

1

It's a challenge

This unit includes

Vocabulary: sports • collocations: games and sports • outdoor pursuits • time expressions • negative prefixes

Grammar: present simple and continuous • past simple and continuous

Skills: describing personalities • listening to a dialogue

Writing: a profile

Workbook pages 2–9

Reading PAGES 4–5

Warm-up

- Write the word *race* on the board and elicit different kinds of activities that involve racing: *running, cycling, rowing, driving, horse-riding, swimming, sailing.*
- Ask students to think of different events for each kind of race. Write a chart on the board:
running: relay, marathon, 100 metres
driving: Formula 1
cycling: Tour de France

Before Reading

- Students look at the photos and match them with the team racing activities.

ANSWERS

photo A: relay race, photo B: indoor cycling, photo C: three-day eventing

- Students discuss which activity looks most exciting.
- Check the meaning of *participant* and *spectator*. Ask which they would prefer to be at each event.
- Elicit the good points and bad points about team racing.
Good points: support each other, exciting, make friends
Bad points: one team member might be weak, if one member is injured or sick it affects the whole team

Background Notes

The Boat Race is an important sporting event in Britain. To be part of the team, each member has to be a student at either Oxford or Cambridge University. There is a tough programme of daily training throughout the year from September to April. Both teams are traditionally known as 'blues'; the Cambridge team wears light blue and the Oxford team wears dark blue. Cambridge currently lead the series since 1829 by 80–75. Oxford won the 2011 race.

Read

Exercise 1

- Students read the Reading tip. Then they look at the words in the list and decide which ones may appear in the text.
- Students read the text to check their answers.

ANSWERS

- 1 Yes 2 No (The boats in the photos are rowing boats.) 3 Yes (past tense of 'win') 4 Yes 5 Yes 6 No (A championship involves a number of teams, and this race only has two teams.)

Teaching Tip: Reading with the audio CD

Playing the audio CD as students read helps them to focus on the text and read without stopping when they come across unknown vocabulary. This encourages them to work out the meaning of new words when they hear them in context. The CD also provides a pronunciation model for new vocabulary.

Exercise 2 1.02

- Play the CD while students read the text a second time and choose the best answers, finding the relevant lines in the text. Check the answers with the class.

ANSWERS

- 1 b (... is between two teams from Oxford and Cambridge University.)
2 a (... the cox is usually small and light.)
3 c (They begin training in September.)
4 a (... about 200 million people ... watch it on TV.)
5 a (Cambridge sent a note to Oxford ...)
6 b (... Cambridge set a new record for the course.)

Exercise 3

- Students decide if the statements are true or false. Give students time to re-read the text to check their ideas. Check the answer with the class.

ANSWERS

- 1 T (9 members in each team)
2 T
3 F (Training begins in the autumn and the practice races begin in December.)
4 T
5 F (Oxford thought they had won the race.)
6 F (The Cambridge boat crashed into another boat, but it doesn't say that it was the Oxford boat.)

Understanding Ideas

- Students read the questions and discuss their answers in groups.
- Bring the class together to compare answers.

SAMPLE ANSWERS

- 1 You need to have loyalty and to be very co-operative. You should enjoy working with others.
2 It's good to keep fit. It can give you a sense of achievement if you try to do something difficult.
3 Open answers.
4 Open answers.

Vocabulary

Teaching Tip: Vocabulary notebook

Set up a system with the class for making notes in the **Vocabulary Notebook** section of their Workbooks (See Workbook pages 58–69). Give students more information about the words in the text and tell them to make notes. Encourage them to find definitions and example sentences in a monolingual dictionary. Encourage them to make their example sentences personal or true, e.g. **steer**: to control the direction something is travelling in. *The cox steers a rowing boat.*

Exercise 1

- Students match the highlighted words in the text with the definitions. Check the answers with the class.

ANSWERS

1 steers 2 challenged 3 abandon 4 course 5 sank
6 umpire 7 dozing 8 extremely 9 compete
10 set a new record 11 broadcast 12 spectator 13 banks
14 annual 15 crashed into

abandon is a regular verb which means *to stop doing something before it has finished*. The third person singular form is *abandons*. The past simple form is *abandoned*.

annual is an adjective which means *happening every year*.

bank is a noun which means *the area along the side of the river*.

broadcast is an irregular verb which means *to send information by radio or television*. The third person singular form is *broadcasts*. The past simple form is *broadcast*.

challenge is a regular verb that means *to invite someone to compete against you*. The third person singular form is *challenges*. The past simple form is *challenged*.

compete is a regular verb which means *to take part in a race or competition*, for example to compete in a marathon. The third person singular form is *competes*. The past simple form is *competed*.

course is a noun which means *the route that something follows*, for example the course of a river, or a path.

crash into is a regular verb which means *to have an accident by driving into something*. The third person singular form is *crashes*. The past simple form is *crashed*.

doze is a regular verb which means *to sleep lightly*. The third person singular form is *dozes*. The past simple form is *dozed*.

extremely is an adverb which means *very much*. We often use it to make an adjective stronger, for example *extremely difficult*, *extremely tired*.

set a record is a verb phrase which means *to get the best result in something*, for example a race. The third person singular form is *sets*. The past simple form is *set*.

sink is an irregular verb which means *to go below the water*. For example, *a boat sinks*. The third person singular form is *sinks*. The past simple form is *sank*.

spectator is a noun which means *the person watching a sports event*.

steer is a regular verb which means *to control the direction something is moving in*, for example to steer a car. The third person singular form is *steers*. The past simple form is *steered*.

umpire is a noun which means *the person who makes sure that a game is played fairly and according to the rules*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Write the following sentences on the board, or dictate them. Students complete the sentences.
 - 1 *This adjective is the opposite of heavy.* [light]
 - 2 *You have to do this to become very good at something.* [practice]
 - 3 *When you do something with a good result you are ...* [successful]
 - 4 *We need to read the ... to understand how to do something.* [instructions]
 - 5 *To find out how heavy something is we measure its ...* [weight]
 - 6 *In a football match, this person gives out yellow or red cards!* [referee]
 - 7 *When people compete against each other to reach the end fastest we call it a ...* [race]
 - 8 *Another expression meaning 'happen' is to ...* [take place]

Quick Test: Matching definitions race

Write the vocabulary items and the definitions from **Vocabulary** exercises 1 and 2 on separate pieces of paper. Put the vocabulary items in one envelope and the definitions in another envelope. Prepare an envelope of words and an envelope of definitions for each team. Then get the students to work in teams. One person has the words and the rest of the team has the definitions. As a team they have to match the words and the definitions. The first team to match the words and definitions correctly is the winner.

More practice

Workbook page 2

Vocabulary PAGE 6

Target Vocabulary

The Boat Race: abandon annual bank broadcast challenge compete course crash into doze extremely set a record sink spectator steer umpire

Sports: badminton basketball football golf ice hockey judo rugby swimming tennis horse riding weightlifting

Collocations: sports and games: (nouns) ball game goal match penalty point race (verbs) compete in kick lose miss pass score win

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use to describe someone who watches a sports event?* [Spectator]. *What do we call the person who makes sure the game is played fairly?* [Umpire].
- Students complete the sentences. Check the answers with the class.

ANSWERS

- 1 annully 2 banks 3 dozes 4 competed
5 set a record 6 sink 7 steer 8 abandoned
9 broadcasting 10 spectators 11 umpire
12 extremely 13 challenged 14 course; crashed into

Extend

Exercise 1 Sports

- Students look at the photos of sports equipment and match them with the names of the sports.

ANSWERS

- 1 rugby 2 golf 3 badminton 4 weightlifting
5 ice hockey 6 basketball

Exercise 2

- Read the list of sports with the students and make sure they know what they are.
- Then students decide how interesting each sport is for them, and rank them 1–6.
- Review vocabulary to express likes and dislikes; *love, like, it's OK, not interested, hate* etc. Working in pairs, students compare their answers.

ANSWERS

Students' own answers.

Exercise 3 Collocations: sports and games

- Students read the sentences. Ask them to look for the words in the box.
- Students complete the table, checking the collocations in the model sentences.

ANSWERS

- 1 lose 2 win 3 score 4 miss 5 kick 6 pass

Exercise 4

- Students use the collocations from exercise 3 to describe what is happening on the photos.
- Look at the photos as a class and elicit some sentences to describe them. Then working individually, students write a sentence for each photo.

ANSWERS

- 1 They are competing in a race. / He is winning the race. / He won the race.
- 2 He is scoring a point.
- 3 He scored a goal / penalty.
- 4 He is losing the match. / He isn't winning the match.
- 5 He is hitting the ball. / He is going to win a point.
- 6 They won the match. / They didn't lose the match.

Optional Activity

Aim: To practise talking about sports events.

Prepare: Cut out photos of people doing different sports; ideally, find some of the sports mentioned in these exercises.

Students work in pairs. Give each pair a photo and ask them to write a sentence about it. For example; *He's passing the ball, They are playing badminton, He missed the penalty.*

Put the photos on the board and number or label them. Then ask each pair to read out their sentence. The rest of the class listen and identify which photo the sentence is describing.

Vocabulary Notebook

Remind students to make notes on new vocabulary in the **Vocabulary notebook** section of their Workbooks.

More practice

Workbook page 3

Grammar PAGE 7

Present simple and continuous

Warm-up

- Focus on the heading and ask: *Which tense do we use to talk about things that we are doing now?* [Present continuous]. *Which tense do we use to talk about things that we usually do?* [Present simple].

Explore

Exercise 1

- Ask students: *How much exercise do you usually do? Do you exercise regularly?* Students respond using the present simple tense: *I do exercise every day. I usually go to the gym after school. I never play games.*
- Look at the photo and elicit what the teenager is doing. [playing on a Wii]. Ask if this is good exercise.
- Students read about teenagers in Britain.

ANSWER

Mark is lucky because he can join a gym and his parents are helping to pay for it.

Exercise 2

- Students find the verbs in the text and say which tense they are in.

ANSWERS

Present simple: don't do, play, prefer, believe

Present continuous: are becoming, are closing, I'm joining, are paying

Exercise 3

- Students complete the **Learn this!** box.
- Then students find an example of each rule in the text.

ANSWERS

1 present simple 2 present continuous

something that happens regularly: 'less than half of teenagers play sport regularly'

something that is always true: 'teenagers prefer watching sport on TV'

with certain verbs: 'more than half of teenagers believe that ...'

something happening now: 'young people are becoming fatter'

something happening temporarily: 'sports centres are closing'

arrangement in the future: 'I'm joining a gym next month'

Follow-up

Grammar Reference page 60

Exploit

Exercise 1

- Students read the text and choose the correct tense.
- Check the answers with the class.

ANSWERS

1 train 2 runs 3 swims 4 cycle 5 are training

6 is flying 7 want 8 are doing 9 are going 10 know

Exercise 2

- Students complete the dialogue using the correct tense.
- Remind students to look at the rules in the **Learn this!** box to check their answers.

ANSWERS

1 are training 2 'm working 3 want 4 do...train

5 run 6 are...competing 7 know

Exercise 3

- Read the **Look out!** box. Check that students can use the present continuous for future. Ask the following questions around the class: *What are you doing after school? What are you doing at the weekend? Are you visiting your grandparents soon?*
- Students answer the questions about themselves. Let students write their answers. Monitor and check that they are using the correct tense.
- Students work in pairs to ask and answer the questions.

ANSWERS

Students' own answers.

More practice

Grammar Builder 1 page 61, exercises 1–3.

Workbook page 4

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

Exercise 1

1 play 2 doesn't wear 3 doesn't come 4 live

5 do you do 6 don't want 7 does he go 8 leaves

Exercise 2

2 Is he wearing a suit?

3 Mum is chatting to a friend.

4 The bus is leaving now.

5 They aren't winning the match.

6 I'm not sitting in the garden.

7 Am I talking too much?

8 Are we going to a restaurant?

Exercise 3

1 does she arrive 2 doesn't like 3 Do they go

4 is buying 5 are seeing 6 don't believe

7 Are you still waiting 8 isn't doing

Duke of Edinburgh Award

Target Vocabulary

Outdoor pursuits: abseiling camping cycling hiking kayaking orienteering rock-climbing sailing sand-surfing surfing trail running windsurfing

Warm-up

- In pairs, students look at the photos and see if they can name the activities. Elicit ideas from the class.

Vocabulary

Exercise 1

- Students look at the words and match them to the activities in the photos.
- Check that they understand what the other activities are. Ask: *Have you ever tried ...? Do you think it is exciting / dangerous / easy / fun?*

ANSWERS

- 1 rock-climbing 2 orienteering 3 kayaking
4 hiking 5 abseiling 6 sand-surfing

Exercise 2

- Students categorize the vocabulary in exercise 1
- Ask them to add another activity to each category.

ANSWERS

mountain: rock-climbing, abseiling, hiking
land: camping, cycling, hiking, orienteering, sand-surfing, trail-running
water: kayaking, sailing, surfing, windsurfing

Exercise 3

- Students work in pairs to answer the questions.
- Ask each pair to make notes about their answers. Then, working in small groups they discuss their answers.

ANSWERS

Students' own answers.

More practice

Workbook page 5

Listen

Exercise 1 1.03

- Play the CD twice. Students compare their answers in pairs. Check the answers with the class.

ANSWERS

- 1 The Duke of Edinburgh is the Queen's husband.
- 2 He started the programme to encourage young people to do interesting activities in their free time.
- 3 It's for people aged 14 to 25.
- 4 You need to do four activities.
- 5 It takes 1–3 years.

Exercise 2 1.03

- Students listen again and match the people with the activities.

ANSWERS

Jasmine: d, g Nathan: b, h Cathy: a, f Dominic: c, e

TAPESCRIPT

The Duke of Edinburgh Award

Would you like to learn rock-climbing? What about going on an expedition? Are you interested in working for a charity? These are only some of things you can do as part of the 'Duke of Edinburgh Award' programme. This programme encourages young people to do exciting cultural, social and adventure activities in their free time. The Queen's husband, the Duke of Edinburgh, started the award in 1956. He wanted young people to learn to help themselves and other people. The award is for anyone aged 14–25. There are four activities to do as part of the award. You have to complete an expedition, like hiking, kayaking or climbing. You have to learn a new practical or social skill – anything from painting to podcasting! You also need to take on a physical challenge. You can learn a new sport or get better at a sport you already do. Finally, you need to do voluntary work to help people or the environment. You can work with disabled or elderly people, perhaps. Or you can raise money for a charity. It usually takes between one and three years to finish the award. Listen to some young people talking about what they are doing, and what they are learning from the experience.

Jasmine: At the moment, I'm working in a charity shop at weekends. In the shop we sell things to raise money for poor people in developing countries. Working in a charity shop teaches me about real life. I'm learning to deal with the customers, and also to work in a team with other people. I love it.

Nathan: I'm preparing to go hiking. Two friends and I are going to walk from one side of Scotland to the other, without using roads. It'll take about 10 days. Right now we are training for the expedition. Every weekend, we go walking in the hills with a map, and sometimes we take a tent and camp. I think I'm becoming a more confident person.

Cathy: I'm really into fashion, so I decided to learn how to make clothes. At the moment, I'm learning how to cut material and sew with a machine. Two of my friends are working with me and we're organizing a fashion show for the school and designing all the clothes! I'm working hard and becoming more organized. It's exciting!

Dominic: I'm learning a new sport: rugby. I go to rugby training sessions every Saturday. In the morning, we train indoors – sometimes we do weightlifting in the gym, and sometimes we go running. In the afternoon, we go outside to the field for a couple of hours and play matches, or practise ball skills and tactics. I feel much fitter and stronger, both physically and mentally.

Speak

Exercise 1

- Students choose four activities that they would do for the Duke of Edinburgh award programme. Encourage them to use activities from Vocabulary exercise 1.

Exercise 2

- Students discuss their activities with a partner.

More practice

Workbook page 5

Past simple and past continuous**Warm-up**

- Focus on the photo in exercise 1. Ask: *What sport is this?* [football]. *What team is it?* [Manchester United].
- Ask students if they recognise any of the players or know any of the players in the photo.

Explore**Exercise 1**  1.04

- Students read and listen to the text.
- Students find out what is unusual about the team photo.

ANSWERS

Karl Power is not a member of the team.

Exercise 2

- Students complete the table with correct form of the verb to be.
- Encourage students to look back at the text to check their answers.

ANSWERS

1 am 2 are 3 isn't 4 aren't 5 Are 6 is

Exercise 3

- Read the **Learn this!** box as a class. Students look for examples of the tenses in the text.

ANSWERS

- 1 The sun was shining. The crowd were cheering.
- 2 A man walked onto the pitch.
- 3 While a photographer was taking a photo, a strange thing happened.
- 4 In 2001, Manchester United were preparing for a match.

Follow-up

Grammar Reference page 60

Exploit**Exercise 1**  1.05

- Students complete text using the correct tense. Encourage them to use the **Irregular verb list** on page 80 if they need to.
- Students listen to check their answers.

ANSWERS

1 was running 2 was shining 3 was feeling 4 decided
5 was sitting 6 drove 7 stopped 8 got 9 broke
10 started 11 came 12 was getting 13 complained
14 gave 15 was

Exercise 2

- Students look at the cartoon story. Elicit what happens orally as a class. Ask: *Is the cyclist a good sportsman?* [No]. Check that students understand *cheat*, and that they understand why the cyclist is a cheat.
- Students write sentences to tell the story by answering the questions using the words in brackets.

ANSWERS

- 1 The sun was shining. The cyclist was competing in a race. He was losing.
- 2 He went to a bus-stop. He got on a bus.
- 3 When he was getting off the bus, he dropped his ticket. A girl saw him.
- 4 The cheat finished the course first. The crowd were cheering.
- 5 The cyclist was getting a medal when the girl gave him his bus ticket.

Exercise 3

- Students use their sentences to re-tell the story.
- Then ask them to close their books and tell the story from memory.
- Monitor and check that students are using the tenses correctly.

Quick Test: Error correction

Write the following sentences on the board. Tell students that some of the sentences are correct. Students correct the incorrect sentences in their notebooks.

- 1 *They was competing in the Olympics.*
- 2 *Do you watch the match last night?*
- 3 *We weren't listening to the coach.*
- 4 *I did can finish the race, but I wasn't winning.*
- 5 *Was he complaining about the referee's decision?*
- 6 *He wasn't a cheat. He were lucky!*

ANSWERS

- 1 were 2 did 3 correct 4 could, didn't win
5 correct 6 was

More practice

Grammar Builder 1 page 61, exercises 4–6.

Workbook page 6

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)**Exercise 4**

- 1 did you go 2 went 3 Did you do 4 visited
5 did you see 6 saw 7 liked

Exercise 5

- 1 were you going 2 wasn't eating 3 were travelling
4 was Simon shopping 5 were driving 6 was taking
7 was waiting 8 weren't listening

Exercise 6

- 1 skiing 2 did you put 3 was wearing 4 drove
5 were you listening 6 finished

A profile of an adventurer

Target Language

A profile: He was born is considered to be the world's greatest is now in his late sixties isn't giving up raise money for charity I've got a few faults My hobbies are

Sequencing words: first next then after + noun after that finally

Warm-up

- Students look at the photo and scan the text. Ask: *Who is he?* [Ranulph Fiennes] *What is his job?* [He's an explorer and adventurer].
- Elicit the information students would expect to find in a profile. [Family, career, achievements, interests, etc.] Make a list on the board.

Read

Exercise 1

- Students read the profile and answer the question.

ANSWERS

He's planning a polar expedition.

Exercise 2

- Read the list of paragraph topics and elicit which order you would expect to find the information.
- Students check their predictions and match the paragraphs with the topic headings.

ANSWERS

A 3 B 1 C 2 D 4

Prepare

Exercise 1

- Read the **Writing tip** as a class.
- Students read the profile again. Focus on paragraphs A and B to find sequencing words.

ANSWERS

After the death of his father ... , After the war ... , Then ... , After that ... , After a heart operation ... , Finally ...

Exercise 2

- Students read the information. Check that they understand the information.
- Students re-write the notes as a paragraph, using sequencing words. Explain that when using sequencing words, you don't need to use dates.
- Read out some of the students' answers, and write the sample answer on the board.

SAMPLE ANSWER

First Ranulph Fiennes led an expedition up the River Nile by hovercraft. **Then** he travelled by hovercraft up a glacier in Norway. **Next** he led an expedition to discover the lost city of Ubar in Oman. **After that**, he lost five fingers when he walked to the North Pole. Fiennes tried to climb Mount Everest but he

had a heart attack. **Finally**, in 2009, he successfully reached the top of Mount Everest.

Write

Exercise 1

- Students choose a person to write a profile about and make notes about their life.

Exercise 2

- Tell students that they should arrange the information into four paragraphs.
- If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Students use the **Check your work** box to check their finished articles.

SAMPLE ANSWER

My uncle Sam was born in Gloucester in 1960 but moved to Manchester with his parents when he was 5. When he was 9 years old he knew that he wanted to see the world when he saw the first man land on the moon in 1969.

First, he decided to go travelling when he left school at 18 and he saw that a lot of people were poor in the world. Then he worked in Africa for a year delivering food and water to people. After that he set up a charity to help the people in Africa. Next, he went hiking in the Dolomites and around the lakes in Italy. He also started rock-climbing because he wanted to climb Ben Nevis, a mountain in Scotland, and finally, last year, he reached the top of Ben Nevis.

My uncle now lives in London with his wife and two children and he manages the charity, which employs 8 people. On Sundays, he sometimes runs races to raise money for charity and he often goes back to Africa to visit the people who his charity helps.

He says that climbing Ben Nevis was his greatest achievement. But at the moment he is training to run a double marathon in the desert next year!

Marking scheme

- Four paragraphs. [1 mark]
- First paragraph includes early life, childhood, date and place of birth. [1 mark]
- Second paragraph includes early career and achievements. [1 mark]
- Third paragraph includes daily life and hobbies. [1 mark]
- Fourth paragraph includes career now and future plans. [1 mark]
- Use of linking words. [1 mark]
- Use of sequencing words to show the order of events. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]
- Use of semi-formal style. [1 mark]

More practice

Workbook page 7

Review PAGE 11

Language Skills

Exercise 1 1.06

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 are 2 need 3 hiking 4 teams 5 course
6 did 7 orienteering 8 were 9 'm helping 10 help

Exercise 2

- Students read the dialogue again and decide if the sentences are true or false. Students correct the false sentences in their notebooks.
- Check the answers with the class.

ANSWERS

- 1 True
- 2 False – he asks what it is.
- 3 True
- 4 True
- 5 False – Jake went orienteering.
- 6 False – He says that it sounds terrible.

Exercise 3

- Students complete the exercise individually. Check the answers with the class.

ANSWERS

- 1 do 2 are playing 3 took, didn't win
- 4 were competing 5 needed 6 Are, do you go

Dictionary Corner

Teaching Tip: The Oxford 3000™

The most frequently used and important English words are included in a list called the **Oxford 3000™**. These words are shown in the main section of the *Oxford Student's Dictionary (OSD)* in larger print and are followed by a key symbol. For more information about the list and to download a copy, visit the website: www.oup.com/elt/oxford3000

Exercise 1 Negative prefixes: un-, in-, im-, ir-, dis-

active /'æktɪv/ *adj.* 1 involved in an activity.
*live! My girlfriend is very active for her age. I have a very active social life. I must attend the meeting but I don't take an active part in the discussion. **in-** active 2 that produces an effect; that is in operation;
an active volcano (= one that can still erupt)
3 (LANGUAGE) used about the form of a verb in a sentence when the subject of the sentence performs the action of the verb: *In the sentence 'The dog bit him', the verb is active. **-ly** actively *adv.* She was *actively* looking for a job.**

- Students turn to the entry for *active* in their dictionaries. Elicit or highlight the following information:
 - The blue key symbol indicates that *active* is an Oxford 3000 keyword.
 - The letters *adj* indicate that *active* is an adjective.
 - At the end of the entry, the blue arrow shows that *actively* is the adverb form of *active*.
- Elicit or highlight that the abbreviation **OPP** gives the opposite adjective, *inactive*, using the prefix *in-*.

- Explain that students can find which prefix is used with each adjective, by looking them up. Remind them to look for the **OPP** symbol.
- Students use their dictionaries to complete the exercise. Check the answers with the class.

ANSWERS

1 inactive 2 unbelievable 3 unfit 4 dishonest
5 disloyal 6 immature 7 impatient 8 irrational
9 irresponsible 10 intolerant

Exercise 2

- Students complete the sentences individually or in pairs.
- Check the answers with the class.

ANSWERS

1 inactive 2 immature 3 unbelievable 4 fit
5 irrational 6 loyal 7 irresponsible 8 dishonest
9 patient

Exercise 3 Words used in sports

cap /kæp/ *noun* [C] 1 a soft hat that has a part sticking out at the front (*peak*); a baseball cap 2 a soft hat that is worn for a particular purpose: a shower cap 3 (Brit) (jockey) a hat that is given to a player who is chosen to play for their country. *He won his first cap against France.* 4 a covering for the end or top of sth. *Please put the cap back on the handle.*

- Students turn to the entry for *cap* in their dictionaries. There are two entries for *cap*, a noun and a verb. Ask them to look at the noun entry. Elicit or highlight the following:
 - The blue key symbol indicates that as a noun, *cap* is an Oxford 3000 keyword.
 - The numbers 1–4 indicate that there are four different meanings for *cap*.
 - Meaning number 3 has a subject label, **SPORT**, to indicate that *cap* has a different meaning when it is used in a sports context. The abbreviation *BrE* indicates that this meaning is only used in British English.
- Students look up the words and look for the **SPORT** subject label. Remind them to look up the noun forms of the words in the list.
- Students write a definition and an example sentence to show how the words are used in a sports context.
- Check the answers with the class.

SAMPLE ANSWERS

- 1 cap – a hat given to a player who plays for his country: *Beckham won his 109th cap in a game against Slovakia in 2009.*
- 2 captain – the person who is the leader of a team: *Steven Gerrard was the captain of the England team in the 2010 World Cup.*
- 3 coach – the person who trains players to compete in sports: *After losing the tennis match, he decided to get a new coach.*
- 4 friendly – a match that is not part of a serious competition: *The England team played against Italy last month in a friendly.*
- 5 league – a group of sports clubs that compete against each other to win a prize: *My team is top of the league!*
- 6 referee – the person who controls a match and stops players from breaking the rules: *The player had to leave the game because the referee gave him a red card.*

Follow-up

Self Check, Workbook pages 8–9

Test unit 1, Teacher's Book pages 70–71

