

8

SPORTING MOMENTS

Objectives

FUNCTIONS	talking about feelings; talking about sports
GRAMMAR	past continuous; past continuous vs. past simple; <i>when</i> and <i>while</i>
VOCABULARY	sports and sport verbs; adverbs of sequence

Student's Book page 74–75

READING

- 1 Books closed, ask the class: *How much do you like sport? Do you love sport or do you think it's OK? Who doesn't like sport?* Ask for a show of hands. Ask individual students who love sport what their favourite sport is and ask students who don't like sport why they don't like it. Then, ask students to open their books and look at the pictures showing different sports. If you're using an interactive whiteboard (IWB), display the pictures on the screen, with books closed. Elicit the names of any sports students recognise. Students match the words to the photos. Ask them to compare answers in pairs before you check with the whole class. Pay special attention to the word stress in *mountaineering* /maʊntɪ'nɔːrɪŋ/ and *athletics* /æθ'letɪks/.

Answers

1 C 2 B 3 E 4 F 5 D 6 A

- 2 Do the first word together as a class. Ask: *In which sports do you have a ball? Do you have a ball in basketball? (yes); Do you have one in horse racing? (no), and so on.* Students then work in pairs to try and decide which words go with which sports. Tell them that a word may go with more than one sport. Elicit suggestions for each word, and ask the rest of the class to listen, check and correct answers as necessary.

Answers

a ball: tennis, basketball
a race: horse racing, track
water: swimming, mountain climbing (snow and ice)
rope: tennis (net), swimming (lane lines), mountain climbing
a net: tennis, basketball

- 3 You may like to do this activity as a competition between small groups. Set a time limit of, say, two minutes. Each group should appoint a student to be the list-keeper. The team to write the most sports in English wins. You may like to introduce a rule that you deduct a point for each incorrect word, or

any word not used in English (for example *waterball* instead of *water polo*). Elicit suggestions from the whole class and build up a list of words on the board for students to copy and learn. Practise the pronunciation of any trickier items by reading out the words and getting the class to repeat.

Optional extension

For an extra challenge, ask students to identify which sports mentioned are: a) team sports, b) individual sports, c) ball sports, d) winter sports, e) summer sports. Note that some sports can go in more than one category, and some can't be categorised like this.

To practise the vocabulary in Exercise 2, ask students to say which sports they named in Exercise 3 go with the things listed. For example: *water polo needs a ball, water, and teams play in a match.*

- 4 Students go through their lists individually, and mark the popular ones and the ones they personally like. Allow up to two minutes for this.
- 5 **SPEAKING** Students compare their ideas in pairs. Monitor and help with vocabulary as necessary. Ask each pair to agree on what they think the top three most popular sports in their country are. Elicit suggestions from pairs, then have a quick show of hands to find out which sport is considered most popular within the class.
- 6 Students look at the photos and identify the sports (*athletics* and *mountaineering*). If you're using an IWB, just display the photos, and cover up the two blocks of text and the title. (You may need to prepare covering panels for this before class.) Elicit suggestions for what connects the stories. Write these on the board to facilitate feedback following Exercise 7.
- 7 **2.12** Play the audio for students to listen to and read the article to check their ideas. Refer them back to the notes on the board, and ask students to say which ideas were right, and which were wrong. Check their comprehension of the gist of the stories by asking: *What happened to Derek?* (He hurt his leg during the race.); *What happened to Gerlinde?* (Her friend and climbing partner had an accident, fell and died.)

Answers

- 1 athletics and mountaineering
- 2 The stories are about not giving up.

- 8 Students first read the statements and underline the key words. This will help them find the relevant information in the text. Remind them that the information will appear in the same order in the article as the sentences in the exercise. Students find and underline the parts of the text that relate to the sentences before correcting them. They can work individually or in pairs but, in either case, give them some time to compare their ideas with a partner before you check answers as a class.

Answers

- 1 The weather in Barcelona was good / sunny.
- 2 Derek Redmond was in the 400-metre race.
- 3 The race organisers tried to stop Derek.
- 4 Derek was walking when he crossed the finish line.
- 5 In 2010, Gerlinde Kaltenbrunner had already tried to climb K2 four times before.
- 6 Gerlinde was with his friend (Fredrik Ericsson) on the mountain.
- 7 The accident happened in the morning.
- 8 Gerlinde has climbed every mountain that is over 8,000 metres.

Fast finishers

Students work in pairs to write some further incorrect statements about the text, then swap with another pair to make corrections.

Optional extension

Ask students to re-tell the story in their own words. Write the following prompts on the board: *Where were the people? What were they doing? What happened? What did the people do after this? How did the people show they didn't want to give up?* Ask a few volunteers to share their versions of the story with the class. Ask the rest of the class to follow the text and see if the speakers miss out any important details. Alternatively, put students in AB pairs and instruct A to tell the story – using notes but with his/her book closed while B checks. Switch roles and repeat.

THINK VALUES

Trying, winning and losing

- 1 Check/clarify: *win, lose, go wrong, keep going, fail*. Write the words on the board and ask: *What is the opposite of winning?* (losing); *What is the opposite of succeeding?* (failing); *If you try to do something but everything goes wrong, are you more likely to succeed or fail?* (fail); *What do you think the opposite of 'go wrong' could be?* (go right); *If lots of things go wrong, but you 'keep going', does this mean you stop and give up?* (no). Then focus students on the sentences and give them a minute or two to think about them.
- 2 **SPEAKING** Ask students to discuss which statements they agree and disagree with. In pairs, they should rank them in order of importance and reach an agreement with their partner about this. Monitor and help with any challenging language as necessary. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Make a note of any serious errors in the use of the past continuous and past simple; then put the most frequent mistakes on the board and

elicit the corrections from the students. To follow up the discussion, ask pairs to come up with two additional sentences of their own relating to trying, winning and losing. For example, you could ask them to think about the right way to behave if you win something as well as if you lose. Give students a few minutes to discuss their ideas in pairs and then conduct whole-class feedback.

Student's Book page 76–77

GRAMMAR

Past continuous

- 1 Students try to complete the sentences from memory, then look back at the article to check. Then they complete the rule. Ask students to compare ideas with a partner before you check answers as a class. Ask: *Is this structure more like the present simple or the present continuous?* (the present continuous); *In what ways is it formed like the present continuous?* (It is formed with 'be' plus the -ing form of the verb.); *What do we use instead of the present tense of 'be' – is and are?* (the past tense of 'be' – *was* and *were*). You can also point out that, like the present continuous, the past continuous is used to describe an ongoing or unfinished action which is happening 'around' a point in time.

Answers

- 1 was shining
- 2 was running
- 3 was climbing
- 4 was trying

Rule

actions in progress

- 2 Students look through the text for further examples and underline them. Ask them to compare underlined examples in pairs, then work together to complete the table. Monitor to check that all students are on the right track.

Answers

Examples: Derek was crying; 60,000 people were cheering; she was trying to climb the mountain; it was snowing; the two climbers were getting ready

- 1 was
- 2 were
- 3 wasn't
- 4 Was
- 5 Were
- 6 was
- 7 wasn't
- 8 were
- 9 weren't

PRONUNCIATION

To practise weak and strong forms of *was* and *were*, go to Student's Book page 121.

- 3 Ask students to read the instructions. To start to get across the ideas that the past continuous is used to describe continuous 'background' action that was happening at a time when a specific event happened, ask: *Were the students in the class before the sports teacher arrived?* (yes); *Did the teacher arrive at a specific time?* (yes); *So what the students were doing, was it happening at the specific time when the teacher came in to the room?* (yes). Students complete the gaps individually, then compare their ideas in pairs before you check answers as a class.

Answers

- 1 were playing 2 was reading 3 was climbing
4 was dreaming 5 was looking

- 4 Students complete the sentences individually and compare their ideas with a partner. Check answers as a class. Some students may notice the contrast between the use of the past simple and the past continuous, which will be covered later on page 79. Don't get into a lengthy exploration of the issue at this point, just praise the students who picked up on it.

Answers

- 1 were you doing, was waiting, was raining
2 was cooking
3 were playing, were winning
4 Were you watching, was reading

Workbook page 72 and page 125

VOCABULARY**Sports and sport verbs**

- 1 Ask students to look at the photos. If you're using an IWB, just display the photo, with books closed. Elicit names of each sport. With an IWB, you can ask students to come and label each picture on the screen. Ask the rest of the class to check and confirm/correct their answers. Students match the words and photos. Ask them to compare ideas in pairs before you check as a class. Then practise the pronunciation by reading out the words one by one and asking the class to repeat. Pay special attention to the stress on the second syllable of *gymnastics*, the silent b in *climbing*, the /ʌ/ sound in *rugby*, and the pronunciation of two 'i' sounds (one long, one short) in *skiing*.

Answers

A 6 B 5 C 3 D 1 E 8 F 4 G 10 H 2 I 7 J 9

Optional extension

Students work in pairs. They cover the list of words, then take turns to test each other by pointing at a picture at random, and asking their partner to name the sport.

- 2 Check comprehension of *players* and *team* by asking: *How many players are there in a football team?* (eleven). Students discuss the questions in pairs for two minutes. Elicit their ideas, and invite reactions from the rest of the class. Ask students: *Which sport adds -or, not -er to talk about the person who does it?* (sailing – sailor). Write the example on the board and circle the ending.

Answers

- 1 rugby, volleyball 2 a sailor, a diver, a golfer, a rock-climber, a snowboarder, a skier, a windsurfer 3 a gymnast

- 3 Students read the rule, and use it to complete the table individually. You can also put this useful, but not entirely reliable, rule up on the board:

play + ball sports / games, e.g. *play football, play volleyball, play tennis*

go + outdoor sports / games without a ball, e.g. *go swimming, go jogging, go climbing*

do + indoor activities and martial arts, e.g. *do judo, do karate, do yoga, do ballet, do aerobics*.

Ask students to compare their ideas in pairs before you check answers as a class.

Mixed-ability

In stronger classes, ask students to cover the rule box first, complete the table with the sports from Exercise 1, then try and work out the rules in their own words before revealing the box to check their ideas.

Answers

play: rugby, golf, volleyball
go: rock-climbing, sailing, diving, snowboarding, skiing, windsurfing
do: gymnastics

Fast finishers

Students add the sports from page 74 to the table as well. They could also add any further sports they know.

- 4 **SPEAKING** Put students in groups to discuss the questions about sports. Elicit some phrases they can use to express agreement or disagreement and write these on the board, for example: *I think / don't think it is ...; In my opinion ...; In my view ...; I agree / don't agree that ...* Monitor and help with any unfamiliar vocabulary. Allow about six minutes for the discussions. Ask each group to select a group secretary, who should make notes of the group's answers. You could ask groups to include sports from page 74, as well, and/or encourage them to add further examples for each topic. Ask each group to decide what they think the most dangerous, the most difficult and the most expensive sports are, and take feedback on this from the class.

Suggested answers

- 1 rugby, volleyball
2 students' own answers – almost any sports can be dangerous in certain circumstances
3 sailing, diving, windsurfing
4 snowboarding, skiing
5 sailing, golf – and any sport which involves a lot of travelling
6 students' own answers

Workbook page 74

LISTENING

- 1 **2.15** To lead into the listening task and to check comprehension of the key question, ask students: *How do you feel about sport?* and elicit some brief responses. Explain that students will hear five teenagers answering the same question. Ask them to look at the five names and ask: *Which speakers are girls?* (Gemma and Tracey). Play the audio for students to listen and tick the sports each person

talks about. You may also like to play the audio again and ask them to mark with a plus symbol the sports the speakers like, and with a minus symbol the sports they don't like. Ask students to compare answers in pairs before you check as a class.

Answers

Gemma: swimming, running, football
 Andy: running, football
 Tracey: skateboarding, football
 Paul: running, gymnastics
 Ryan: football, tennis, swimming, skiing

Audio Script Track 2.15


Interviewer Gemma, how do you feel about sport?
 Gemma I'm not interested in sport. I really don't like it. I mean, I like exercise so I go for walks and I like swimming, oh I run a lot too, that's great – but I just don't like sport, you know, the idea where you try to win, to beat other people. And I hate sport on TV – I leave the room! And I don't go to sports events like football matches – why do people pay so much money to watch 22 men run after a ball?

Interviewer Andy, how do you feel about sport?
 Andy Well, I like running a lot. At school I play football but that's because I have to, all the boys play football, and it's OK, I mean I don't hate it, but I don't really like team games and sports very much. I like doing things alone and I think that's why I love running, it's just me and not other people. I'm not a very good runner but I just love trying to run a little faster than the last time, d'you know what I mean?

Interviewer Tracey, how do you feel about sport?
 Tracey Well, I absolutely love skateboarding, of course! It's just the best thing in the world. Some of my family say it isn't really a sport but they don't know anything. I spend hours practising moves. There's a skate-park with a really good ramp, it's not far from where I live. I'm there all the time. It's the only sport I like really. I mean, I kind of like football but really that's only because some of my friends are into it. But skateboarding, that's my thing.

Interviewer Paul, how do you feel about sport?
 Paul When I was a kid I didn't like any sports at all. I thought: 'I'm just not good at things like running and jumping' but about a year ago I saw some gymnastics on TV and now I love it. There's a sports centre in my town where I can do gymnastics. I can't do it at school because they haven't got anywhere, but I go to the sports centre every weekend and some evenings too, to do as much gymnastics as I can.

Interviewer Ryan, how do you feel about sport?
 Ryan Sport? Wonderful! I'm a real sports fanatic. I mean, I think about sport all the time. I watch almost everything on TV – football, tennis, swimming, everything. And I do a lot of sport too – my favourite's football, of course, and I'm really not bad at football. I'm in the school team too. And I'm also learning to ski. My family went to Italy last year. We went skiing – it was fantastic and I want to do more.

2  2.15 Before you play the audio again, clarify the difference between *to practise something* so you can get very good at it, e.g. *to practise skateboard moves, practice a dance sequence* – and the general expression *to practise a sport* meaning to do a sport. Focus students' attention on the sentences and give them a minute or two in pairs to brainstorm other ways of saying the same information. Listening tasks often involve paraphrasing, and raising students' awareness about this is important. Stronger classes could then try and write the names from memory before they listen. Play the audio again for students to find the information. Remind them to listen for ideas, not exact words. Check answers together. Then see if students can remember what the phrasing in the audio was.

Answers

1 Tracey 2 Gemma 3 Andy 4 Ryan 5 Paul

3 **SPEAKING** Focus attention on the examples. Write the expression *I'm like ...* and its opposite, *I'm not like ...* on the board, and check students understand the meaning (*I'm* (not) similar to). Put students in pairs, and ask them to think about which speaker they think their partner is like. Give pairs about four minutes to talk about which teenager they most identify with and check each other's predictions. Ask them to give reasons. Monitor but avoid error correction unless mistakes hinder comprehension, and help with any challenging lexis or structures.

Alternative group-work activity

A different way of organising the discussion is to assign five spots in the classroom for each of the five teenagers from the recording, for example in the four corners and in the middle. Ask students to think about which speaker they're like, then stand in the corresponding spot. Physically 'taking sides' helps students identify better. This approach also avoids ending up with pairs who both choose the same person, and therefore have little to compare and contrast between them. Form groups which consist of students who all chose a different person, then start discussions. Monitor as before.

FUNCTIONS

Talking about feelings

- 1 Give students a minute to think and write their lists.
- 2 Students tick the sports they feel positively about, and mark with a cross those they don't. Give them 30 seconds for this.
- 3 Students note down their reasons for their feelings. Allow about two to three minutes.
- 4 In pairs, students use their notes to talk about their feelings towards sports. Ask the listener in each pair to make a note of any sports mentioned, whether the speaker likes or dislikes them, and what their main reasons are. Pairs should try and find three things they have in common. Monitor, and help with any challenging lexis or grammar. Pay special attention to the correct use of *like + -ing*, adjectives with *-ing* and *-ed*, and the use of the present simple. Avoid error correction unless mistakes hinder comprehension,

just make a note of any specific points to go over at the end of the activity. Also note any outstanding contributions, and praise them when the discussions are finished. You may like to wrap up by asking two or three students to report back on partners.

Student's Book page 78–79

READING

- 1 A recording of this text is available with your digital resources. Ask students to look at the four photos and identify the sports shown (*sumo wrestling, cycling, tennis, cheerleading* and *American football*). If you're using an IWB, you can do this as a heads-up activity on the screen. If students don't know the English names for the sports, elicit them in L1, write the English on the board, and quickly drill pronunciation through listen-and-repeat. Ask students to study the photos more closely, and in pairs discuss what might be happening in each one. Weaker classes may do parts of this in L1, but encourage all students to use as much English as possible. Take students' ideas about what's happening in each picture and write these on the board.
- 2 Students read the stories quickly to check their predictions and match the pictures and stories. Check answers as a class. Tick any words and phrases on the board from students' predictions that have come up in the story and that the students mention in their feedback.

Answers

1 C 2 D 3 A 4 B

- 3 Remind students to read the questions carefully and underline key words so they know what information to look for in the text. Students then read the stories again more carefully in order to find and underline the relevant text that gives them the answers. Give them some time to compare their ideas with a partner before you check answers with the whole class.

Answers

- 1 Because the bird was OK in the end.
- 2 Because she was looking the other way.
- 3 The sumo wrestlers fell on him.
- 4 Because he thought he was winning the race and he put his arms up in the air to celebrate.

- 4 **SPEAKING** Students put a score next to each story individually before they compare with a partner. Encourage students to say why they gave the scores they gave. During whole class feedback, ask pairs how similar their scores were.

TRAIN TO THINK

Sequencing

- 1 Focus students on the jumbled lists and demonstrate the activity by doing number 1 with the class. Ask: *What is the logical order for these words?* When students give you the correct answer, ask: *Why? How did you know?* Elicit that what connects these words

is that they are all parts of a day. Ask students to tell you what connects the remaining words in the exercise. Ask: *What category of things are they?* (1 parts of the day; 2 past, present and future; 3 days of the week; 4 daily routine; 5 life stages; 6 football match). Then give students a minute or two to order the words.

- 2 **SPEAKING** Students compare their ideas in pairs before you check answers with the whole class.

Suggested answers

- 1 morning – afternoon – evening – night
- 2 yesterday – today – tomorrow – next week
- 3 Monday – Wednesday – Friday – Saturday
- 4 wake up – go to school – have lunch / come home – come home / have lunch
- 5 baby – child – teenager – adult
- 6 kick-off – first half – half-time – second half

GRAMMAR

Past continuous vs. past simple

- 1 First, ask students to match each example to the correct story (they're in the same order as the stories). Students identify the tenses individually, then compare answers in pairs before you check with the whole class. Alternatively, to make this exercise more challenging, you may like to ask students to close their books. Write the sentences on the board, with gaps for the past verb forms and only base form prompts in brackets, for example: *One of the players _____ (hit) the ball when a bird _____ (fly) in.* Students could then first identify the stories, then complete the gaps, before they check their answers in the text and finally move on to identifying the tenses, as above.

Answers

- 1 was hitting (continuous), flew (simple)
- 2 was looking (continuous), hit (simple)
- 3 was trying (continuous), fell (simple)
- 4 was cycling (continuous), put up (simple)

- 2 Students study the examples and the diagram and complete the rule. Check answers as a class. Ask: *What does the continuous line in the diagram show – a background action or single complete past action?* (a background action). Elicit or provide more examples of background actions e.g. *We were sitting in class; I was waiting at the bus stop; They were having lunch* and put them up on the board. Then elicit ideas from the class about single, completed past actions which could happen while they were going on, e.g. *The teacher came in; The bus arrived; The telephone rang*, etc.

Rule

- 1 past continuous 2 past simple

- 3 Students complete the sentences individually. Ask them to compare answers in pairs before you check with the whole class.

Answers

- hit, was watching
- was sailing, saw
- was chasing, fell
- looked, was snowing
- went, were watching

Fast finishers

Students write sentences about what people in the classroom were doing when the English teacher walked in at the start of the lesson. In each sentence, they must use both the past simple and the past continuous.

- 4 Ask students to read the paragraph quickly to find out what happened. (Pre-teach *bite* and its past form, if necessary.) Ask: *What did Suárez do?* (He bit another player's arm.); *What were the consequences of this for him?* (None at the time because the referee didn't see what happened.). Students complete the text individually with the correct past tense forms and compare their ideas with a partner. Check answers as a class.

Answers

- were winning
- were running
- were trying
- took
- bit
- didn't see
- continued

BACKGROUND INFORMATION

Luis Suárez (born 1987) is an Uruguayan football player, whose most famous clubs include Ajax Amsterdam, Liverpool FC and FC Barcelona. The Ivanovic incident was the second of three similar controversies in his career. While playing for Ajax in 2010, he bit PSV Eindhoven's player, Otmar Bakal on the shoulder, and he received a seven-match ban from the national association. In 2013, although he wasn't sent off during the game, he had to pay a fine and was suspended for ten games by the English FA. Then, during the 2014 World Cup in Brazil, playing for the Uruguay international team, he bit Italy defender, Chiellini. He was later banned from football for four months, as well as for nine international matches as a punishment. Apart from his disciplinary problems, Suárez is an outstanding attacking player, who was named Player of the Year in England, and he also won the Golden Shoe as the best goalscorer in Europe in 2014.



Be aware of common errors related to the past continuous vs. the past simple, go to Get it right on Student's Book page 125.

when and while

- 5 With books closed, write sentences 1 and 4 from Exercise 1 on the board, gapping *when* and *while*. Ask students to complete them, then open their books to check. Students then use the examples to work out the rules. Ask students to compare answers in pairs before you check answers as a class.

Rule

- simple
- continuous

- 6 Students complete the sentences. Ask them to compare their ideas in pairs before you check answers as a class.

Answers

- were watching, arrived
- was having, had
- was talking, went
- were walking, saw

- 7 You could do this exercise in writing or orally, if you're short on time or with stronger classes. Check answers together.

Answers

- Alex and Sue were watching a film on DVD when their friends arrived. / While Alex and Sue were watching a film on DVD, their friends arrived.
- Marco was having breakfast when he had a great idea. / While Marco was having breakfast, he had a great idea.
- Cristina was talking on the phone when her father went out. / While Cristina was talking on the phone, her father went out.
- They were walking in the mountains when they saw a strange bird. / While they were walking in the mountains, they saw a strange bird.

Workbook page 73 and page 125

VOCABULARY

Adverbs of sequence

- 1 Ask students to look at the half sentences, and say which story they're from (story 4 on page 78). Students match the sentence parts, then check back in the text to see if they were right. Students compare answers in pairs, before you check quickly as a class.

Answers

- b
- d
- a
- c

- 2 Ask students to skim the gapped sentences. Ask: *Is it the same story?* (no); *What sport is this story about?* (running). Students complete the story individually, then compare their ideas in pairs before you check answers with the whole class.

Answers

- At first
- Then
- After
- Then
- After
- Finally

Fast finishers

Students use their own words to re-tell the story of the sumo wrestlers, the girls in the American football match or the bird in the tennis game. They must use all four adverbs of sequence.

Workbook page 74

Student's Book page 80–81

CULTURE


The Olympic Games – the good and not-so-good

- 1 Before you begin, elicit any facts students already know about the Olympic Games. Ask: *How often are the Olympic Games held?* (every four years); *In which country were the last Olympic games?* *Where will the next ones be?* *Can you name any Olympic winners?* Then ask students to cover the text and look at the

pictures and the title of the article. Elicit ideas for what the article might be about and put these up on the board. Check students understand the meaning of *spectators* (the people who are watching) and *finish line* (the line on the track that shows the end of the race) and ask them to find examples of these in each of the pictures.

BACKGROUND INFORMATION

The tradition of the *Olympic Games* goes back to ancient Greece, where regular competitions were held for athletes in running, discus throwing, wrestling and so on. Only men were allowed to compete, and they wore no clothes. The modern Olympic Games have been held every four years since 1896 – although the games went on a hiatus during both world wars in the 20th century. The first one was held (in honour of the ancient traditions) in Athens. The first winter Olympic Games was in Chamonix, France in 1924 and it featured sports such as skiing, skating and ice hockey. After the 1992 winter games in Albertville, France, the winter Olympics has taken place in the two years after and before the summer games. Beginning with 1948 (the Stoke Mandeville Games) then 1960 (the first proper event of this kind), there have also been special games for disabled people called the Paralympic Games.

- 2  2.16 Play the audio for students to listen to and read the article to check their ideas from Exercise 1, referring back to the notes on the board. Ask them to match the photos with the correct games.

Answers

A London 1908 B Athens 2004 C Mexico 1968

- 3 **SPEAKING** Put students in groups of four or five to discuss which Olympic moment from the article they like most and least, and why. Monitor their discussions, but as this is a fluency activity, avoid error correction unless mistakes hinder comprehension. Make a note of any interesting ideas to elicit later in a whole-class discussion. Get some feedback from each group to wrap things up.
- 4 Demonstrate the activity by doing number 1 together as a class. Encourage students to underline what they think are the key words in the question and then to search for these words in the text in order to help them locate the information they need for the answer. Students complete the exercise individually, before checking their ideas with a partner and then with the class.

Answers

1 Dorando Pietri 2 Abebe Bikila 3 Vanderlei de Lima
4 Edith Bosch 5 Abebe Bikila 6 Edith Bosch
7 Dorando Pietri 8 Bob Beamon 9 Vanderlei de Lima

- 5 **VOCABULARY** Look at the example with the class and elicit or point out that you can sometimes guess the meaning of a word from its context, so students should always carefully read the sentence in which a new word occurs and look out for any known and familiar words that are used with it. Encourage stronger students to try to work out the meaning of the bold words using the text before they match them to the definitions. In weaker classes, students could read the definitions first, then match words one by

one. They could also do this in pairs. Check answers as a class.

Answers

1 bronze 2 marathon 3 takes place 4 gold medal
5 race 6 spectators 7 crossed

WRITING

An article about a sporting event

- 1 Ask students to read the questions then find and underline the key information in the article that gives them the answers. Allow them to compare their answers in pairs before you check with the whole class.

Answers

1 his family 2 Lisicki 3 Bartoli
4 He looked around and went home.

- 2 Ask students to circle the words in the article and also the words they refer to. Ask what kind of words they are (all adjectives), and elicit that they are used to describe feelings and opinions. Ask students to say which are positive and negative (all are positive except for *unhappy*). Explain/elicit that we use adjectives to make our writing more colourful and interesting to read. Elicit that their form never changes and that they always appear in the same position in a sentence (before the noun they refer to, or after verbs like *be*).

Answers

1 the stadium 2 the people 3 Lisicki
4 shots that Bartoli hit / the time they had at the final
5 to see a big sports event live

- 3 Students match the paragraphs to the topics. Help students notice that a well-structured piece of writing organises different aspects of a story into separate paragraphs. Each paragraph is about one or two key things at most. Where a new key point is introduced, we start a new paragraph. Remind students that sequencing (practised on pages 78 and 79) is also vital.

Answers

1 b 2 c 3 a

- 4 Give students two minutes to make a list of the sports events they have been to, or would like to go to in pairs. On their own, they then select a sports event to write about, and use the questions to make notes. Monitor and help with any unfamiliar vocabulary or ideas if students get stuck. Allow up to ten minutes (or even more) for planning. In weaker classes, you may like to pair up students for the planning stage so they can help each other with ideas and language. When all students are confident that they know what to write, move on to the writing stage.
- 5 Students expand their notes into an article. Set this as homework. Remind students to use the adverbs of sequence they learned on page 79. Ask students

to bring their completed articles into class, then swap with another student to check each other's work for: **task completion** (Have they included the information about the questions in Exercise 4?); **language** (Is it interesting and engaging to read?) and **coherence** (Is it well linked? Are adverbs of sequence appropriately used? Is it easy to follow the story? Is it easy to identify and understand the key events of the story?) Alternatively, you may prefer to collect their writing for marking. When marking, check for the above points. Write short feedback for each student, saying first what you liked about the articles, and two or three things they may like to improve on in the future. Make a note of any persistent errors that occur in the class, then go over these points (and bring in extra practice for them) in a subsequent lesson.

Student's Book page 82–83

CAMBRIDGE ENGLISH: Key

THINK EXAMS

READING AND WRITING

1 Part 1: Matching

Answers

1 B 2 D 3 E 4 A 5 F

Workbook page 71

2 Part 3: Multiple-choice replies

Answers

1 B 2 A 3 C 4 C 5 B

Workbook page 71

LISTENING

3 Part 4: Note taking

Answers

1 3 pm / three o'clock 2 £25 3 sandwiches 4 Green

Audio Script Track 2.17

You will hear a woman asking for information about a football match. Listen and complete each question.

- Man Hello, Hartlepool Football Club. How can I help you?
 Woman Oh hello. Yes I'd like some information about the game on Saturday. I promised to take my daughters to see a match.
 Man Saturday? The next game is on Sunday.
 Woman Oh, OK. So I'd like some information about the game on Sunday.
 Man What would you like to know?
 Woman What time does it start?
 Man The gates open at 2 pm and the game starts an hour later.
 Woman So three o'clock and how much is it?
 Man Tickets are £10 per adult and £5 per child.

- Woman Do you have a family ticket?
 Man Yes, for a family of four a ticket costs £25.
 Woman OK. And can we bring food with us?
 Man I'm afraid we don't allow people to bring food into the ground, but you can buy something from the shop.
 Woman So you've got a shop?
 Man Yes. It's not too fancy. Hot drinks and sandwiches. That sort of thing.
 Woman That's fine. And where can I buy tickets?
 Man You can get them online at hartlepoolfc.com or you can buy them from the club shop.
 Woman The club shop? Where's that?
 Man It's in Green Street, opposite Brown's the newsagent's.
 Woman Oh yes, I know. OK. Well, thank you very much for your help.
 Man You're welcome.

Workbook page 79

TEST YOURSELF UNITS 7 & 8

1 VOCABULARY

Answers

1 SatNav 2 make 3 up 4 sailing 5 calculator
 6 volleyball 7 remote control 8 skiing 9 does
 10 headphones

2 GRAMMAR

Answers

1 was walking 2 found (saw) 3 stopped 4 saw
 5 was eating 6 were playing

3

Answers

1 My mum and dad ~~was~~ **were** playing in the sand with my sister.
 2 You ~~not~~ **don't** have to go if you don't want to.
 3 We ~~mustn't~~ **don't have to** run. The train doesn't go for an hour.
 4 You must ~~to~~ be careful. It's very dangerous.
 5 I ~~played~~ **was playing** football when I broke my leg.
 6 Yesterday the sports shop was ~~sell~~ **selling** them for only £15.

4 FUNCTIONAL LANGUAGE

Answers

1 A don't B actually
 2 B what A do
 3 A first B after
 4 A were B doing