong student to explain the instructions to the class in L1 and check that they understand what they have to do. Elicit that they must underline the key words in questions 1-4 in 3.
- Look at question 1 as a class and elicit the key words (*Spartan race, marathon but across fields, for disabled people, for ex-soldiers, with obstacles*).
- Encourage students to work out the meanings of unknown words by looking at the context.
- Students work individually to find and underline the key words in the rest of the questions, but can discuss what they have underlined and the meaning of new words with their partner.
- Once the key words have been underlined, ask the class what they think the report will be about (*a race*).

#### Suggested answers

Students should underline the following:

- 1 Spartan race  
A marathon but across fields  
B for disabled people  
C for ex-soldiers  
D with obstacles

- 2 in 2009  
A joined the army  
B sent to Afghanistan  
C injured in an explosion  
D started running

- 3** Why, leaving  
 A continue his education  
 B raising money for charity  
 C different job  
 D training for races

- 4**  
 A probably wants to stop  
 B difficult to beat James  
 C likely to try even harder  
 D won't allow him to continue racing

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that it is usually possible to work out the meaning of words from the context (*eg in the recording we hear that an obstacle is something athletes must go over and under*). However, even if this fails, it is still possible to arrive at the correct answer by eliminating the other options.

### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Allow students time to read the items again, focussing on the underlined key words in the questions and the options.
- 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

- 1D** *A Spartan race is an incredibly challenging and extreme race, which involves not only running across fields and up hills, but also getting over and under a range of obstacles.*
- 2C** *... in 2009 was on his second posting in Afghanistan when an explosion destroyed the lower part of his legs.*
- 3A** *... will be leaving the army to become a student ...*
- 4C** *there could be no stopping him = likely to achieve anything he tries*

See the recording script on page 140.

## 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

### Answers

Students' own answers

### TOP TIP

Take the opportunity to expand the initial Speaking questions into whole class discussions, particularly when opinions are likely to differ. This gives students a chance to justify their opinions. For example, in Unit 3, a discussion about the sports teams students support has the potential to generate a lot of interest and become quite lively.

### 2

- Ask students what sort of language can be used to compare and describe photos. Make a list on the board (*Both photos show, The photos have ... in common, In both photos I can see ..., etc*).
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide which phrases to use for comparing two photos and which for describing individual photos.
- Ask students to read the phrases and explain anything they don't understand.
- Ask students to look at the first phrase and elicit what clues will help them to choose the correct function (*Both photos*) and elicit that this is used to compare photos.
- Ask students to read the rest of the phrases carefully and to underline any clues that will help them to choose the correct function.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

Compare: 1, 2, 3, 4, 7, 8  
 Describe: 5, 6, 8

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Emphasise the difference between comparing and describing, and that students should begin by saying what theme the photos have in common (*ie comparing, for example, Both photos show people exercising outdoors ...*). Once they have identified the common theme, they should then proceed to describe each photo individually and how it differs from the other photo.
- Remind students to answer the specific question after they have finished comparing and describing the photos.

### 3

- 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.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their main*

*B must reply to one question about their sports preferences. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about the popularity of the sports. Student A must reply to one question about the importance of winning or having fun when playing sport.)*

- 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 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



## Writing (SB pages 40-41)

### Essay: Thinking before you write

- Ask students to carefully read the information on essays and why it's important to think before they start writing.
- Explain to students that they should decide what their opinion will be, how they will use the two given ideas to support it, and what the third idea will be before they start writing. This will help them to plan their essay and stay on topic.
- Tell students it's a good idea to write brief notes about their ideas before they begin writing their essay.
- Remind them that they will need to deal with three main ideas – the two that are given and one of their own.

1

- Ask students to read the instructions and check that they understand what they have to do.
- If necessary, choose a strong student to explain the task in his/her own words or in L1.
- Ask students to read the topic, the notes and the conversations, and explain anything they don't understand.
- Once students have read the material, ask them to summarise the arguments in conversations *a* and *b* (*a: Footballers deserve the large amounts of money they earn. / b: Footballers are no different to other talented people, so they shouldn't be treated differently.*).
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class. They should justify their answers.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that they have to decide which conversation, *a* or *b*, the extra ideas support. Tell students that this will depend on whether the ideas favour high salaries for footballers or not.
- Ask students to read the extra ideas and explain anything they don't understand. Tell students to underline the clues in the ideas.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

1a 2b 3b 4a

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must discuss the two ideas that are given and also come up with one of their own.
- Ask students to read the task and explain anything they don't understand.
- Remind students that if they are having difficulties coming up with a third idea to write about, they should imagine chatting to a friend about the topic.
- Discuss the ideas as a class and list the students' own ideas on the board.

### Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the essay in 4 is in answer to the question in 3 and that they must answer questions about it.
- Read out the essay or ask a strong student to do so.
- Ask students if they think it is a good essay. Then look at the questions in depth to analyse the task. Point out that they must clearly state their opinion in the first paragraph. Draw students' attention to the fact that in the essay the two ideas from the Notes are discussed in paragraphs 2 and 3. Explain that the third idea can either support or contrast with the main opinion expressed.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

### Answers

1 yes  
2 2 & 3  
3 contrasts with

5

- Ask students to read the instructions and check that they understand what they have to do. Emphasise the fact that their essay idea can be either in support of or in contrast to their main opinion.
- Ask students to read the opinions and explain anything they don't understand.
- Give students a few minutes to think of their contrasting ideas.

the class afterwards.

- Students discuss their ideas in pairs before discussing as a class.

#### Possible answers

- 1 it can be very expensive for the country organising the Games.
- 2 it is very good for people's health.

#### LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the words and phrases and explain any unknown words. Elicit that the phrases are grouped under functions.
- Make sure students know how to use the phrases by asking them to give you example sentences using them.
- Ask them to look at the model essay in 4 again and to underline any expressions there that appear in the *Language Bank* (*In the first place, Moreover, However, All in all*).

#### EXTENSION ACTIVITY

Time permitting, ask students to come up with two ideas in support of this statement: 'The Olympic Games are unnecessary.' Tell them to write a short paragraph as in 5, where they also add a contrasting idea.

6

- Read the task out to students and explain anything they don't understand.
- Remind them that they must discuss the two ideas given and they must also add an idea of their own.
- Go over the *Plan* with the students. Stress the importance of supporting their opinions.
- Ask students to write short notes for each paragraph and go round checking as they write.
- 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 tips in his/her own words.
- Remind students of the importance of thinking about their ideas before they start writing. Stress that this will help them to focus their thoughts and keep on track. Remind them to use formal language and grammar throughout, eg no contractions or colloquial language.
- Finally, emphasise the importance of using linking words in their essays to introduce supporting ideas and contrasting ideas. Remind them to re-state their opinion at the end, in the conclusion, and to introduce it with an appropriate expression.

## Reload 3 (SB page 42)

#### Objectives

#### 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 words for the sports by writing them on the board and asking individual students to explain the sport to the class.
- 2 and 3: Write the sports on the board in one column, and the places where they are played in another column. Ask students to come to the board and match them.
- 4: Write the verbs on the board and act out each one. Ask individual students to name the verbs.

##### Vocabulary 2

- 1: Practise word formation. Write the verbs on the board and ask individual students to write the noun forms next to them.
- 2 and 3: Practise collocations and expressions. Write the adjectives on the board in one column and the nouns in another. Ask individual students to come to the board and match them to make collocations.
- 4 and 5: Practise phrasal verbs. Write all the phrasal verbs on the board and ask students to give you definitions for them and then to use them in sentences.

#### Grammar Revision

##### Grammar 1

Practise the present perfect simple and the present perfect continuous.

- Revise all forms of the two tenses. Then write the following gapped sentences on the board and ask students which verb tense is required, and which use of the tense it shows.

- 1 I \_\_\_\_ (be) here for two hours. (have been; something that started in the past and has continued until now)
- 2 Dave \_\_\_\_ (break) his tennis racquet. (has broken; something that happened in the past, but we don't know or we don't say exactly when)
- 3 The cyclists \_\_\_\_ (ride) all afternoon. (have been riding; to emphasise how long actions have been in progress)
- 4 Karen \_\_\_\_ (never sail) on a yacht! (has never sailed; experiences and achievements)
- 5 Tom \_\_\_\_ (score) a goal and the fans are going wild! (has scored; something that happened in the past, but has a result or an effect in the present)
- 6 I'm exhausted! I \_\_\_\_ (ski) all day. (have been skiing; continuous actions that happened in the past)

7 They \_\_\_\_ (just come) onto the pitch. (have just come; an action that has just finished or happened)

8 She \_\_\_\_ (teach) squash for years. (has been teaching; actions that started in the past and are still in progress now or have happened time and time again until now)

## Grammar 2

Practise the past simple vs the present perfect simple.

- Ask students to tell you which time expressions we use with each tense. Write them on the board in two columns. Or, write the time expressions on the board (in mixed up order) and ask students to tell you which are used with each tense.

- Ask students when we use the past simple and when we use the present perfect simple. Elicit that the past simple is used to talk about a specific time in the past, and that the present perfect simple is used for an unspecified time in the past.

- Ask students to give you sentences using the tenses and time expressions.

- 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

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

#### Grammar

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

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