

# 7 SPORTING LIFE

## Objectives

FUNCTIONS	talking about abilities; telling the time; talking about routines and dates; making suggestions
GRAMMAR	can (ability); prepositions of time
VOCABULARY	sport; telling the time; months and seasons; ordinal numbers

Student's Book page 66–67

## READING

- 1 Books closed. As a warm-up, ask: *Do you know anyone who has won any sporting competitions? What sport do they play?* Discuss in open class. If students can't think of anyone, ask: *What kind of sports do you like watching on television?* Make a note of any sports mentioned on the board.

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the photos on the IWB. Say: *football*, and nominate a student to point to the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Ask: *Which of these four sports do you like best? Why?*


### Answers

2 D 3 B 4 C

- 2 Look at the six words with students. Elicit/explain them individually if students have any difficulties. They are probably best explained using mime. Students work with a partner to complete the exercise. Point out that some of the sports match with more than one action word. Check answers in open class. Say the words for students to repeat and check pronunciation. Draw students' attention to the different sound of the *u* in *push* and *jump*, and the /ɔ:/ sound of *au* in *somersault*.

### Answers

- 1 football
- 2 skateboarding
- 3 skateboarding, football, gymnastics
- 4 golf
- 5 skateboarding, gymnastics
- 6 gymnastics

- 3  2.02 Tell students they are going to read and listen to an article about the four sports in Exercise 1. Before listening, say the four names so that students can recognise them in the audio. Play the audio while students read and listen and write the names under the photos. Let students compare answers with a partner before feedback in open class.

### Answers

- A Nikolai
- B The Firecrackers
- C Tillman
- D Xavier

- 4 Give students a minute to read through the instructions and sentences. Check/clarify: *keep, stopping, long way, hole, jumps, pushes, skipping rope, falling, get on*. Students work with a partner to decide which key information they need to look out for in the article. Students read the article again to decide if the sentences are right or wrong or if the information is not given in the article. As they read, encourage them to underline the parts of the article that support their answers. During whole-class feedback, ask students to refer to the text to explain why they chose their answers and to correct the false sentences.

### Answers

- 1 right
- 2 wrong – Xavier can't read
- 3 doesn't say
- 4 wrong – Tillman lives in the USA
- 5 right
- 6 doesn't say
- 7 right

## THINK VALUES

### The importance of sport

- 1 As a lead-in, ask: *What sports do you do?* Write some of their answers on the board. Read through the instructions and the list of reasons. Working individually, students add two more reasons. Monitor and help with ideas if students have none. Other reasons might be: *It's challenging. You can make money. It's good to be in a team.* Students rank the reasons 1–8 in order of importance.

- 2 **SPEAKING** Divide the class into small groups. Students compare their ideas. Encourage them to speak in full sentences and to give further details to support their answers if possible. Listen to some of their ideas in open class as feedback.

#### Optional extension

Divide the class into two groups, A and B. Tell students they are going to prepare a role play. A students love sport and have to convince B students to do sport. B students don't like sport at all. A students work together in pairs to think of reasons to convince B to do sport. B students work in pairs to think of reasons not to do sport. After five minutes of preparation time, regroup students in AB pairs for them to do the role play. Monitor and make a note of any repeated errors, but also note good use of language to praise during feedback. During whole-class feedback, listen to some of their ideas and encourage further discussion.

Student's Book page 68–69

## GRAMMAR

### can (ability)

- 1 Students complete the sentences from the article with the correct form of the verbs. Ask students which of the sentences is positive (Sentence 1) and which is negative (Sentence 3). Elicit/explain that Sentence 2 is the question form.

#### Answers

1 can 2 Can 3 can't

Read through the rule and table in open class and elicit the answers.

#### Rule

1 can 2 can't

#### Table

1 can't 2 Can

Choose some of the examples and say them for students to repeat. Pay particular attention to the short vowel sound of *can* and the long vowel sound of *can't*. To check understanding at this point, ask students to give you a few examples of their own using the positive, negative and question forms of *can*.

#### Language note

- Students may produce sentences like *I don't know speak English* because of the way their own language works. Remind them of the function of *can* if necessary.
- Can/can't* are followed by the infinitive without *to*, e.g. *I can sing not ~~can~~ to sing*.

- 2 If you're short on time, set this exercise for homework.

Ask students to work in pairs and complete the exercise. Remind them to check if the sentence is positive or negative before they decide which form of *can* to use. Check answers with the whole class, checking students' pronunciation of *can* and *can't*.

## Answers

- John can't sing.
- John can cook.
- John can't speak French.
- John can't dance.
- John can ride a bike.

#### Fast finishers

Ask students to write the positive, negative and question form for each sentence in Exercise 2.



Be aware of common errors related to the use of *can* and *to*, go to Get it right on Student's Book page 125.

## PRONUNCIATION

For pronunciation practice of the long vowel sound /ɔ:/, go to Student's Book page 121.

- 3 Check/clarify: *high, throw, less than*. Working individually, students tick the things that they can do. Monitor and help with any difficulties.
- 4 **SPEAKING** In pairs, students ask and answer questions. Encourage students to expand on their answers where possible. Monitor to make sure students are using the correct intonation and answering with the correct short answer. Monitor and ensure students are using *can* correctly. Make a note of any repeated errors *and* write them on the board, preserving anonymity, to correct during feedback.

Workbook page 64 and page 125

## VOCABULARY

### Sport

- 1 2.05 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say: *cycle*, and nominate a student to point to the correct letter on the board. Alternatively, students do the matching activity in pairs before listening to the audio and checking answers with the whole class. Say each of the names of the sports for students to repeat and check pronunciation.

#### Answers

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

#### Fast finishers

Ask students to make a list of sports that have the same (or similar) name in English and their own language.

- 2 **SPEAKING** Students work with a partner and describe which of the sports they can/can't do. Monitor and help with any difficulties. You might want to point out that we usually say 'I can't surf' when we aren't able to surf, but 'I can't go surfing' when we can't do it at that particular time. Check students are pronouncing *can/can't* correctly.

Workbook page 67

## VOCABULARY

### Telling the time

- 1 2.06 As a lead-in, point to your wrist and ask: *What's the time?* Elicit the response in English if possible.

Look at the four clocks and the times with students. Students work with a partner to complete the exercise. Play the audio and check answers. Ask: *What does It's refers to in It's three o'clock? (it is – the time is).* Point out that we say *past* the hour for the first thirty minutes of an hour, then *to* the next hour for the next thirty minutes.

#### Answers

1 C 2 D 3 A 4 B

#### Language note

- We can say *quarter past/to* or *a quarter past/to*. We can say *half past*, but not *a half past*.
- As well as *What's the time?*, we can also say *What time is it?* or *Have you got the time?*

- 2 **SPEAKING** Students work with a partner to write the times under the clocks. Check answers. In pairs, students ask and answer questions about the time.

#### Answers

- It's quarter to seven.
- It's eleven o'clock.
- It's half past seven.

#### Fast finishers

Students write down times that are important for them, e.g. the time they start school, get home, go to bed, etc.

Workbook page 67

## LISTENING

- 1 2.07 As a warm-up, write the following questions on the IWB:

*What time does school start?*

*What time does school finish?*

Give students a minute or two to think of the answers, then elicit answers and write them on the board.

Tell students they are going to hear a phone call between two people who want to go surfing. Play the audio while students listen and answer the question. Tell them to focus on answering the question and not to worry if they do not understand every word. Check the answer.

#### Answer

On Saturday

### Audio Script Track 2.07

- Lucy Hi Sam, it's me, Lucy.  
 Sam Hi Lucy. How's it going?  
 Lucy Do you want to go surfing?  
 Sam Go surfing. Great. What time?  
 Lucy How about after lunch, say two o'clock?  
 Sam Two o'clock. No. Sorry, I can't. I've got a volleyball match.  
 Lucy OK, how about three o'clock?  
 Sam Volleyball only finishes at half past three.  
 Lucy Let's say four o'clock, then.  
 Sam I can't. Dad wants to give me a golf lesson.  
 Lucy Until what time?  
 Sam About quarter to five.  
 Lucy Really? But we can't go surfing then. It gets dark at half past.  
 Sam Oh, yes.  
 Lucy So what about before lunch?  
 Sam Umm. I've got a school basketball match until quarter past eleven.  
 Lucy What time does it start?  
 Sam Ten o'clock.  
 Lucy Sam, it's quarter to ten now.  
 Sam Really? I've got to go. Let's go surfing on Saturday.  
 Lucy Yes, call me tomorrow. See you.

- 2 2.07 Read through the sports in open class. Play the audio again while students complete the exercise. Allow them to compare answers with a partner before checking in open class.

#### Answers

Tick: b d e f

- 3 2.07 Give students a minute or so to look at clocks A–H. Ask them to refer back to the Vocabulary section Telling the time and work out how to tell the time on each clock. Play the audio while students complete the exercise. Allow them to compare answers with a partner before a whole-class check.

#### Mixed-ability

Weaker classes: Before listening, check in open class that students know how to tell the time on each clock A–H.

Stronger classes: Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to complete the exercise.

#### Answers

2 B 3 H 4 D 5 E 6 A 7 F 8 G

- 4 Read the instructions with students. As an example, you could draw a clock saying half past four on the IWB. Students draw four clocks with different times in their notebooks.

- 5 **SPEAKING** Read through the instructions. Look at the clock you drew on the IWB and elicit questions from students, e.g. *Do you meet friends at half past four? Do you drive home at half past four?* until they find the correct answer. As this is a review of present simple, point out the word order used in the questions (*Do + you + base infinitive*). Divide the class into pairs or small groups. Students ask each other questions to guess the activities. Monitor and help with vocabulary. Check students are forming questions and telling the time correctly. Listen to some examples in open class.

## THINK SELF-ESTEEM

### My time cake

- 1 Look at the example of a time cake. Ask: *What type of activities might be in the have fun and other things sections?* Students work individually to draw their own time cake. If time allows, encourage them to go into more detail and divide the cake into smaller sections where possible.
- 2 **SPEAKING** Read through the questions with students. Point out the use of *would like* in Question 2 and write an example answer on the board to clarify, e.g. *I would like to play more sport.* In pairs or small groups, students discuss the questions. Monitor and help with vocabulary. Listen to some of their ideas in open class as feedback.
- 3 **SPEAKING** Students draw their ideal time cake. Encourage them to use their imaginations – they can do anything they want to. Give some examples of your own to get them started if necessary. When students have completed their new time cake, ask them to explain it to a partner.

#### Optional extension

Students draw a time cake for an older member of their family (a grandparent might be interesting). Ask students to compare the time cakes. Is their life very different from the older person's? Do they want their lives to be different when they are old?

### Student's Book page 70–71

#### READING

- 1 **SPEAKING** Books closed. As a warm up, write the following countries on the board: *USA, Switzerland, Germany, France, Australia.*  
Ask: *Which country would win ...*  
*... a football competition?*  
*... a snowboarding competition?*  
*... a surfing competition?*  
Students discuss the questions in pairs. Listen to some of their ideas in open class.  
Books open. Working in pairs, students discuss the questions. Check/clarify: *champions, special.* During feedback, write some of their predictions on the board to refer to later.

- 2 **▶▶2.08** Ask students to read and listen to the article to answer the question. Tell them to focus solely on the question (you could set them a two-minute time limit). Students check answers with a partner before whole-class feedback.

#### Answers

Bhutan and Montserrat. Bhutan wins.

- 3 Ask students to read through the sentences and check/clarify: *organises, plan, flies.* Before reading, ask students to underline the key words in the sentences. Students read the article again to complete the exercise. Tell students to underline the parts of the article that helped them choose their answers. Students compare answers with a partner before whole-class feedback. During feedback, ask students to refer to the parts of the article that support their answers.

#### Answers

2 e 3 a 4 f 5 d 6 b

- 4 **SPEAKING** Read through the instructions and questions with students. Tell them they can choose any two teams they like and that they can be imaginary teams if they prefer. Likewise, the destination can be anywhere they choose, not necessarily a football stadium. Divide the class into pairs for students to discuss the questions. Monitor to help with vocabulary and ideas, if necessary. Listen to some of their ideas in open class and have a show of hands to decide which is the best 'other final'.

## VOCABULARY

### Months and seasons

- 1 **▶▶2.09** If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Before the lesson, use the text icon to prepare a screen with the twelve words, each in a separate text box. Ask students to order the words. After two minutes, ask individuals to come to the board to drag and drop one month until all the months are in order. Ask other students to agree or disagree with the order. This activity can also be done as a race with pairs competing to order the words first. Play the audio to confirm the order. Listen to the audio again, pausing after each month for students to repeat the pronunciation together. Point out where the stress falls in each of the words and pay attention to the pronunciation of *February* /'febjuəri/.

#### Answers

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 August
- 9 September
- 10 October
- 11 November
- 12 December

- 2 Read the names of the seasons for students to repeat and check pronunciation. Draw attention to the silent *n* at the end of *autumn*. Working with a partner, students discuss which months are in which seasons in the UK. Check answers. During feedback, ask: *Is it the same in your country?*

### Answers

Winter:  
December, January, February

Spring:  
March, April, May

Summer:  
June, July, August

Autumn:  
September, October, November

### Fast finishers

Ask students to decide which are the three best months of the year and write sentences describing why. Listen to some of their ideas in open class after feedback on Exercise 2.

### Optional extension

In pairs, students take it in turns to say a month. Their partner has to say the month which follows it. To make this more difficult, students could have to respond with the month before, or two months before/after, etc.

Workbook page 67


## GRAMMAR

### Prepositions of time

- 1 Read through the example sentences in open class and nominate individuals to complete the rule.

### Rule

1 at 2 in 3 on

- 2  2.10 Students work with a partner to guess when the sporting events are. Play the audio for students to check their ideas.

### Answers

The Australian Open Tennis is in January.  
The French Open Tennis is in May and June.  
The Summer Olympics are usually in August.  
The Winter Olympics are usually in February.  
Wimbledon is in July.

### Fast finishers

Ask students to make a list of other important events (not necessarily sporting ones) and when they take place. After feedback, students can say the event and ask other students when it takes place.

### Optional extension

Ask students to work with a partner and take turns to say a time, season or month. Their partner must respond with the correct preposition to go with the word, then they say a word for their partner, e.g.

A: Three o'clock.

B: At three o'clock. Summer.

A: In summer ...

Workbook page 65 and page 125


## VOCABULARY

### Ordinal numbers

- 1 Students find the missing date in the article. Read through the Look! box. Explain that *30th* is an example of an ordinal number and that we use ordinal numbers to describe dates and the order of things.

### Answer

30th

- 2  2.11 Give students a minute or two to read through the numbers and the words. Students work with a partner to complete the exercise. Play the audio while students listen and check their answers. Play the audio again, pausing after each number for students to repeat and check pronunciation.

### Answers

2nd – m  
3rd – d  
4th – p  
5th – f  
6th – a  
7th – o  
8th – j  
9th – g  
10th – e  
11th – b  
12th – l  
13th – c  
20th – n  
30th – i  
31st – k

### Fast finishers

While students are completing the exercise, write the following numbers on the IWB. Ask fast finishers to write the ordinal number for each (67, 23, 19, 14, 39, 50, etc.).

- 3 **SPEAKING** Working individually, students write down three important dates. In pairs or small groups, students tell their partners about their dates. Listen to some examples in open class.

Workbook page 67

## WRITING

### My favourite sportsperson

- 1 Ask students to think of their favourite sportsperson and answer the questions. Tell them to make brief notes for each question and to look back at previous exercises in the unit for useful vocabulary. Monitor and help with any questions.
- 2 **SPEAKING** In pairs, students describe their favourite sportsperson.

#### Mixed-ability

Weaker students: This can be done as a question and answer exercise.

Stronger students: To give students the opportunity to speak at length, ask them to give a brief speech about their favourite sportsperson including answers to all of the questions.

- 3 If you're short on time, set this exercise for homework. In the following lesson, give them the opportunity to read each other's descriptions and decide which is the most interesting.  
Alternatively, this can be done as a collaborative writing activity in class, with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their texts with another pair for them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom.

Student's Book page 72–73

## PHOTOSTORY: EPISODE 4

### The big match

- 1 Ask: *Can you remember what happened in the last episode of the Photostory?* If you are using an IWB, project the images onto the board and ask students to close their books. Students look at the photos and read the questions. Ask them to guess answers to the questions. Write some of their ideas on the board.

#### Answers

They're in the living room at Tom's place.  
It stops working / goes wrong.

- 2 **2.12** Play the audio for students to listen and check their answers from Exercise 1 and to answer the question. During whole-class feedback, refer to students' ideas on the board. Who guessed correctly?

#### Answer

the USA

- 3 **EP4** Ask: *What do you think happens next?* Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

#### Answers

- 1 table tennis, basketball, football
- 2 They don't know / get to find out.

- 4 **EP4** Read through the sentences with the whole class. Play the video again while students watch and complete the exercise. Let them compare answers with a partner before checking with the whole class.

#### Mixed-ability

Stronger classes: Students can attempt to complete the exercise from memory before watching the video again to check their answers.

#### Answers

- 1 C 2 B 3 B 4 C 5 C

## PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–4 in the story on page 72 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner and before whole-class feedback.

#### Answers

- 1 Ruby 2 Dan 3 Tom 4 Tom

- 2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expression rather than giving a literal translation of the individual words.
- 3 Ask students to find and underline the expressions from Exercise 1. Working in pairs, students order the dialogue. Check answers. Drill the dialogue in open class (for students to repeat together), paying attention to the intonation of sentences and questions.

#### Answers

- 3 5 1 2 4 6

- 4 Ask students to read through and complete the dialogues. Go through the first sentence with them as an example. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation and intonation. In pairs, students practise the conversations.

### Answers

- 1 stuff
- 2 Now what
- 3 It's no big deal

## FUNCTIONS

### Making suggestions

- 1 To introduce the topic, say: *I don't know what to do this weekend. Have you got any ideas?* Elicit responses and write any suitable language on the board.

Read through the instructions and the words and phrases in the list. Students complete the exercise with a partner. During whole-class feedback, say the sentences for students to repeat and check pronunciation.

### Answers

- 1 Why don't
- 2 Let's
- 3 How about

### Language note

Using the examples in Exercise 1 and 2, clarify that we use the following structures:

*How about* + -ing

*Let's* + base infinitive

*Why don't* + subject + base infinitive

- 2 Students work with a partner to complete the dialogues. Check answers in open class.

### Answers

- 1 How about
- 2 Why don't
- 3 Let's

- 3 **SPEAKING** Students act out the dialogues. Monitor and help with pronunciation and intonation. Ask students to take turns to cover the second half of the dialogues and respond from memory.
- 4 **SPEAKING** In pairs, students create two new dialogues. When they have had time to practise their dialogues several times, listen to some examples in open class.

### Mixed-ability

Stronger classes: Students can create dialogues spontaneously. Encourage them to go on to create new dialogues with other ideas of their own, using the expressions for making suggestions.

Weaker classes: Ask students to write down their dialogues before practising them.