

4 THE BIG GAME

TEACHER'S NOTES

Objectives

SUMMARY	Tom, Dan, Ellie, and Ruby want to watch the big soccer game, but the TV doesn't seem to be working. While Tom tries to fix it, Dan, Ruby, and Ellie go off to the game room to play table tennis. When they find out that Tom still hasn't fixed the TV, they go outside to play basketball. Tom calls tech support for help, but by the time the TV is fixed, the game is over.
LANGUAGE	present simple, present simple (negatives and questions)
USEFUL INFORMATION	"Big" in the phrase "the big match" means "important" or "significant".

THINK ABOUT

If students have already watched the video, refer them back to episode 4. Ask them what they remember about the story (e.g., *Which teams are playing in the soccer game? Why can't the four friends watch the game?*). Once students have reviewed the story, focus on the idea of playing and watching sports.

- 1 Now refer students to the two questions. Start by eliciting the most popular sports to watch and play. If students are struggling, encourage them by suggesting popular sports.

Allow students to discuss the questions in pairs then report back to the class.

- 2 Ask students to read through the sentences so they know what they need to listen for. Have students watch the video and put the sentences in the correct order.

Answers

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

- 3 Ask students to read through the sentences so they know what they need to listen for. Then have students watch the video again and match the sentences with the speakers.

Mixed ability idea

Ask students to try to match the sentences to the speakers before they listen.

Answers

1 d 2 a 3 b 4 e 5 c

Optional activity

Ask students to think of situations where they can use these phrases.

THINK BACK

- 4 Students work in pairs and decide if the sentences are true or false. They correct the false sentences.

Answers

1 T 2 T 3 F He doesn't know why it isn't working.
4 F He calls for help. 5 F They miss the whole game.

- 5 Ask students to read the five questions. Then students work in pairs to answer the questions.

Answers

1 Tom's house 2 table tennis, basketball 3 because the man on the TV says "what a game" 4 table tennis

THINK THROUGH

ROLE PLAY After the game

Explain that students are going to create a role play based on what happens next in the story. Elicit some ideas for what could happen next (e.g., *they go to the movies, they play soccer in the park, they watch something on TV*).

Read through the task with the class. Draw students' attention to the information and suggested phrases. Together they should give students some ideas for what happens next in the story.

Monitor and offer support while students prepare their role plays. Encourage as many students as possible to perform their role plays for the class.

Optional activity

With the class, discuss the best place to watch sports (e.g., *in a stadium, at home with your family, in a cafe with your friends*).