

# 4

# Be active!

## 4A Water sports and winter sports



What water sports are popular in your country?  
What winter sports are popular in your country?



1 difficult



2 dangerous



3 expensive



4 exciting



a cheap



b boring



c safe



d easy

### Vocabulary

1 a Match the adjectives (1–4) to their opposites (a–d).

b 2.02 Listen and check then repeat.

c Work with a partner. Ask questions about the opposites.

What's the opposite of difficult?

Easy.

### Study tip!

Learning words in pairs is a good idea. Can you think of any other pairs of opposite adjectives?

b 2.04 What do you think about these sports? Listen to the dialogue then ask your classmates the same questions. Find three people who agree with your ideas.

A Do you think kitesurfing is difficult?

B No, I don't. I think it's easy.

A Do you think it's safe?

B Yes, I do.

► **Workbook** page 34, exercises 1–2

2 a 2.03 Listen and repeat the sports words.



1 canoeing



2 sailing



3 scuba diving



4 kite surfing



5 waterskiing



6 rowing



7 snorkelling



8 skating



9 tobogganing



10 ice hockey



11 ski jumping



12 cross-country skiing

### Pronunciation

/w/

/v/

3 2.05 Listen and repeat.

He's wearing a wetsuit.

He's looking at the waves.

He wants to kite surf.

but he isn't very brave!



wetsuit

► **Workbook** page 34, exercise 3

# 4 Be active

## Unit objectives

- describe and compare different sports
- describe how you do things
- talk about where you were last weekend
- write about a famous sports personality
- talk about physical problems
- make and accept / refuse offers

## Language

**Grammar:** comparatives and superlatives – long adjectives; adverbs; past simple – *be*

**Vocabulary:** water and winter sports; adjectives; making nouns from verbs; parts of the body

**Everyday English:** asking and talking about physical problems; making and responding to offers

**Project:** An unusual sport

**Culture:** Sports in the United States

**Learn through English:** How active are you?

## 4A Water sports and winter sports

### Supplementary materials

Workbook: pages 34–35, exercises 1–8

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication, Pronunciation

### You First

Set a time limit, e.g. one minute, and get Sts in pairs to write down as many water and winter sports they can think of. Elicit ideas and write the sports into two columns on the board. Sts discuss the questions. Sts could also discuss how often they do these sports.

**EXTRA IDEA** In pairs, Sts take turns to say a sport for each letter of the alphabet, e.g. aerobics, basketball, canoeing. To make it competitive, if a student cannot think of a sport for a letter, he / she gets a point. The winner has the fewest points at the end.

### Vocabulary

#### 1a

- Give Sts time to complete the task.
- b** 2-02
- Play the audio for Sts to listen, then check answers.

1 d 2 c 3 a 4 b

- Play the audio again, pausing for Sts to repeat.
- Draw Sts' attention to the advice about learning new vocabulary in the **Study tip!** box. Following this will help Sts become more independent learners.
- Elicit other pairs of opposite adjectives Sts know.

#### Possible answers

From Unit 1C: small ≠ big, noisy ≠ quiet, lively ≠ shy, long ≠ short, short ≠ tall

From Unit 3A: fast ≠ slow, pretty ≠ ugly, heavy ≠ light, light ≠ dark, smooth ≠ hairy

#### c

- Give Sts time to complete the task in pairs, first with books open, then closed.

**EXTRA CHALLENGE** Sts include other pairs of adjectives.

#### 2a 2-03

- Play the audio, pausing for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say a sport and their partner points to the picture.

**LANGUAGE NOTE** We use the verb *go* with all of the sports in 2a, but we say *play* ice hockey. Point out any other sports on the board that Sts mentioned in the **You First** activity. Elicit which verb each collocates with, e.g. *go* kayaking / surfing / windsurfing; *play* water polo.

#### b 2-04

- Play the audio, pausing for Sts to repeat.
- Give Sts time to have similar dialogues, replacing the highlighted words in the model, then get some feedback.

**EXTRA IDEA** Ask the class some similar questions, e.g. 'Do you think tobogganing is exciting?' If they think *Yes*, they stand up. If they think *No*, they sit down.

**EXTRA SUPPORT** Sts write questions before doing the speaking task.

**EXTRA CHALLENGE** Sts also find three people who disagree with their ideas.

► **Workbook** page 34, exercises 1–2

These exercises could be done after the pronunciation task instead.

► **Photocopiable** Grammar and Vocabulary

### Pronunciation /w/ /v/

#### Additional pronunciation notes

The sounds /w/ and /v/ are both voiced consonants. To produce the /w/ sound, push the lips forward into a small, tight circle and then let the tongue and lower lip drop. To produce the /v/ sound, lightly put the upper teeth onto the lower lip and pass air through. Point out that /w/ is pronounced 'double u', not 'double v'.

#### 3 2-05

- Play the audio for Sts to listen and repeat the chant.

**EXTRA IDEA** Say a different water sport verb with the key sounds, e.g. scuba **div**e / **w**aterski / **w**indsurf / **sw**im. The class repeats the chant chorally, substituting the verb each time. Tap the desk to keep the rhythm going and Sts in time.

**EXTRA IDEA** Say other words with /w/ or /v/, (e.g. wing, worst, when, win, heavy, five, give, live) and Sts say which sound it is.

► **Workbook** page 34, exercise 3

► **Photocopiable** Pronunciation

## Grammar Comparatives and superlatives – long adjectives

### 4a 2•06

- Elicit when we use comparatives and superlatives, and how they are formed with short adjectives. You may want to give Sts time to look back at 3A and 3B before doing this.
- Play the audio for Sts to listen and complete the task, then check answers.

Will wants to go kite surfing, sailing and scuba diving. She thinks they're all expensive, kite surfing is dangerous and scuba diving is difficult.

**EXTRA SUPPORT** Play the audio twice. The first time, Sts listen for the sports Will wants to do. The second time, they listen for his mum's opinions.

### b

- Elicit ideas and write them on the board. Ask Sts to copy the list or leave it on the board for reference in exercise 6.

#### Possible answers

Swimming, walking, snorkelling, kayaking, surfing, playing beach volleyball.

### 5a

- Give Sts time to complete the task, then check answers.

1 b or c   2 a   3 c

#### Additional grammar notes

A long adjective has two or more syllables. However, when a two-syllable adjective ends in -y, it follows the rules for short adjectives. e.g. easy, easier, the easiest

**EXTRA CHALLENGE** Sts cover the sentences, look at the signs and remember the sentences.

### b

- Tell Sts to copy and complete the table.

### c 2•07

- Play the audio for Sts to check their answers.

Adjective	Comparative form	Superlative form
exciting	more exciting	the most exciting
boring	more boring	the most boring
difficult	more difficult	the most difficult
dangerous	more dangerous	the most dangerous

- Play the audio again, pausing for Sts to repeat.

**EXTRA IDEA** In pairs, Sts say the comparative and superlative forms of the opposite adjectives, e.g. cheap, cheaper, the cheapest.

► **Workbook** page 35, exercises 4–8

► **Photocopiable** Grammar and Vocabulary

## Speaking

### 6

- Tell Sts to read the dialogue in pairs.
- Remind them of the expressions to make and respond to suggestions on page 29.
- Refer Sts to the list of ideas in their exercise books or on the board. Tell them to use these to make similar dialogues.
- Find out which activities Sts think are the best for Will and his mum and why.

### 7

- Remind Sts of the expressions to give and agree / disagree with opinions on page 43. Encourage use of these during the discussion.
- Give Sts time to complete the task. Find out if pairs disagreed on anything.

**EXTRA SUPPORT** Give Sts time to think and write their answers before having a discussion.


**EXTRA CHALLENGE** In pairs, Sts take turns to ask more questions using the superlative forms of other adjectives.

### Extra

Sts can do this task in class or as homework.

## Grammar

### Comparatives and superlatives – long adjectives

- 4 a  2.06 Read and listen to the dialogue. What sports does Will want to do? What does Mum think of his ideas?



- Mum** What do you want to do today, Will?  
**Will** How about kite surfing? That looks exciting.  
**Mum** Yes, but look, it's very expensive. And I think it's dangerous.  
**Will** Well, what about sailing?  
**Mum** Will! That's more expensive than kite surfing!  
**Will** Oh. OK. Well how about scuba diving?  
**Mum** Look at the price! It's the most expensive of all. And it's difficult.  
**Will** OK. So what *can* I do that isn't expensive, dangerous or difficult?  
**Mum** Hmm...let's look for frogs.  
**Will** Frogs! Mum! I'm 13 years old, not six!

b Can you suggest some other activities that Will and his mum can do at the beach?

- 5 a Match the sentences (1–3) with the signs (a–c).
- 1 Ski jumping is more expensive than skating.
  - 2 Skating is more expensive than tobogganing.
  - 3 Ski jumping is the most expensive sport.

<b>a</b> Skating £10/hour, Tobogganing £5/hour	<b>b</b> Ski jumping £25/hour, Skating £10/hour	<b>c</b> Tobogganing £5/hour, Skating £10/hour, Ski jumping £25/hour
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This is how you form comparatives and superlatives of long adjectives:

Long adjective	expensive
Comparative form	more expensive
Superlative form	the most expensive



- b Complete the table with the comparative and superlative forms of the adjectives.

Adjective	Comparative form	Superlative form
expensive	more expensive	the most expensive
exciting		
boring		
difficult		
dangerous		

- c  2.07 Listen and check.

▶ **Workbook** page 35, exercises 4–8

## Speaking

- 6 **Get ready to speak** Look at your ideas for Will and his mum in exercise 4b. Discuss them with a partner.

I think Will and his mum can go waterskiing.

I don't think that's a good idea. I think waterskiing is more expensive than kite surfing.

What about rowing?

That's a good idea. Rowing isn't dangerous.

- 7 Work with a partner. Discuss these questions.

- 1 Which do you think is the most dangerous water sport?  
*I think kite surfing is the most dangerous water sport.*
- 2 Which do you think is the most expensive winter sport?
- 3 Which do you think is the most difficult winter sport?
- 4 Which do you think is the most exciting water sport?
- 5 Which do you think is the easiest winter sport?
- 6 Which do you think is the cheapest water sport?

**EXTRA** Write your opinion of water sports in order, from the most difficult to the easiest.

e.g.: I think kite surfing is more difficult than windsurfing. I think kayaking is easier than sailing.

# 4B The race



Do you run in races? Do you know anyone who runs marathons?

## Look!

We can make nouns from verbs, like this:

verb	person
win	winner
lose	loser
teach	teacher
run	runner

## Vocabulary

1 2.08 Look at the picture. Listen and repeat the words.



▶ Workbook page 36, exercises 1–2

## Listening

2 a Look at the picture in exercise 1. Do you know this story? Who wins the race?

b 2.09 Listen to the story. How many races do the turtle and the rabbit run?

c 2.09 Listen again. Put the pictures in the correct order.



3 Match the descriptions (a–f) to the pictures (1–6).

- a Turtle is carrying Rabbit across the river on his back.
- b Rabbit is running fast. Turtle is behind him.
- c Rabbit is sleeping. Turtle is walking slowly to the finish.
- d They are crossing the finish line together and smiling happily.
- e Turtle is winning. The crowd is shouting loudly.
- f Turtle is swimming strongly in the river. Rabbit doesn't know what to do.

4 The story is a modern version of a fable. Fables are old stories with a lesson, or moral, in them. This modern version has two morals. Match the morals to the story.

- 1 It's always better to do things slowly.
- 2 It's always better to do things fast.
- 3 It's better only ever to do things you can do well.
- 4 Working as a team gets the best results.

## 4B The race

### Supplementary materials

Workbook: pages 36–37, exercises 1–7

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

### You First

Elicit or tell the class how far a marathon is (42,195 kilometres). Give Sts time to discuss the questions in groups. Get feedback and find out who has run the furthest and who can run the fastest.

**EXTRA IDEA** Below is some information about marathons that you might like to give your Sts. Alternatively, you could have a team competition and ask Sts superlative questions, e.g. 'How many runners does the biggest marathon have?' 'What's the fastest time for a man to run a marathon?' 'How old was the oldest runner?' The team with the closest answer gets a point.

The biggest race is the New York City Marathon, with over 50,000 runners. The male record holder is Dennis Kipruto Kemetto from Kenya, who ran the Berlin Marathon in 2:02:57. The female record holder is Paula Radcliffe from the UK, who ran the London Marathon in 2:15:25. The oldest person to complete a marathon was 100 years old and the youngest was aged three.

### Vocabulary

#### 1 2-08

- Play the audio for Sts to complete the task.

**EXTRA SUPPORT** In pairs, Sts take turns to say a word and their partner points to it in the picture.

- Focus on the word *winner*. Remind Sts that they met this word in the story about snail racing on page 38.
- Draw Sts' attention to the **Look!** box. Elicit the opposite of *winner* and the corresponding verb.

**LANGUAGE NOTE** If the verb has one syllable and ends in one vowel and one consonant, double the final consonant before adding *-er* to form the noun, e.g. run → runner. The exception is if the verb ends in *-w*, e.g. row → rower.

**EXTRA IDEA** Give Sts some verbs relating to sports (e.g. scuba dive / kite surf / swim / row / skate / ski jump / kayak) and tell them to write the noun for the person.

► **Workbook** page 36, exercises 1–2

► **Photocopiable** Grammar and Vocabulary

### Listening

#### 2a

- Tell Sts to discuss the questions in pairs, then elicit ideas.
- The traditional story is about a hare and a tortoise. This modern version is about a rabbit and a turtle. In the traditional story, the tortoise wins the race.

**LANGUAGE NOTE** A *turtle* and a *tortoise* look very similar. However, a turtle lives in or near water, whereas a tortoise lives on land.

#### b 2-09 Audio script pT90

- Play the audio for Sts to listen, then check the answer. They run four races.

**EXTRA IDEA** Sts keep a score sheet and mark down who wins each race. Elicit who wins the most races (*Turtle*).

#### c 2-09 Audio script pT90

- Play the audio again for Sts to complete the task, then check answers.

Correct order: 1, 2, 3, 4, 5, 6

#### 3

- Give Sts time to complete the task, then check answers.

a 5 b 4 c 2 d 3 e 6 f 1

#### 4

- Remind Sts that the moral of a story is the message that you understand from it about how you should or should not behave.
- Check which morals go with this story and ask Sts to explain why.

Moral 3: Rabbit can run well and Turtle can swim well, so they succeed in these activities.

Moral 4: Turtle and Rabbit carry each other at different points in the race, so complete it more quickly together.

- Ask Sts for examples of things they can do well and how they feel about working as a team.

## Grammar Adverbs

5a

- Give Sts time to complete the task, then check answers.

1 slowly 2 fast 3 strongly 4 happily

**EXTRA SUPPORT** Sts look back at exercise 3 to help them do the task.

b

- Elicit the rule about using adverbs.

a more about the action in the sentence.

c

- Elicit the rule about the positioning of adverbs.

a Adverbs go **after** the verb.

### Additional grammar notes

We usually make adverbs by adding *-ly* to an adjective. Sometimes we need to make other spelling changes.

With two syllable adjectives ending in *-y*, remove the *-y* and add *-ily*.

e.g. happily, noisily

When an adjective ends in *-le*, remove the *-e* and add *-ly*.

e.g. terribly, gently

If the adjective ends in *-l*, just add *-ly* as usual. (Sts sometimes get confused with the double l.)

e.g. carefully, beautifully

Some common irregular adverbs are *fast*, *well* and *hard*.

6a

- Explain the spelling rules, then give Sts time to complete the task.

b  2•10

- Play the audio for Sts to listen and repeat.
- Check answers and focus on spelling.

**LANGUAGE NOTE** Explain that *brilliant* can mean 'very good' or 'very clever'.

Adjective	Adverb	Adjective	Adverb
happy	<b>happily</b>	brilliant	<b>brilliantly</b>
fast	<b>fast</b>	sad	<b>sadly</b>
quick	<b>quickly</b>	slow	<b>slowly</b>
loud	<b>loudly</b>	quiet	<b>quietly</b>
noisy	noisily	bad	<b>badly</b>
good	<b>well</b>	careful	<b>carefully</b>
nice	nicely	safe	<b>safely</b>
dangerous	<b>dangerously</b>	terrible	terribly

**EXTRA SUPPORT** In pairs, Sts take turns to say an adjective and their partner says the adverb.

**EXTRA CHALLENGE** Play the story from 2b again. Sts listen and write down all the adverbs: *brightly*, *loudly*, *fast*, *slowly*, *easily*, *hard*, *strongly*, *carefully*, *happily*. In pairs, Sts remember what actions the adverbs describe, e.g. The sun's shining *brightly*.

7

- Elicit the name of the sport in the picture (*snowboarding*). Ask for a show of hands who has tried this sport. Find out who can snowboard well or badly.
- Give Sts time to complete the task, then check answers.

2 quietly 3 fast 4 easily 5 loudly 6 happily 7 well  
8 quietly 9 sadly

► **Workbook** pages 36–37, exercises 4–6

► **Photocopiable** Grammar and Vocabulary

## Speaking

8

- Organize Sts into groups and give each group eight strips of paper.
- Give them time to write sentences. Point out that they need to use the present continuous and put the adverb at the end.
- When groups finish, check their grammar and spelling.

9

- Explain the instructions of the game to the class.
  - Play the game in two teams.
  - Give one of your sentences to a person on the opposite team.
  - That person mimes the sentence to their team.
  - If their team guesses the sentence correctly, they score one point. If they are wrong, your team gets one point.
  - Continue taking turns until all the sentences are finished.
  - The team with the most points is the winner.

► **Workbook** page 37, exercises 7–8

The writing task in the Workbook is optional and is not the main writing focus of the unit.

**EXTRA IDEA** In pairs, Sts write a sports commentary, following the instructions in exercise 8 in the Workbook. One person in each pair reads the commentary to the class. When Sts hear an adverb, they raise their hand. Alternatively, do this as a group writing activity. One person in each group then reads the commentary while the others in the group act out the scene to the class.

### Extra

Sts do the task in pairs. Remind them to use the present simple or *can*. Find out what Sts have in common.

**EXTRA IDEA** Do this as a mingle activity. Sts find as many classmates as possible with things in common.

**EXTRA CHALLENGE** Sts write sentences they think are true for their partner. They read their sentences to each other and say whether they're correct.

## Grammar Adverbs

5 a Complete these sentences from the story about Turtle and Rabbit using the words in the box.

fast strongly happily slowly

- In the first race Turtle walks \_\_\_\_ to the finish.
- In the second race Rabbit runs \_\_\_\_.
- In the third race Turtle swims \_\_\_\_ across the river.
- In the fourth race Turtle and Rabbit smile \_\_\_\_ at the crowd.

b Read the sentences and complete the rule with the correct option, a or b.

*Slowly, fast, strongly and happily* are **adverbs**. They tell us \_\_\_\_

- more about the action in the sentence.
- more about the person doing the action.

c Look at the sentences in exercise 5a again. Which rule, a or b, is true?

- Adverbs go **after** the verb.
- Adverbs go **before** the verb.

We make adverbs from adjectives like this:



slow + ly → slowly  
happy + ly → happily

Remember! Some adverbs are irregular:



fast → fast  
good → well

6 a Complete the table with the adverbs.

Adjective	Adverb	Adjective	Adverb
happy		brilliant	
fast		sad	
quick		slow	
loud		quiet	
noisy	noisily	bad	
good		careful	
nice	nicely	safe	
dangerous		terrible	terribly

b 2.10 Listen and check.

7 Read the race commentary. Choose the correct adverb to complete the sentences.



It's the snowboard championship today. The sun is shining and the crowd is talking <sup>1</sup>well / noisily. The snowboarders are here. They are waiting <sup>2</sup>dangerously / quietly. Kelly is first. She's going <sup>3</sup>fast / sadly and she's jumping <sup>4</sup>easily / badly. The crowd is shouting <sup>5</sup>loudly / slowly and she's smiling <sup>6</sup>happily / sadly. Now it's Ryan's turn. He's starting <sup>7</sup>well / sadly. Oh no, he's having problems. The crowd is watching <sup>8</sup>quietly / fast. Oh dear, he can't continue. He's waving <sup>9</sup>sadly / noisily at the crowd. Better luck next time, Ryan.

► **Workbook** pages 36–37, exercises 3–5

## Speaking

8 **Get ready to speak** Work in groups of three or four. Write eight sentences about a sport with an adverb. Write each sentence on a separate piece of paper.

*You're playing football brilliantly.*

9 Play the adverb game. Give your sentences to a member of another group to mime. Can their group guess the sentence correctly?

► **Workbook** page 37, exercises 6–7

**EXTRA**

What do you do well? Badly? Slowly? Fast? Noisily? Happily? Think of your answers. Then ask and answer questions with a partner.

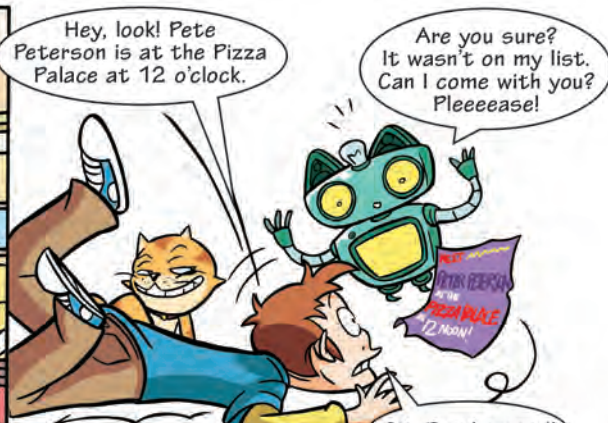
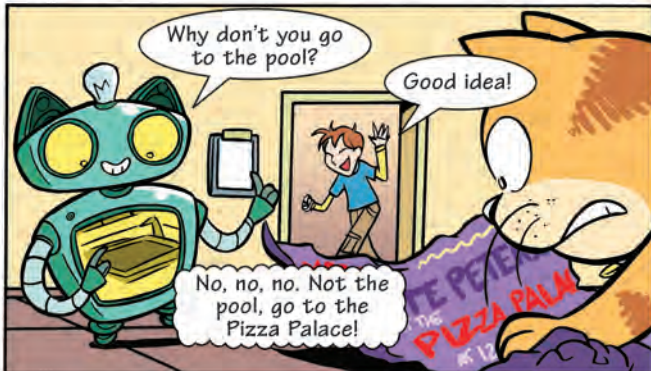


# 4C Sports heroes



Who are your sports heroes?

1 2.11 Read and listen to the story. Where does Jake find Pete Peterson?



2 Read the story again. Are the sentences true (T) or false (F)? Correct the false sentences.

- |  |  |
|--|--|
| 1 Pete Peterson is a football player.              | 5 Winston wants Jake to play with him.                         |
| 2 Winston knows that Pete is not at the pool.      | 6 The leaflet says Pete is at the Pizza Palace at two o'clock. |
| 3 Jake goes to Pete's shop at the shopping centre. | 7 Jake goes to the Pizza Palace with Bot.                      |
| 4 Jake wants to play with Winston.                 | 8 Mum thinks Jake's selfie is brilliant.                       |

## 4C Sports heroes

### Supplementary materials

Workbook: pages 38–39, exercises 1–6

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

### Note

The story can be used in class as a reading and listening task, a video task or both.

**OPTIONAL LEAD-IN** On the left of the board, write some verbs relating to sport, e.g. 'run / swim / skate / surf / play.' On the right, write some adverbs, e.g. 'fast / well / brilliantly / strongly / beautifully.'

In pairs, Sts make sentences about famous sportspeople they know, e.g. 'Mao Asada can skate beautifully.' 'Usain Bolt can run very fast.'

### You First

Elicit the definition of *hero* (a person you admire because they have achieved something great). Ask Sts to discuss the question in pairs and give reasons. Encourage the use of adverbs. Find out the most popular heroes and elicit reasons.

**EXTRA IDEA** In pairs, Sts take turns to describe their sports hero, without saying his / her name. Their partner guesses who it is.

### 1 2•11

- Elicit which characters Sts recognize in the picture story (*Jake, Bot, Winston, Mum*) and what they already know about them.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the animated video of the story from the DVD.
- Check the answer to the question.

Jake finds Pete at Pizza Palace.

**EXTRA IDEA** Play the audio or video again, pausing for Sts to repeat. Sts should focus on copying the speakers' intonation and feeling (e.g. excited, annoyed, disappointed). Sts then read the script in groups, each taking a different role.

### 2

- Give Sts time to complete the task, then check answers.

1 F He's a swimmer. 2 T 3 T 4 F Jake doesn't want to play with Winston. 5 F He wants to show Jake the leaflet.  
6 F It says Pete is at the Pizza Palace at 12 o'clock. 7 T  
8 F She thinks it's funny.

- Ask Sts which famous sportsperson they would like a selfie with and what they would say if they met them.

**EXTRA IDEA** In groups, Sts practise acting out the story. Each group performs to the class and the class votes on the best performance. With a large class, to save time and ensure Sts remain interested, put two groups together to perform to each other.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

## Grammar Past simple – be

### 3a

- Give Sts time to complete the task, then check answers.

1 Bot 2 Jake 3 Bot 4 Mum 5 Jake

**EXTRA CHALLENGE** Sts do the task without looking back at the story.

- Ask Sts who the subject pronouns refer to, e.g. Was **he** at the pool? = Pete Peterson.

### b

- Give Sts time to copy and complete the table.
- Check answers and write in a table on the board for clarity.

Present	Past simple		
	+	–	?
I am	<b>I was</b>	I wasn't	was I?
he / she / it is	<b>he / she / it was</b>	<b>he / she / it wasn't</b>	<b>was he / she / it?</b>
we / you / they are	<b>we / you / they were</b>	<b>we / you / they weren't</b>	were we / you / they?

### Additional grammar notes

Unlike the present simple forms of the verb *be*, *was* and *were* are not used in contracted forms in positive sentences.

e.g. I *am* late. → I'm late. I *was* late. (No contraction)

We *are* late. → We're late. We *were* late. (No contraction)

- Drill the past simple verb forms from the table, for Sts to repeat.

**EXTRA SUPPORT** In pairs, Sts take turns to say a subject pronoun and their partner gives the three past simple forms, e.g. 'you' 'you were, you weren't, were you?'

### 4

- Give Sts time to write the sentences, then check answers.

2 He wasn't at the pizza restaurant at four o'clock. He was at the sports centre.

3 She wasn't at the sports centre at four o'clock. She was there at two o'clock.

4 They weren't at the café at twelve o'clock. They were at the pizza restaurant.

- Draw Sts' attention to the use of *at the* before places in the town. Elicit other places and write them on the board, e.g. 'gym, cinema, supermarket, swimming pool, library, park'.

**EXTRA IDEA** In pairs, Sts take turns to give a sentence in the present simple, and their partner changes it to past simple, e.g. 'Today, we're at the library.' 'Yesterday, we were at the library.'

- Point out that to make questions in the past simple, we invert the subject pronoun and *was / were*.

### 5

**LANGUAGE NOTE** Remind Sts of some rules with prepositions of time. We say *at five o'clock* (time), *at the weekend* and *on Saturday* (day).

- Tell Sts to mingle, talk to their classmates and note any similarities. They can use the list of places on the board to help them. You could add other expressions Sts may need, e.g. at home, in bed, at ...'s house, on the bus.

**EXTRA SUPPORT** Give Sts time to think and write sentences about their weekend before the speaking task. Write the following on the board as a model: 'On...(+ day) at...(+ time), I was...(+ place)'

- In pairs, Sts tell each other what they found out, e.g. 'On Saturday at ten o'clock, Ella and I were at the park.'
- Find out who has the most similarities.

**EXTRA IDEA** On a piece of paper, Sts write four sentences about their weekend. Collect all the pieces of paper and redistribute them at random. Sts read the four sentences and guess which classmate wrote them.

**EXTRA IDEA** Sts imagine where their sports hero spent the weekend and write four sentences with 'he / she'. Encourage creativity. Sts read their sentences to a partner. Find out who has the most imaginative ideas.

➔ **Workbook** pages 38–39, exercises 1–5

➔ **Photocopiable** Grammar and Vocabulary

## Writing

### 6

- Elicit the sport in the picture. Ask Sts what adjectives could describe kite surfing, e.g. exciting, difficult, dangerous.
- Tell Sts to look at the mind map. Ask why mind maps are important (they help us organize information clearly).

**EXTRA SUPPORT** Elicit what details are missing from each section of the mind map, e.g. place, year, name of a sport, opinion.

- Give Sts time to complete the task, then check answers.

personal information: born in **Barcelona**, in **1994**; lives in **Tarifa**  
prizes: **gold medal** in the Gravity Games  
other sports: **surfing** and skating  
my opinion: **she's amazing**

- Ask Sts which information about Gisela was the most interesting or surprising.

➔ **Workbook** page 39, exercise 6

These exercises give more practice with making a mind map and writing a text about a famous person.

### 7

- Internet access would be useful for research. If this is not possible, Sts could find out facts and produce a mind map for homework and write the text in the following lesson. Alternatively, they could do the whole task as homework.

**EXTRA IDEA** Sts copy out a corrected version of their text, but leave out the name. Sts read their classmates' texts and guess the sports personalities.

### Extra

Sts can do this at any point in the lesson.

His hair wasn't wet because he hasn't got hair.

## Grammar Past simple – be

**3 a** Look at the story in exercise 1 again. Who says these sentences?

- 1 Was he at the pool?
- 2 He wasn't at the shopping centre.
- 3 It wasn't on my list.
- 4 Where were you this afternoon?
- 5 I was at the Pizza Palace.

Was and were are the past forms of the verb be.



**b** Complete the table with the positive, negative and question past forms of the verb be.

Present	Past simple		
	+	-	?
I am		I wasn't	was I?
he/she/it is			
we/you/they are			were we/you/they?

**4** Look at the receipts and correct the sentences.



PerfectPizza  
12:02 p.m.  
Margerita...£4.50

Fit sports centre  
2:01 p.m.  
Football...£4.00



Jenny

Fit sports centre  
3:59 p.m.  
Tennis...£3.50

Cool Café  
18:02  
Milkshake...£2.95

PerfectPizza  
12:01 p.m.  
Pepperoni...£4.50

Cool Café  
18:03  
Cola...£1.50

- 1 Jake and Jenny were at the Sports Centre at six o'clock.  
They weren't at the Sports Centre. They were at the café.
- 2 Jake was at the pizza restaurant at four o'clock.
- 3 Jenny was at the Sports Centre at four o'clock.
- 4 Jake and Jenny were at the café at twelve o'clock.

We make questions with *was* and *were* like this:

Jake **was** at the Sports Centre at four o'clock.

Where **was** Jake at four o'clock?



**5 Over to you!** Talk to your classmates about where you were at the weekend. Can you find someone who was in the same place as you, at the same time?

▶ Workbook pages 38–39, exercises 1–5

## Writing

**6 Get ready to write** Read about Gisela Pulido. Copy and complete the mind map.

### Gisela Pulido

was born in Barcelona in 1994. In 2004 she was the youngest kite surf champion in the world. Now she lives in Tarifa because it's the best place to kite surf in Spain. She travels around the world and takes part in kite surfing competitions. She's got lots of awards, including a gold medal in the Gravity Games. She is very famous now. Her photo is often on the cover of magazines. She loves surfing, too, and when there aren't any wind or waves she likes skating. I think she's amazing!



personal information

born in \_\_\_\_\_  
lives in \_\_\_\_\_

team or teams

no team

prizes

the youngest kite surf world champion

\_\_\_\_\_ in the Gravity Games



my opinion

other sports

\_\_\_\_\_ and skating

▶ Workbook page 39, exercise 6

**7 Write about a famous sports personality.**

- 1 Choose a famous sports personality.
- 2 Make a mind map.
- 3 Write a short text about him or her.
- 4 Check your grammar and spelling carefully. Use the correct forms of the verbs.

**EXTRA**

Can you answer this riddle? Samuel was in the park with no hat and no umbrella. It was raining. His clothes were wet. His shoes were wet, but his hair wasn't wet. Why not?

# 4D Be careful!



Close your eyes. How many body parts can you say in 30 seconds?

- 1 head
- 2 neck
- 3 shoulders
- 4 stomach
- 5 chest
- 6 arm
- 7 hand
- 8 ankle
- 9 knee
- 10 leg



## Vocabulary

- 1 2.12 Listen and repeat the parts of the body.
- 2 Work with a partner. Give your partner five challenges then try and do them.

Can you touch your knee with your big toe?

Can you touch your back with your hand?

▶ **Workbook** page 40, exercises 1–2

- 3 2.13 Read and listen to the story. Who doesn't want to help Ravi's mum?

**Viki** Gym class was fun today!  
**Ravi** No, it wasn't. It was really difficult.  
**Viki** I do gymnastics in Spain. Would you like to practise now?  
**Keira** OK.  
**Viki** I'll help you.  
**Keira** Thanks! Here goes!  
**Mum** Ravi! Can you come and help me please?  
**Ravi** Oh no, not washing! I hate hanging up washing.



**Viki** Be careful, Ravi! Oh no!  
**Ravi** Oh, ow, ouch.  
**Keira** Are you all right?  
**Ravi** No, I'm not! My ankle hurts.  
**Mum** What's the matter? Where does it hurt?  
**Ravi** I've got a pain in my back. My wrists hurt, too.  
**Mum** Shall I call the doctor?  
**Ravi** No, thanks. I'm fine. Ouch!



**Ravi** I love this programme. This popcorn is delicious.  
**Keira** Are you feeling better?  
**Ravi** I'm fine, thanks.  
**Mum** Ravi! Can you come and help me now, please?  
**Ravi** Oh, ow, my back, my ankle. They really hurt. I can't move!  
**Viki** Ravi! I don't believe you!  
**Keira** Coming, Mrs Patel. We'll do it.  
**Mum** Thanks a lot. Poor Ravi. Lie on the sofa, don't move!

- 4 Read the story again. Put the sentences in the correct order to retell the story.

- a Ravi has an accident. \_\_\_\_\_
- b Ravi's mum asks him to help again. \_\_\_\_\_
- c Ravi's mum wants some help. \_\_\_\_\_
- d Ravi says he can't move and the girls help his mum. \_\_\_\_\_
- e They are practising gymnastics in the garden. \_\_\_\_\_
- f Ravi is watching TV and eating popcorn. \_\_\_\_\_

## 4D Be careful!

### Supplementary materials

Workbook: page 40, exercises 1–3; page 41, exercises 1–3  
Photocopiable worksheet: Everyday English

### Note

The story can be used in class as a reading and listening task, a video task or both.

### You First

In pairs, Sts name as many body parts as possible.

### Vocabulary

#### 1 2•12

- Play the audio for Sts to listen and repeat.
- Repeat the task. This time, Sts stand up and point to each body part as they say the word.

**LANGUAGE NOTE** Some of the body parts provide examples of words with silent letters, e.g. **wrist** /rɪst/, **thumb** /θʌm/, **knee** /ni:/.

Elicit similar examples, e.g. **write**, **wrong**, **lamb**, **climb**, **know**, **knife**.

**EXTRA IDEA** Tell Sts to stand facing a partner, with their arms down at their sides. Tell them to imagine a horizontal line across their waist. One person says body parts above the line and the other below. They take turns and the last person to say a word is the winner.

**EXTRA CHALLENGE** With stronger classes, elicit or introduce other parts of the body and write them on the board for Sts to copy, e.g. 'face', 'eye', 'nose', 'ear', 'forehead', 'cheek', 'chin', 'mouth', 'waist', 'thigh', 'shin', 'calf'.

#### 2

- In pairs, Sts take turns to set a challenge. Make it clear Sts should give at least five challenges each and use as many of the body parts in the vocabulary set as possible.
- Ask if there were any challenges Sts could not complete.

► **Workbook** page 40, exercises 1–2

**EXTRA IDEA** Play a memory game. Say three parts of the body. Sts listen and then touch them in order. Then say four parts, then five and so on. Alternatively, Sts could do the activity in pairs. This could also be done as a cooler at the end of the lesson.

**EXTRA CHALLENGE** Tell Sts to draw a strange-looking monster, e.g. with a really long neck, seven fingers on each hand, one big foot and one small foot. Other Sts should not see what they draw. In pairs, Sts take turns to describe their monster for their partner to draw. They compare pictures to see how similar the two monsters are.

#### 3 2•13

- Elicit who Sts can see in the story (Viki, Keira, Pablo, Ravi and Ravi's mum). Recap on what we already know about these characters.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the video of the story from the DVD.
- Check the answer to the question and the reason why.

Ravi doesn't want to help his mum because he hates hanging up washing.

- Ask if Sts think Ravi has really hurt himself and how they would describe his behaviour.

### Possible answers

He's pretending he's hurt or exaggerating his injury.  
His behaviour is lazy and unfair.

#### 4

- Give Sts time to complete the task, then check answers.

1 e 2 c 3 a 4 f 5 b 6 d

**EXTRA SUPPORT** Do this as a whole-class task instead. Play the audio for Sts to listen and read. Pause it after each frame and elicit which sentences are related, and the correct order.

**EXTRA IDEA** Sts act out the story in a group.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

## Everyday English

5a

- Give Sts time to complete the task.

b  2•14

- Play the audio, then check answers.

What's the **matter**? **Are you** all right? Are you feeling **better**?  
I've **got a pain** in my back. My ankle **hurts**. My wrists **hurt**, too.

- Play the audio again, pausing for Sts to repeat. Encourage Sts to try and sound sympathetic or concerned when asking about a physical problem.

**LANGUAGE NOTE** Focus on the tone and intonation in the questions. Ask Sts to compare this with how it would sound in their mother tongue and elicit similarities.

- Draw Sts' attention to the singular / plural verb forms.

**EXTRA SUPPORT** In pairs, Sts take turns to say a singular or plural body part and their partner adds the verb, e.g. 'My feet... hurt. My stomach... hurts. My big toe...'

6

- Give Sts time to complete the task, then check answers.

1 My **knee hurts**. 2 My **toes hurt**. 3 My **foot hurts**. 4 I've **got a pain in my elbow**. 5 My **shoulders hurt**. 6 I've **got a pain in my neck**.

**EXTRA SUPPORT** Sts read the dialogues in pairs. They could also do actions to indicate the problems.

**EXTRA CHALLENGE** Sts ask and answer the questions in the third person, e.g. 'What's the matter with him?' 'His knee hurts.'

**EXTRA IDEA** In pairs, Sts take turns to ask 'What's the matter?' and respond with different problems.

7a

- Give Sts time to copy the table and complete the offers.

b

- Explain the meanings of *accept* and *refuse*.
- Give Sts time to complete the task.

c  2•15

- Play the audio for Sts to listen, then check answers.

Make an offer	Accept or refuse an offer
I'll <b>help you</b> . Shall I <b>call the doctor</b> ? Would you like to <b>practise now</b> ? We'll <b>do it</b> .	Yes, please. <b>A</b> No, it's OK. I'm fine. <b>R</b> That's a good idea. <b>A</b> Thanks a lot. <b>A</b> Don't worry. I can do it. <b>R</b> Thanks, but I'm fine. <b>R</b>

- Say the offers for Sts to repeat. Tell them to copy your intonation and stress.

**EXTRA IDEA** Sts play a game in a group of three. One person says a problem and the other two Sts make an offer each. The person with the problem decides whose offer is better and gives him / her a point. The game continues with another student saying a problem. The winner has the most points at the end.

- Say the phrases for accepting and refusing offers for Sts to repeat.

**EXTRA SUPPORT** In pairs, one person reads the offers from the table and their partner accepts them. The other person then reads the same offers and their partner refuses them.

► **Workbook** page 40, exercise 3

► **Photocopiable** Everyday English

## Speaking

8a

- Give Sts time to complete the task.

b  2•16

- Play the audio for Sts to listen, then check answers.

- What's the matter?  
I've got a pain in my stomach.  
Shall I call your mum?  
Don't worry. I'm fine.
- Are you all right?  
No, I'm not. My neck hurts.  
Would you like to sit down?  
Yes, that's a good idea.
- Can you climb the stairs?  
No, I can't. My ankle hurts.  
I'll help you.  
Thanks a lot.

c

- Tell Sts to read the dialogues aloud in pairs. Ask for volunteers to act out a dialogue to the class.

9

- Write the task instructions on the board for Sts to refer to.
  - Decide what you are doing, and what happens.
  - Tell your partner what hurts.
  - Offer to help.
  - Accept or refuse the offer.
  - Practise acting out the scene.
  - Show your roleplay to the class.
- Give Sts time to practise while you monitor and help with language and pronunciation.
- Get each pair to act out their dialogue to the class.

**EXTRA IDEA** Sts remember their classmates' problems, e.g. 'Fred's got a pain in his elbow.' Point out that Sts need to use the third person singular verb form and the possessive adjectives *his* and *her*.

**EXTRA IDEA** Give each pair the name of a different sport around which they have to base their scene. After all the role-plays have been presented, Sts try to remember all the sports.

## Story

► **Workbook** page 41, exercises 1–3

Sts choose one or more texts to read, depending on their level and enthusiasm, and complete exercises 1–2b for each. To do discussion exercise 3, you need to ensure that all three texts are read.

## Everyday English

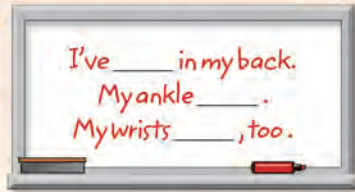
**5 a** Look at the story again and complete the sentences.

You can ask about a physical problem like this:

What's the \_\_\_\_\_?  
 \_\_\_\_\_ all right?  
 Are you feeling \_\_\_\_\_?



You can also talk about a physical problem like this:



**b** **2.14** Listen and check.

### Look!

Use the correct form of the verb.  
 My ankle **hurts**. My wrists **hurt**.

**6** Look at the pictures and write the children's answers.

What's the matter?



My \_\_\_\_\_

My \_\_\_\_\_

My \_\_\_\_\_



1

2

3

4

5

6

I've \_\_\_\_\_

My \_\_\_\_\_

I've \_\_\_\_\_

**7 a** Look at the story again. Complete the sentences in the first column of the table.



These are ways to offer something. You can accept or refuse help in different ways.

Make an offer	Accept or refuse an offer
I'll _____.	Yes, please. <input type="checkbox"/>
Shall I _____?	No, it's OK. I'm fine. <input type="checkbox"/>
Would you like to _____?	That's a good idea. <input type="checkbox"/>
We'll _____.	Thanks a lot. <input type="checkbox"/>
	Don't worry. I can do it. <input type="checkbox"/>
	Thanks, but I'm fine. <input type="checkbox"/>

**b** **2.15** Listen and check.

**c** Mark the replies accept (A) or refuse (R).

**> Workbook** page 40, exercise 3

## Speaking

**8 a Get ready to speak** Put these dialogues in the correct order.

- Don't worry. I'm fine.  
 Shall I call your mum?  
 What's the matter?  
 I've got a pain in my stomach.
- Yes, that's a good idea.  
 Would you like to sit down?  
 Are you all right?  
 No, I'm not. My neck hurts.
- I'll help you.  
 Can you climb the stairs?  
 Thanks a lot.  
 No, I can't. My ankle hurts.

**b** **2.16** Listen and check.

**c** Work with a partner. Practise the dialogues.

**9** Work with a partner. Do a role-play about an injury. Follow your teacher's instructions.

### Story

Read the articles on page 41 of the Workbook and do the exercises.



# 4 Revision

## Vocabulary

1 Write the winter sports or water sports from lesson 4A that begin with these letters.

- 1 two sports that begin with c  
*canoeing, cross-country skiing*
- 2 five sports that begin with s
- 3 one sport that begins with k
- 4 one sport that begins with r
- 5 one sport that begins with t
- 6 one sport that begins with i
- 7 one sport that begins with w

2 Use an adjective to rewrite the sentences so that they mean the opposite.

- 1 I think waterskiing is easy.  
*I think waterskiing is difficult.*
- 2 I think skating is dangerous.
- 3 I think sailing is boring.
- 4 I think ice hockey is cheap.

3 Complete the parts of the body.

- 1 head – neck – *shoulders*
- 2 back – chest – *t* *a*
- 3 elbow – *i* – hand
- 4 *n* – foot – ankle
- 5 hand – fingers – *t* *b*
- 6 foot – toes – *i* *t*

## Grammar

4 Look at Fred's lists. What does he think about these sports? Write four sentences.

Dangerous

1 scuba diving

2 ski jumping

3 rowing

↓

Exciting

1 kite surfing

2 ice hockey

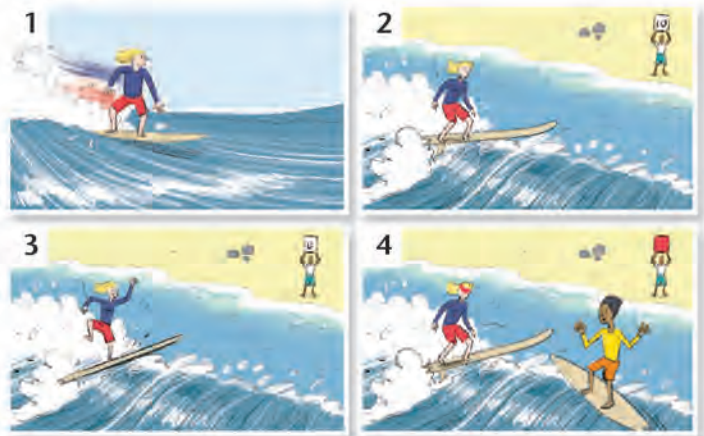
3 skating

↓

- 1 (scuba diving)  
*Fred thinks scuba diving is the most dangerous water sport.*
- 2 (kite surfing / ice hockey) \_\_\_\_\_
- 3 (kite surfing) \_\_\_\_\_
- 4 (ski jumping / rowing) \_\_\_\_\_

5 Look at the pictures. How are they surfing? Write sentences using the correct form of the words in the box.

fast bad good dangerous



- 1 *He's surfing fast.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

6 a Where were they last summer? Look at the picture then complete the sentences.

- 1 *Mr and Mrs Dale were in London.*
- 2 Phil \_\_\_\_\_
- 3 Eva \_\_\_\_\_
- 4 Carlos and Karen \_\_\_\_\_



b Where were you last summer?

I \_\_\_\_\_

## Everyday English

7 Complete the dialogue with the words in the box.

Shall I I'll hurts the matter all right it's OK

- Adult Are you *all right*?
- Child No, I'm not.
- Adult What's \_\_\_\_\_?
- Child My hand \_\_\_\_\_.
- Adult OK. \_\_\_\_\_ help you stand up.
- Child Thanks.
- Adult \_\_\_\_\_ call your mum?
- Child No, \_\_\_\_\_, I'm fine.



▶ **Workbook** pages 42–43, exercises 1–7

## Revision

### Supplementary materials

Workbook: pages 42–43, exercises 1–7

Online Practice

Unit test 4

## Vocabulary

1

- 2 sailing, scuba diving, snorkelling, skating, ski jumping
- 3 kite surfing
- 4 rowing
- 5 tobogganing
- 6 ice hockey
- 7 waterskiing

2

- 2 I think skating is **safe**.
- 3 I think sailing is **exciting**.
- 4 I think ice hockey is **expensive**.

3

- 2 stomach
- 3 wrist
- 4 knee
- 5 thumb
- 6 big toe

## Grammar

4

- 2 Fred thinks kite surfing is more exciting than ice hockey.
- 3 Fred thinks kite surfing is the most exciting sport.
- 4 Fred thinks ski jumping is more dangerous than rowing.

5

- 2 He's surfing well.
- 3 He's surfing badly.
- 4 He's surfing dangerously.

6a

- 2 Phil was in **Edinburgh**.
- 3 Eva was in **Cardiff**.
- 4 Carlos and Karen were in **Dublin**.

b

- Sts' own answers.

## Everyday English

7

- Adult** Are you all right?  
**Child** No, I'm not.  
**Adult** What's **the matter**?  
**Child** My hand **hurts**.  
**Adult** OK. I'll help you stand up.  
**Child** Thanks.  
**Adult** **Shall I** call your mum?  
**Child** No, **it's OK**, I'm fine.

► **Workbook** pages 42–43, exercises 1–7

► Unit test 3

# My project

## Project checklist

### Before the lesson

- Organize for Sts to use computers with internet access during the lesson. You also need access to a colour printer.
- If Sts want to use an online template, ensure they sign up to the relevant website before the lesson. They will require an email address and an adult's help to do this.
- If you cannot organize for computer access, Sts can do internet research about their unusual sport as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson. A further alternative is to arrange for access to the school library, if possible.

### Materials for the lesson

- Access to computers with internet and a colour printer, for Sts to create their infographic digitally.
- Without computer access, Sts can create their infographic on paper. You will need a piece of A3 or poster paper for each student and coloured pens and pencils.

**OPTIONAL LEAD-IN** If Sts have read the texts about unusual sports on page 41 of the Workbook, start by eliciting what they can remember about cheese rolling, pumpkin kayaking and the Bognor Birdman flying competition.

### Task

Elicit examples of unusual sports, e.g. underwater rugby, elephant polo, sandboarding, wife carrying, quidditch. Ask Sts if they or anyone they know has tried an unusual sport. If so, get details. Ask Sts which unusual sports they would most like to try and elicit reasons.

#### 1

- Elicit what an infographic is (a group of pictures or diagrams showing or explaining information).
- Ask Sts if they have ever seen or made an infographic. If so, elicit details about the topic and content.
- Give Sts time to complete the task, then check answers.

It's about skydiving. The three sections are:

- 1** What is skydiving? **2** What different kinds of skydiving are there? **3** What equipment do I need?

#### 2 2•17 Audio script pT91

- Give Sts time to carefully read through the information on the infographic. Clarify any unfamiliar vocabulary.
- Play the audio for Sts to listen and complete the task, then check answers.

Yes, he does.

Tandem flying is the best way to start skydiving.

You always go to a class before you skydive.

For tandem skydiving, the class lasts 30 minutes.

The price of a tandem jump is about £150.

#### 3

- Give Sts time to complete the task, then check answers.

- 1** What equipment do I need? **2** What is skydiving?  
**3** What different kinds of skydiving are there?

- Ask Sts which information about skydiving was the most interesting and whether they would like to try this sport.

#### 4

- Give Sts time to read the tips, then elicit the incorrect advice. Ask why the advice is wrong.

Tip 2 is incorrect because the colours also add clarity.

Tip 6 is incorrect because the texts are short and just give the most important or interesting information.

#### 5

- Sts follow the steps to create their own infographic.
  - 1.** While it is important to allow Sts to choose their own sport, it may be a good idea to limit the number who select the same one, or the presentations are likely to be repetitive and less engaging.
  - 2.** Sts should be free to make their own decisions about their project's content. However, for guidance, refer them to the questions in Nathan's project. You could also write other examples on the board, e.g. 'What's the history of...? Where is...played? What are the rules of...? What are the most important competitions?'
  - 3.** Sts research their sport on the internet or using other available resources.
  - 4.** Sts can design their own infographic or use an online template. Remind Sts to ensure their text and pictures are accurate, simple, attractive and logically presented.

#### 6a

- Before Sts give their presentation, allow them time to practise in pairs, while you monitor and help as required.
- Sts take turns to give their presentation and respond to questions.

**EXTRA IDEA** With a large class, divide Sts into smaller groups to give their presentations. Sts then pair up with someone from a different group and share what they found out.

#### b

- Tell Sts they must each ask at least one question during the presentations.

**EXTRA SUPPORT** To generate ideas for possible questions to ask, elicit what Sts would ask Nathan about skydiving.

- After the presentations, get Sts in small groups to discuss what information about the sports was most interesting and which infographics were the best and the reasons why.

**EXTRA IDEA** Display the projects for Sts to read in more detail.

**TASK**

Lots of people play football, basketball and tennis. But there are hundreds of unusual sports, too. Make an infographic about an unusual sport.

## An unusual sport

**What is skydiving?**



Skydiving is like flying. You jump out of a plane at **4,000 metres**.

You fall for about a minute at **190 kilometres** per hour.



Then you open your parachute. You float through the air.

Finally, you land.



**What different kinds of skydiving are there?**



Two people can fly together. This is called **tandem flying**.



Lots of people can fly together. This is called **formation flying**.



You can fly with a surfboard and surf the wind.



You can wear a special suit, called a **wingsuit**. This is the most dangerous kind of skydiving.



**1** Look at Nathan's infographic. What is it about? What are the three sections?

**2** **2.17** Listen to Nathan giving a presentation about his project. Does he give any extra information which is not on the infographic? If so, what?

**3** In which section can you find this information in the infographic?

- 1 A list of the most important things you need when you skydive.
- 2 What happens when you skydive.
- 3 Information about the most dangerous form of skydiving.

**4** Look at these tips for making a good infographic. Find two incorrect tips.

### 7 'TOP TIPS' TO MAKE A BRILLIANT INFOGRAPHIC!

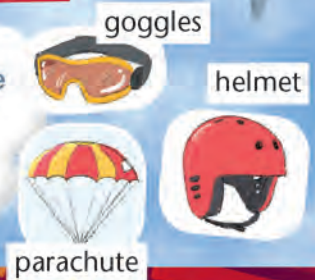


- 1 The information is correct.
- 2 The colours only make the infographic look pretty.
- 3 The information is in different sections. The sections are in a logical order.
- 4 The pictures and the texts give information.
- 5 The pictures are simple and attractive.
- 6 The texts are long and give lots of information.
- 7 The topic of the infographic is clear.

**What equipment do I need?**

Skydiving schools lend you the equipment you need.

Some important equipment:



**5** Do some research for your infographic.

- 1 Choose a sport.
- 2 Decide what two or three questions you want to answer in your infographic.
- 3 Find the information you need in books or on the internet.
- 4 Decide on the design for your infographic. Follow the *Top Tips* in exercise 4.

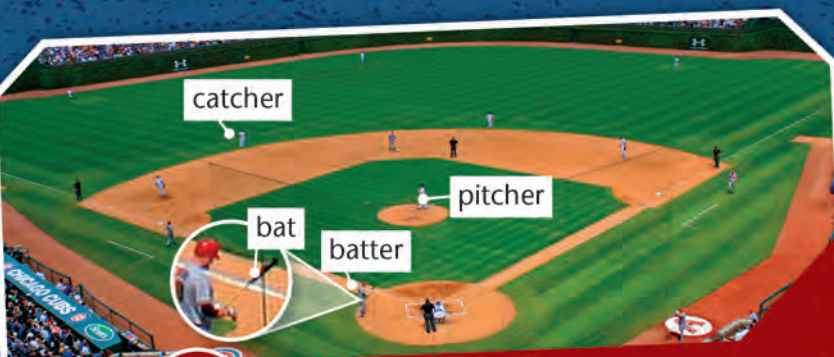
**6 a** Present your infographic to the class. Answer your classmates' questions.

This is my sport. It's called skydiving.

**b** Listen to your classmates' presentations. Ask questions.

**YOU FIRST!**

What are popular sports in the USA?



## Baseball

Boys and girls start playing **baseball** at five or six years old and lots of towns have teams. There are lots of famous professional baseball teams, too.

### Where do you play baseball?

You play baseball on a baseball field in a baseball stadium. There are four bases on the field. The bases make the corners of a square.

### What do you play it with?

You play with a long thin bat and a small ball.

### How many people are there in a baseball team?

There are nine people in a baseball team.

### Baseball fans

About half the people in the USA follow their favourite baseball team. The biggest stadium holds 56,000 people. The fans wear their team colours, eat hot dogs and have a great time.

### How long is a match?

The matches are usually about three hours. The shortest match was 51 minutes and the longest was eight hours six minutes!

### What do baseball players wear?

They wear shirts and long white trousers. The home team wears its team colours. The visiting team wears grey. The catcher has a very special glove. Professional players wear a helmet.

# Sports in the United States



## Lacrosse

**Lacrosse** is a team game. It was originally an American Indian game. Now lots of people play it in the United States.

### Where do you play lacrosse?

You play lacrosse on a lacrosse field. There is a goal at each end of the field.

### What do you play it with?

You play with a stick which has a net on it, and a small ball.

### How many people are there in a lacrosse team?

In the modern game there are ten players in a men's team and 12 players in a women's team. In the past, 100 to 1,000 players have been on the field at the same time!

### How long is a match?

A match is 60 minutes long. Children have shorter games.

### What do lacrosse players wear?

They wear shorts and a shirt. Lacrosse can be dangerous so men wear helmets, too. Women protect their mouths.

### Lacrosse fans

There are usually about 6,000 people at a professional lacrosse game. Lacrosse is a new game for a lot of people, but there are more fans every year.

**1** Look at the photos. What sports can you see?

**2** Work with a partner. Look at the titles and decide who reads each text.

**3 a** Try and answer these questions about your sport before you read.

- 1 Where do they play?
- 2 What do they play with?
- 3 How many people are there in a team?
- 4 How long is a match?
- 5 What do players wear?
- 6 Is the game very popular?

**b** Read your article and check.

**4** Ask your partner about their sport. Use the questions in exercise 3a.

**5 Over to you!** Choose a popular sport in your country. Answer the questions in exercise 3a for that sport. Talk about the sport with your partner.

## Culture

### Supplementary materials

Photocopiable worksheets: Culture, Video

**CULTURE NOTES** Below is some additional information about some popular sports in the United States.

**Lacrosse:** This team sport was started by native American Indians, possibly as early as AD 118, and was originally known as 'stickball'. Initially, a game had hundreds of participants and was played between villages over a few days. The game was played with sticks and a wooden ball, had very simple rules, no boundaries, and goals sometimes several kilometres apart. Today, there are four versions of lacrosse, which have different sticks, fields, rules and equipment. The men's games involve physical contact, so players wear protective gear including a helmet, gloves, shoulder and elbow pads. As the women's game is non-contact, they are only required to wear goggles and a mouthguard. In recent years, lacrosse has grown significantly in popularity and is currently played in 70 countries around the world.

**Baseball:** This is one of the most popular sports in the USA and is also widely played and followed in Canada, parts of South America, and East Asia. Another bat-and-ball game similar to baseball is cricket, which was first played in England in the 16th century. These days, cricket is extremely popular in many countries, including India, Pakistan, Australia and New Zealand.

**American football:** When people in the USA refer to the game of 'football', they are talking about American football. The sport referred to as football in most parts of the world is called 'soccer' in the USA. American football in fact has more in common with the game of 'rugby'. Both games are played on a rectangular field with an oval ball, which the players can run with, pass and kick. The major differences are that a rugby field is larger, players cannot pass the ball forwards and American football players wear much more protective clothing, including helmets, gloves and padding around the body.

**Basketball:** The game was invented in the USA in 1891 by Dr James Naismith and is now one of the world's most popular and widely watched sports. It has been an Olympic sport since 1936.

### You First

Give Sts time to discuss the question, then elicit ideas and write them on the board. In addition to the sports mentioned in the texts, others are American football, basketball, tennis, ice hockey, golf, boxing, swimming, volleyball.

**EXTRA IDEA** To review and practise superlative adjectives, ask Sts to discuss which of the sports they think is, for example, the most dangerous / exciting / difficult / boring / expensive.

1

- Elicit the sports in the photos.

Baseball and lacrosse

- Ask Sts if they have heard of these sports and, if so, have they ever watched or played them.

2

- In pairs, tell Sts to choose their text. Alternatively, divide the class in two and tell each half which text to read. Sts can then be paired up with someone from the other group for exercise 4.

3a

- Read through the questions as a class. Elicit what information Sts need to find out, i.e. 1 place, 2 equipment, 3 number of players, 4 duration of match, 5 clothing, 6 popularity.
- In pairs, Sts discuss what they already know about the sports.

b

- Sts read and write answers, then check.

#### Baseball

- 1 on a baseball field in a stadium
- 2 a (long thin) bat and a (small) ball
- 3 nine
- 4 it depends, but usually three hours
- 5 shirts, long white trousers, and sometimes a helmet
- 6 yes, it's very popular

#### Lacrosse

- 1 on a lacrosse field
- 2 a stick with a net and a (small) ball
- 3 ten for men and 12 for women
- 4 60 minutes for adults, shorter for children
- 5 shorts and a shirt. Men wear helmets and women wear mouthguards.
- 6 not very, but it's becoming more popular every year

**EXTRA SUPPORT** Sts do the task in pairs and then get together with another pair to do exercise 4.

4

- In pairs, Sts ask and answer the questions.

**EXTRA CHALLENGE** Sts make sentences to compare the two sports, e.g. 'A lacrosse team is bigger than a baseball team.' 'Baseball is more popular than lacrosse.'

**EXTRA IDEA** Sts use the questions to discuss what they know about other popular sports in the United States.

5

- Elicit popular sports in your country and write them on the board.
- In pairs, Sts choose one or more sport to discuss.

**EXTRA SUPPORT** Give Sts time to make notes before doing the discussion task. Monitor and help with unknown vocabulary.

**EXTRA IDEA** Sts create an information card, similar to those in the lesson, about a popular sport in your country.

### Video Sports in New Zealand

- As an extension to the *Culture* topic, watch a short film about sports in New Zealand and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

## Learn through English

### Materials for the lesson

- For Sts to produce their charts, they will need paper, pencils, coloured pens, rulers and, optionally, compasses and protractors.

### Additional subject notes

The topic of the lesson is physical activity, but the school subject is Maths. The focus is on extracting data from charts (also known as *graphs*) and choosing the right kind of chart to represent different kinds of data.

**Bar chart:** In this chart, different amounts are represented by thin vertical rectangles (*bars*) of the same width but different heights. The *vertical axis* /'æksɪs/ (plural *axes* /'æksɪ:z/) usually shows numbers, marked on a *scale*. The *horizontal axis* shows the categories of data. Bar charts are a good way of showing comparisons between different groups of data.

**Pie chart:** This chart consists of a circle divided from its centre into several parts (*sectors*). The *arc length* and *central angle* of each sector is proportional to the quantity it represents. Pie charts are a good way of showing information about how a total amount is divided up.

**Line chart:** This chart consists of data points connected by straight lines to produce a continuous line. The horizontal axis usually shows the time period and the vertical axis has numbers for what is being measured. Line charts are a good way of showing how something changes over time.

### You First

Set a time limit, e.g. one minute, for Sts to write a list in pairs. Elicit ideas and write them on the board, dividing them into three categories: play, go, do, e.g. 'play football, go swimming, do gymnastics'. In pairs, tell Sts to discuss which of the physical activities they like most / least and why.

**LANGUAGE NOTE** We usually use the verb *play* with ball games and competitive sports, *go* with activities ending in *-ing*, and *do* with martial arts and individual recreational activities.

1

- Elicit which school subject the lesson is related to (Maths).
- Give Sts time to study the charts and do the task, then check answers.

- 1 a bar chart is on the left b pie chart is on the right  
c line chart is in the middle  
2 a bar chart b pie chart c line chart  
3 a bar chart b pie chart c line chart

2

- Give Sts time to complete the task, then check answers.

- 1 c 2 a 3 b

3

- Ask Sts some questions to help familiarize them with the charts, e.g. What colour are the bars for girls? In the line chart, what information is on the horizontal axis? What does the blue sector of the pie chart show?
- Give Sts time to complete the task, then check answers.

**EXTRA SUPPORT** Tell Sts which questions relate to each chart, i.e. 1–3 bar chart, 4–5 pie chart, 6–7 line chart. You could also do the task in three parts, checking answers after each.

- 1 basketball 5 football 6 tennis 2 rollerblading 7  
2 basketball 6 football 12 tennis 1 rollerblading 3  
3 Yes. Six boys play basketball, but only five girls.  
4 Ten  
5 more children do three hours of sport a week  
6 Tuesdays and Thursdays  
7 No, she doesn't. She probably reads, plays video games or watches TV.

**EXTRA CHALLENGE** Sts write one more question about each chart. In pairs, they find the answers to each other's questions.

**EXTRA IDEA** Sts discuss how the charts might look different if the information was about their class / themselves. Encourage use of comparatives.

4

- Give Sts time to complete the task in pairs, then check answers.

- 1 b 2 c 3 a

5

- Give Sts time to complete the task, then check answers.

- 1 bar chart 2 pie chart 3 line chart

- Draw Sts' attention to the use of question words, present simple question forms and *a* (e.g. *a week*) to mean 'each'.

6

- Tell Sts to discuss in pairs whether they have ever made a chart. If so, they should say what type of chart and what data it presented. Conduct some class feedback.
- Give Sts time to plan their survey and decide what type of chart to use. Monitor and help with language and ideas. To maximize interest, encourage as wide a range of survey questions as possible.

**EXTRA SUPPORT** Elicit possible survey questions and write them on the board for Sts to choose from. Sts could also do the task in pairs and survey half the class each and then collate data.

- Sts survey their classmates, note answers, organize the data and produce their chart.
- Remind Sts to give their chart a title, to scale / label the axes and provide clear keys.

**EXTRA IDEA** Display the completed charts in the classroom for Sts to look at. Sts discuss in pairs which data is the most interesting or surprising.

Ask Sts to write sentences using comparatives and superlatives to describe some of the data, e.g. 'The most popular sport is basketball!'

**EXTRA IDEA** If Sts have access to computers, they could produce their chart using Microsoft Excel.



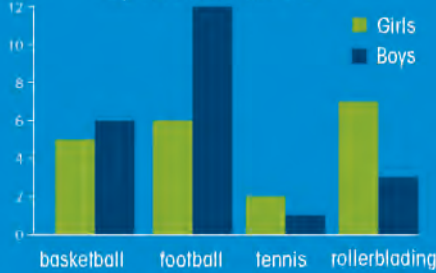
What kinds of physical activity do you do at school?

## How active are you?

Class 7B is investigating the physical activity they do in their class. They are using charts to show their data. Different charts are good for showing different kinds of data.

**a**

Sports in class 7B



**b**

Fiona's steps in a week



**c**

Hours of sport per week in class 7B



**1 Look at the charts and answer the questions.**

- Which chart is
  - a bar chart?
  - a pie chart?
  - a line chart?
- Which chart gives information about
  - the sports students play?
  - the hours students play sport?
  - the steps a student takes in a week?
- Which chart shows information about
  - boys and girls?
  - 26 students?
  - one student?

**2 Match the texts (1-3) and the charts (a-c).**

- The sections of the chart are different colours. Each section shows a different number of hours per week.
- The bars are different colours. Each bar gives you information about boys or girls and a sport.
- It shows the number of steps Fiona takes every day.

**3 Look at the charts again and answer the questions.**

- How many girls play each sport?
- How many boys play each sport?
- Do more boys than girls play basketball?
- How many children do four hours of sport a week?
- Do more children do three hours or two hours of sport a week?
- Which days does Fiona do the most steps?
- Does Fiona do a lot of physical activity at the weekend? Can you think of a reason for your answer?

**4 Work with a partner and match the sentence halves.**

- Bar charts are good for comparing
  - Pie charts are good for showing
  - Line charts are good for showing
- how things change with time.
  - different groups.
  - different parts of one group.

**5 The students asked questions to get the data on the graphs. Which was the question for each graph?**

- What sports do you do?
- How many hours of sport do you do a week?
- How many steps do you do a day?

**6 Over to you! Do a survey and make a chart for your class.**

Think about these things:

- What is your survey about? (the sports students play, how many hours students play sport, the sports students watch, favourite sports personalities...)
- What is your question?
- Which is the best way to show your data?



# The Ancient Statue Episode 2

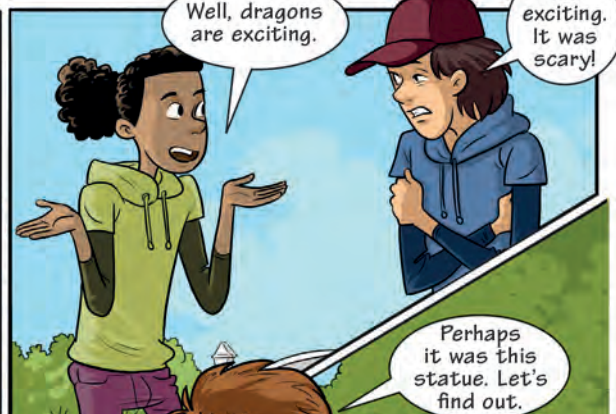
1 2.18 Read and listen to the story.

The children are in the park.



There was a dragon in town. But how?

It was this statue, I think.



Well, dragons are exciting.

Too exciting. It was scary!

Perhaps it was this statue. Let's find out.



Remember, Sam? We were in the pet shop.

I want to see exciting animals.



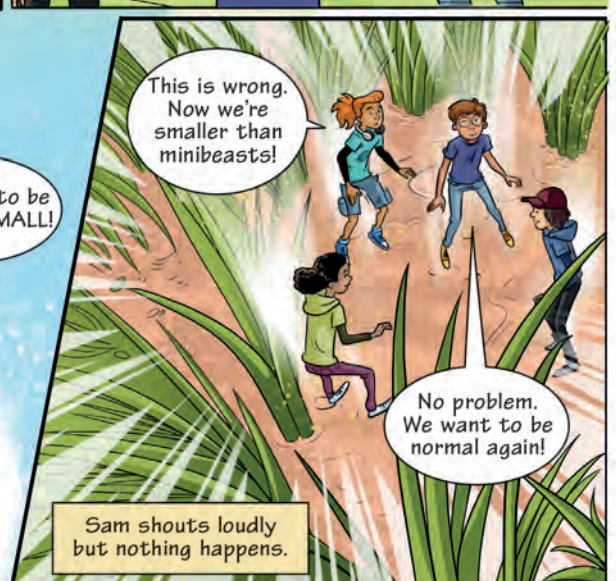
Be careful, Sam.



We...we want to be bigger than an elephant!

Wow! This is the most amazing thing ever!

We want to be small - SMALL!



This is wrong. Now we're smaller than minibeasts!

No problem. We want to be normal again!

Sam shouts loudly but nothing happens.



Change us back!



I don't understand. Why aren't we changing?

You're not holding the statue in your hand now, Sam!

## The Ancient Statue Episode 2

### Supplementary materials

Workbook pages 44–45, exercises 1–8

Progress test 2

### Note

The story can be used in class as a reading and listening task, a video task, or both.

**OPTIONAL LEAD-IN** To recap on Episode 1 of the story from pages 34–35, do a team quiz. Ask a question, e.g. 'What are the names of the four children in the story?' 'What do they find in the park?' 'What shop do they go to?' 'What do they see in the fish tank?' If a team knows the answer, one person stands up as quickly as possible. If he / she gives the correct answer, the team gets a point. If the answer is wrong, they lose a point and another team has the chance to answer. The winning team has the most points at the end.

As an alternative to a team quiz, write questions on the board for Sts to discuss in pairs, then do class feedback.

### 1 2•18

- Elicit how Episode 1 of the story ended.

The children find themselves back in the park, after being chased by a dragon. They are shocked and confused. Sam is holding the statue.

- In pairs, get Sts to predict what they think will happen in Episode 2.
- Play the audio or video for Sts to listen and follow the story.
- Ask Sts how similar their predictions were to what happens.
- Write the adjectives from the story on the board, i.e. exciting, scary, careful, big, amazing, small, normal, hairy, fast, lucky, dangerous. Tell Sts to close their books and retell the story in pairs, using the adjectives to help them.

**EXTRA SUPPORT** Sts listen to the audio and read the story a second time before doing the task. They could also retell the story with their books open, using the pictures to help.

- Elicit parts of the story from different pairs.

**EXTRA TASK** In a group, Sts each take a part and act out the story.

► **Workbook** pages 44–45, exercises 1–8

### Notes

The story can be further exploited by doing the tasks from these pages in the Workbook. These can be done in class or set as homework.

The tasks in the Workbook review the following language points covered in Units 3–4 in the Student's Book:

- Comparatives (page 37 and page 49)
- Superlatives (page 39 and page 49)
- Minibeasts vocabulary (page 40)
- Question words (page 41)
- Adjectives to describe animals (page 43)
- Opinion language (page 43)
- Adverbs (page 51)

### 1

1 f 2 g 3 c 4 b 5 a 6 e 7 d 8 i 9 h

**EXTRA SUPPORT** Do the task together as a class. Play the audio and ask Sts to raise their hand when the first sentence is mentioned. Pause the audio, elicit the correct answer and then continue in the same way.

**EXTRA CHALLENGE** Sts do the task without looking back at the story.

**EXTRA IDEA** Write questions about the sentences on the board, but with the question words missing, e.g. '...shop do Sophie and Sam talk about?' '...big are the children?' '...does Sam try to do?' In pairs, Sts decide on the correct question words and then ask and answer the questions.

### 2

- Now we're smaller than minibeasts!
- There's a stick across the stream!
- It's one of the most dangerous things in the world.

- Get Sts to discuss, in pairs or as a class, the context of each sentence, e.g. Who says it? Who are they speaking to? What is said before / after?
- Focus on sentences 1, 2 and 4. Elicit what grammar point these sentences review (comparative and superlative adjectives). Recap on the rules for using these forms of adjectives.
- Ask Sts to look back at the story and find other examples of comparatives and superlatives.

This is the most amazing thing ever!  
Anna is the fastest runner.  
The spider is faster than Sophie, Sam and Ben.

**EXTRA IDEA** In pairs, Sts take turns to say a comparative or superlative sentence about characters in the story. Their partner says if the sentence is true or false and corrects any false information, e.g. 'Sophie is younger than Sam.' 'False! Sophie is older than Sam.'

### 3

#### Possible answers

- He wants to find out about the statue's powers.
- They are running away from the spider and want to use the stick to cross the stream.
- They are alive and safe, but the statue is very dangerous.

**EXTRA IDEA** Ask the Sts more *Why...?* questions about the story to discuss in pairs, e.g. 'Why was Ben scared?' 'Why don't the children change back to normal?' 'Why do the children jump on a leaf?' With stronger classes, Sts could ask each other the questions instead.


### 4

2 slowly 3 loudly 4 fast 5 well 6 happily

- Recap on the grammar and spelling rules for using adverbs.


**EXTRA IDEA** Sts write sentences about themselves or people they know with adverbs made from the other adjectives, e.g. 'My brother can swim fast.' 'I go to school happily every day.'

**EXTRA CHALLENGE** Sts write yes / no questions for their classmates with adverbs made from the other adjectives, e.g. 'Can you skate well?' 'Do you eat slowly?' They mingle and try to find classmates who answer *Yes*.

5  20 Workbook audio script p206

- Tell Sts in pairs to describe what's happening in the pictures, then elicit ideas.

1 b 2 c 3 a

6  20 Workbook audio script p206

**EXTRA SUPPORT** Before playing the audio again, tell Sts to read the questions and elicit what information they are listening for, e.g. adjective of feeling, name of minibeast, reason.

- 2 She feels angry / cross.
- 3 Her favourite minibeasts are dragonflies.
- 4 She is going to town for new glasses.
- 5 It is on the grass.
- 6 He can hear the children / Anna.

**EXTRA CHALLENGE** In pairs, Sts choose one of the scenes and write the dialogue. Make it clear that it does not need to be exactly the same as the audio script, but must be linguistically accurate. Pairs can then act out the scene to the class.

**EXTRA SUPPORT** Ask Sts to choose the most interesting scene. Play the audio of that scene again, pausing regularly for Sts to repeat. Sts then try to remember the dialogue in pairs.

7

Sts' own answers.

**EXTRA IDEA** Elicit and write the names of other minibeasts on the board, e.g. 'mosquito, wasp, cricket, scorpion, earthworm, ant'. Sts can then include any of the minibeasts in their answers.

8

- Before Sts complete the task, recap on language for giving, agreeing and disagreeing with opinions.

Sts' own answers.

**EXTRA CHALLENGE** Sts write three more superlative questions using other adjectives, e.g. 'Which minibeast is the ugliest / most useful / most dangerous / most boring / cutest / most amazing?' They answer the questions themselves and then ask two classmates.

### Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.



Oh no. Look! There's a big, hairy spider. Run!



Anna is the fastest runner.

There's a stick across the stream. Come on!



Look! There's a leaf in the water. Jump!

The spider is faster than Sophie, Sam and Ben.



Now!



Suddenly...

We...we're big again.

Are you all right, Sam?

My ankle hurts, but I'm OK.



We're sailing!

Yes, but we're sailing towards the river!



Look. It's the man with grey hair and glasses. And he's holding the statue!

You were very lucky, children.



This ancient statue is magic, and it's one of the most dangerous things in the world.