

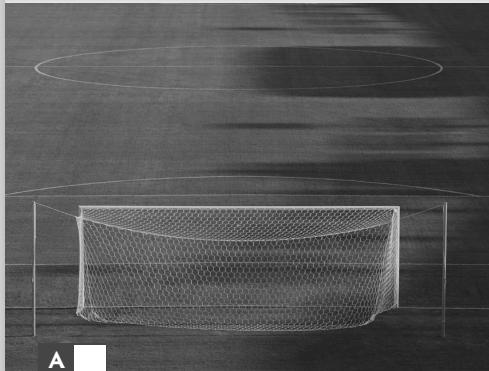
# 7 WE LOVE SPORTS!

## OBJECTIVES

**FUNCTIONS:** talking about abilities; telling time; talking about routines and dates; making suggestions

**GRAMMAR:** *can / can't* for ability; prepositions of time

**VOCABULARY:** sports; telling time; months and seasons; ordinal numbers



A



B



D 1



C

## READING

- 1 Match the sports in the list with the photos. Write 1–4 in the boxes.

1 golf | 2 gymnastics  
3 skateboarding | 4 soccer

- 2 Look at Exercise 1. In which sports do you do these actions?

kick      hit  
push      spin  
jump      do somersaults

- 3 2.02 Read and listen to the article. Write the names under the photos in Exercise 1.

Tillman | Xavier  
Nikolai | The Firecrackers

- 4 Read the article again. Check (✓) the correct box for each sentence.

	right	wrong	doesn't say
0 Nikolai only uses his feet and legs to stop the ball from falling.	✓		
1 Nikolai can do this for more than a day.			
2 Xavier likes to read golf magazines.			
3 Xavier's hero is Rory McIlroy.			
4 Tillman lives in England.			
5 Tillman doesn't need help to get on the skateboard.			
6 The Firecrackers are a group of friends.			
7 The Firecrackers are very entertaining.			

# 7 WE LOVE SPORTS!

## READING

- 1 Display the photos on the IWB or ask students to look at them in their books, covering the rest of the page. Elicit the names of any sports they recognize. Students match the photos and sports. They then compare ideas in pairs before you check answers with the class.

### Answers

1 D 2 B 3 C 4 A

### Language note

Although *gymnastics* appears to be a plural form, we use it as a singular noncount noun. Similar singular nouns for sports with an -s ending include *athletics* (usually referred to in American English as *track and field*) and *darts*. This type of ending is also common in games (*dominoes, checkers*) and academic disciplines (*economics, linguistics, physics, politics*, and so on).

### Optional activities

- 1 Have a contest: Give students in pairs two or three minutes to list as many sports in English as they can. Ask the person with the longest list to read the words aloud and the rest of the class to check them. You could write the words on the board for the class to copy.
- 2 You might like to use the photos to introduce the vocabulary for the sports equipment shown. Elicit the words students already know and present the others: A: *goal, (goal) post, crossbar*; B: *parallel bars*; C: *ramp*; D: *hole, flag, (putting /'pʊtɪŋ/) green*.
- 2 Read the verbs in the list and have students repeat them after you as a class. Then mime their meaning. (You can show *somersaults* with your hands, but the rest of the actions you could perform.) Practice the words by asking the class to stand and mime the words as you say them in random order. Then repeat the activity the other way around: you mime an action and ask the class to say the right verb for it. Students work in pairs to match the actions with the four sports from Exercise 1. Remind them that they may be able to match each action to more than one sport. Ask them to compare their ideas with another pair before you check answers with the class.

### Answers

kick: soccer  
push: gymnastics  
jump: skateboarding, soccer  
hit: golf  
spin: gymnastics, skateboarding  
do somersaults: gymnastics, skateboarding

- 3 2.02 Students listen to and read the article and then write the names under the photos in Exercise 1. Ask them to compare their ideas in pairs before you check answers with the class.

### Answers

A Nikolai B The Firecrackers C Tillman D Xavier

- 4 Ask students to read the sentences. Check comprehension. You may need to elicit or explain *stop something from (falling), more than, hero, get on*, and *entertaining*. Ask students to find the information that confirms that the example sentence is wrong (the information is in the first three lines). Suggest that they follow the same process for the other sentences: find the information in the text that confirms if the sentence is correct or incorrect and then study this carefully to choose their answer. If there is no information about it, they should check the “doesn’t say” box in the last column. Remind students that a true / false task is not a test of general knowledge or logic but of reading comprehension. A sentence is only considered true if the text confirms it – or false if the text contradicts it. Ask students to compare their ideas in pairs or small groups. Encourage them to quote the information that supports their selected answer. Allow slightly more time than usual because the “doesn’t say” option makes the decisions more challenging. Monitor the discussions. When each pair or group has more or less reached a consensus, check the answers with the class, asking students to quote the supporting passage for each true or each false answer.

### Answers

- 1 right (Nikolai can do it for 24 hours and 30 minutes)
- 2 wrong (he can't read)
- 3 doesn't say (the author doesn't say what Quentin thinks about McIlroy)
- 4 wrong (Tillman lives in the U.S.)
- 5 right (he can skateboard like a person; he jumps on the skateboard)
- 6 doesn't say (there is no mention of their personal relationship to one another)
- 7 right (their routines are fun and amazing to watch)

### Background information

Rory McIlroy (born 1989) is a professional golfer from Northern Ireland. He became the World Number One player in 2012. He is one of only three golfers ever to win three major tournaments by the age of 25.

## THiNK VALUES

### The importance of sports

- 1 Read the instructions and check comprehension, especially of the phrase *in order of importance*. Ask students to think about the question, add two reasons of their own, and then order the ideas. Monitor and provide help as necessary with unfamiliar vocabulary, or allow the use of dictionaries or the mobile devices for looking things up. Give two or three minutes for this.
- 2 **SPEAKING** Put students together in small groups of three or four to compare their ideas. Ask them to tell each other about their own reasons for doing sports, as well as decide why they think people in general do sports. Are their reasons the same or different? Monitor and provide help as before. To wrap things up, elicit the outcome of discussions from all the groups and ask the rest of the class to say if they agree or disagree and why.

#### Optional activity

To provide students with more discussion material, you could do a survey task before beginning Exercise 2. Students prepare a large survey spreadsheet in their notebooks or on a separate sheet of paper. The table should have columns for names, sports they do, and main reasons. Ask students to walk around and speak to as many other students as they can, interviewing them about what sports they do and eliciting one main reason for doing sports. Give five or six minutes for the interviews. Get students to summarize their findings about what the most popular sports are and what the most commonly mentioned reasons for doing sports are. Finally, put them together in small groups of three or four to compare their findings and discuss their ideas, as they did in Exercise 2.

# They're good!

Nikolai Kutsenko



Nikolai Kutsenko can do amazing things with a soccer ball. He can kick a ball well, but he can also keep the ball in the air with his feet, legs, and head. Lots of soccer players can do this. But can they do it for 24 hours and 30 minutes without stopping? Nikolai can, and it's a world record!

## Tillman



Skateboarding is a popular hobby with teenagers everywhere. But in the U.S., people always stop and watch a skateboarder named Tillman. Tillman is an English bulldog, but he can skateboard like a person. He jumps on the skateboard and pushes it with his feet, and he's off!

## THiNK VALUES

### The importance of sports

- 1 Why do people play sports? Read the reasons below and add two more of your own. Put these reasons in order of importance. Write 1–8 in the boxes.**

- It's fun.
- You can make friends.
- It's good to win.
- It's easy.
- It's healthy.
- It's exciting.

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Xavier Good

Xavier Good is three years old. There are a lot of things this little boy can't do. He can't read or write, for example. But Xavier can do something special. He can hit a golf ball. He can hit it a long way, and he can hit it into the hole. Is he the next Rory McIlroy?

## The Firecrackers



The Firecrackers are a group of young girls who do gymnastics. They can jump and spin and do somersaults like other gymnasts, but the Firecrackers use a jump rope at the same time. Some people call their routine a dance, not a sport, because they use music. But some gymnastics routines use music, too. Everyone agrees that the girls are athletes – and that their routines are fun and amazing to watch.

- 2 SPEAKING Compare your ideas with others in the class.**

*People play sports because they're fun.*

## GRAMMAR

### can / can't for ability

- 1 Look at the article on page 67 and complete the sentences. Then complete the rule and the table.

- 1 They \_\_\_\_\_ jump.
- 2 \_\_\_\_\_ they do it for 24 hours?
- 3 He \_\_\_\_\_ read or write.

**RULE:** We use <sup>1</sup> \_\_\_\_\_ to talk about ability.

The negative form is *cannot*. The contracted form is <sup>2</sup> \_\_\_\_\_.

We don't use *do* or *does* with *can* in questions or negative forms.

Affirmative	Negative
I/You/We/He/She/It/They <b>can</b> jump.	I/You/We/He/She/It/They <sup>1</sup> _____ ( <b>cannot</b> ) jump.
<b>Questions</b> <sup>2</sup> _____ I/you/we/he/she/it/they jump?	<b>Short answers</b> Yes, I/you/we/he/she/it/they <b>can</b> . No, I/you/we/he/she/it/they <b>can't</b> .

- 2 In your notebook, write sentences about John with *can* or *can't*.

- |                                   |                  |
|-----------------------------------|------------------|
| 0 swim ✓<br><i>John can swim.</i> | 4 cook ✓         |
| 1 sing X                          | 5 speak French X |
| 2 play the guitar X               | 6 dance X        |
| 3 play tennis ✓                   | 7 ride a bike ✓  |

### Pronunciation

The /ɔ/ vowel sound

Go to page 121.



- 3 Look at the activities in the list. Check (✓) the things you can do.

- |   |  |
|---|--|
| <input type="checkbox"/> swim                                     | <input type="checkbox"/> read and write  |
| <input type="checkbox"/> hit a golf ball                          | <input type="checkbox"/> play the guitar |
| <input type="checkbox"/> do a somersault                          | <input type="checkbox"/> bake a cake     |
| <input type="checkbox"/> skateboard                               | <input type="checkbox"/> jump high       |
| <input type="checkbox"/> throw a ball 20 meters                   |  |
| <input type="checkbox"/> spell my name in English                 |  |
| <input type="checkbox"/> count to 20 in English                   |  |
| <input type="checkbox"/> say the alphabet in less than 30 seconds |  |

- 4 **SPEAKING** Work in pairs. Ask and answer questions.

*Can you count to 20 in English?*

*Yes, I can. 1, 2, 3, 4, ...*

Workbook page 64 →

## VOCABULARY

### Sports

- 1 **2.05** Match the words in the list with the photos. Write 1–8 in the boxes. Listen and check.

- 1 do-tae-kwon-do | 2 ice-skate | 3 play baseball  
4 play basketball | 5 play volleyball  
6 ride a bike | 7 snowboard | 8 surf

- 2 **SPEAKING** Work in pairs. Which of these sports *can/can't* you do? Tell your partner.

*I can ice-skate, but I can't play volleyball.*

Workbook page 67 →



## GRAMMAR

### can / can't for ability

- 1 Students try to complete the sentences from memory. They then check their answers in the article on page 67. Ask them to work in pairs to check their answers and complete the rule and table. Check answers with the class. Check comprehension of the rules by eliciting a translation for *ability*. You might want to explain that *can* is a modal verb, which we use together with a main verb to express the idea of ability. Modal verbs have only one form, that is, they never take an -s ending for the third person, and we always use the base form after them, even in the third person: *He/She/It can jump*, not *He/She/It cans jump* or *He/She/It can jumps*. We use modals the same way as we use *do / does* in the simple present to form questions and negative sentences.

#### Answers

1 can 2 Can 3 can't

#### Rule

1 can 2 can't

#### Table

1 can't 2 Can

- 2 Students write sentences in their notebooks using the prompts. Ask them to compare answers in pairs before you check them with the class.

#### Answers

- 1 John can't sing.
- 2 John can't play the guitar.
- 3 John can play tennis.
- 4 John can cook.
- 5 John can't speak French.
- 6 John can't dance.
- 7 John can ride a bike.

#### Fast finishers

Students rewrite the sentences with *can* so that they are true for them.

## Pronunciation

To practice pronunciation of the /ɔ/ vowel sound, go to page 121.

- 3 Students look through the list and check the activities they can do. You might need to elicit or pre-teach *bake a cake* and *throw /θrou/*.
- 4 **SPEAKING** Have students in pairs take turns asking each other about their abilities, using the prompts from Exercise 3. Wherever possible, each student should try to demonstrate the ability they claim to have. Allow up to five minutes for the discussions. Monitor the correct use of all the forms of *can*, making a note of any errors to go through with the class after the activity. Write or say the incorrect forms, without mentioning which student said them, and then elicit corrections from the class.

#### Mixed-ability idea

Stronger pairs can extend the discussion with the activities mentioned in Exercise 2.

Workbook page 64



Be aware of common errors related to *can*. Go to Get it right! on page 124.

## VOCABULARY

### Sports

- 1  2.05 Display the photos on the IWB or ask students to look at them in their books, covering the exercises above them. Can they name any of the sports shown? Students reveal the exercise and then work in pairs to speculate about which photo shows which sport. Ask them to try to say why they think so. Monitor their conversations, providing help with unfamiliar language as necessary. Elicit ideas from the whole class, and ask the rest of the class to comment and agree on their final suggestions. You may need to check the pronunciation of *tae kwon do* /tar.kwon'dou/. Play the audio for them to check their answers.

#### Answers

- A: 3, play baseball  
B: 8, surf  
C: 2, ice-skate  
D: 4, play basketball  
E: 6, ride a bike  
F: 7, snowboard  
G: 1, do tae kwondo  
H: 5, play volleyball

#### Background information

**Tae kwon do** is a Korean martial art developed in the 1940s and 1950s on the basis of Japanese karate and Chinese martial arts, as well as those traditional Korean martial arts practiced before World War II that were banned in occupied Korea. Tae kwon do first appeared at the Olympic Games as a demonstration event in 1988 (in Seoul, Korea), and it became an official Olympic contest in 2000 – the second Asian martial art in the program after judo.

- 2 **SPEAKING** Students in pairs take turns telling each other about each of the eight sports in Exercise 1. Monitor the use of *can* for ability.

#### Optional activity

Allow the class to ask you questions about your own sporting abilities, using the words from Exercise 1. Give true answers.

Workbook page 67

## VOCABULARY

### Telling time

- 1 2.06 Students figure out which clock matches each time. Ask them to compare ideas in pairs before you play the audio for them to check their answers with the class. Make sure they notice that, in spoken English, we normally use a 12-hour clock. The context helps us decide if we are talking about the morning or the afternoon / evening (or we need to state this). When we talk about a time like 8:30, we use *half past* and refer to the preceding hour, not the coming hour. When we talk about 10:15, we use *(a) quarter after* and the preceding hour. When we talk about 12:45, we use *(a) quarter to* and the coming hour. Elicit translations for each time, and ask students if they express these times in a similar way in their first language. Check pronunciation, paying special attention to the silent l in *half* /hæf/ and the vowel sound in *quarter* /'kwɔ:tər/.

#### Answers

A 3 B 4 C 1 D 2

### Language note

In English, we never refer to the coming hour with *half*. We use *(a) quarter* for both 15 and 45 minutes past the hour, but we must use a different preposition. Some speakers of American English say *(a) quarter of* instead of *(a) quarter to*: *(a) quarter of four* (3:45).

- 2 **SPEAKING** Students use the models in Exercise 1 to write the times. Put them in pairs. Model the task with a stronger student. Students then take turns asking for and telling time. Monitor the correct use of expressions for telling time. At the end, check answers together as a class. Get a different student to write each time on the board in a digital clock format and in words.

#### Answers

- 1 (a) quarter to seven
- 2 eleven o'clock
- 3 half past / after seven

Workbook page 67

## LISTENING

- 1 2.07 Read the instructions together. Explain that Sam and Lucy are teenage friends. Lucy wants to invite Sam to go surfing. Sam is busy, so it's difficult for them to decide when to go. Play the audio through and elicit all students' suggestions before confirming the answer.

#### Answer

On Saturday (that is, not today)

- 2 2.07 Ask students to look through the list of sports together in pairs and try to decide which ones they heard in the audio. Then play the audio again for students to check their ideas and choose their answers. Check answers as a class.

### Answers

e, b, d, f

- 3 2.07 Ask students to check the sentences to see what information is missing in each one. Point out the clocks at the bottom of the page – the task is to match the times and the activities. Tell students to listen carefully because the information is not always given in the same order as the questions about them. Ask students to compare their ideas in pairs before you play the audio again. Check answers with the class.

#### Answers

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

- 4 Focus attention on the expressions in Exercise 5 and check comprehension by eliciting translations. Check pronunciation, paying special attention to the vowel sounds in *breakfast* /'brekfəst/. Give students 30 seconds to think about other things they do every day. Allow the use of dictionaries or mobile devices to look words up online. Students decide when they do these daily activities and draw the clocks for them. Remind them to only use times rounded to the nearest 15 minutes.

- 5 **SPEAKING** Demonstrate the task by drawing a clock showing a time on the board for a daily activity of yours and asking a stronger student to ask you questions until they guess what it is. Elicit or point out that the simple present is used. Have students in pairs take turns looking at each other's clocks and trying to guess the activity for each time. Monitor the correct use of expressions for time and the use of the question forms and short answers in the simple present.

## THiNK SELF-ESTEEM

### My time: pie chart

- 1 Focus attention on the pie chart. Elicit what this type of chart is called in the students' first language. Check that students understand that it shows how much time the person spends on each activity mentioned. Give students two or three minutes to draw their own pie chart for a typical weekday. (Elicit or remind them that the figures should add up to 24 hours.)

- 2 **SPEAKING** Ask students to read the discussion questions. Check comprehension by eliciting translations. Then put them in pairs to look at each other's charts and ask the questions. Monitor the discussions and provide help with any difficult language.

- 3 **SPEAKING** Assign this task for homework. Students draw a pie chart for their ideal day and label it with their preferred activities. At the beginning of the next class, arrange a short show-and-tell session, with a number of students displaying and explaining their charts to the class.

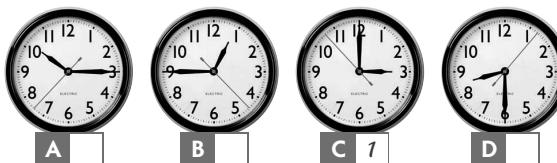
## 7 WE LOVE SPORTS!

### VOCABULARY

#### Telling time

- 1 2.06 Match the times in the list with the clocks. Listen and check.

- 1 It's three o'clock. | 2 It's half past eight.  
3 It's a quarter after ten. | 4 It's a quarter to one.



- 2 **SPEAKING** Write the times under the clocks. Then ask and answer in pairs.

What time is it?

It's a quarter after four.



- 0 It's a quarter after four. 1 \_\_\_\_\_



- 2 \_\_\_\_\_ 3 \_\_\_\_\_

Workbook page 67

### LISTENING

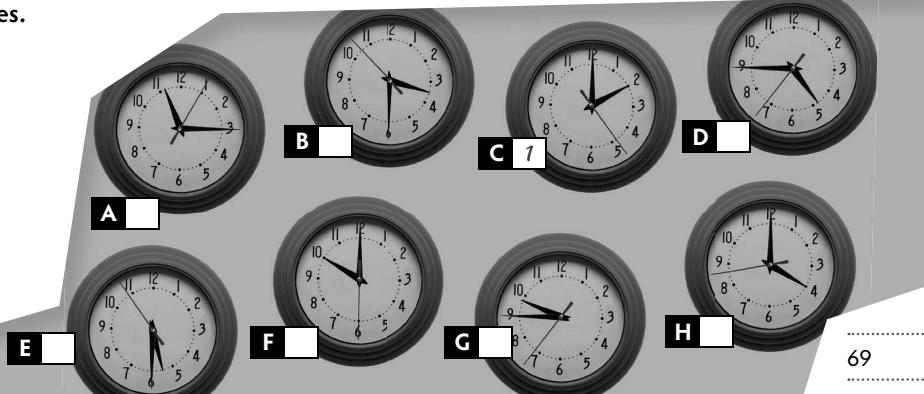
- 1 2.07 Listen to a phone call between Sam and Lucy. When do they decide to go surfing?

- 2 2.07 Listen again and check (✓) the sports you hear.

- a tennis
- b surfing
- c baseball
- d volleyball
- e golf
- f basketball

- 3 2.07 Listen again. Match the clocks and the sentences. Write 1–8 in the boxes.

- 1 The volleyball game starts at ...
- 2 The volleyball game ends at ...
- 3 The golf lesson starts at ...
- 4 The golf lesson ends at ...
- 5 It gets dark about ...
- 6 The basketball game ends at ...
- 7 The basketball game starts at ...
- 8 The time now is ...



- 4 Think of four things you do every day. Draw the time that you do them on clocks in your notebook.

- 5 **SPEAKING** Work in pairs. Look at your partner's clock. Guess what he/she does at each time. Use the things below or your own ideas.

get up

eat breakfast

start school play soccer do your homework  
eat dinner go to bed

Do you get up at half past six?

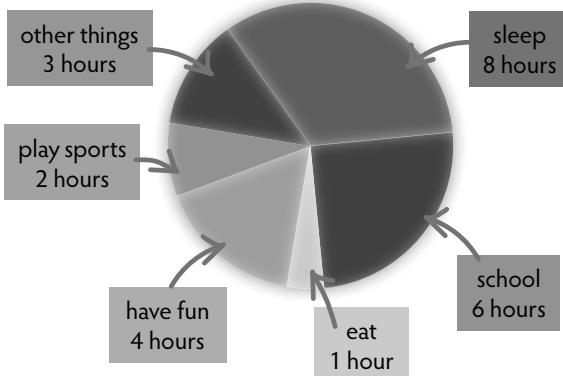
Do you eat breakfast at ...?

Do you ...?

### THiNK SELF-ESTEEM

#### My time: pie chart

- 1 Look at the example of a pie chart about time then draw one for you.



- 2 **SPEAKING** Work in pairs. Talk about your pie chart.

- 1 Are you surprised by your chart?
- 2 Are you happy with how you use your time?
- 3 Would you like to change? How?

- 3 **SPEAKING** Draw your ideal pie chart. Compare with your partner.

## READING

1 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What important soccer games can you think of?
  - 2 Who are the champions in **a** your country **b** the world?
  - 3 Look at the photos. What do you think is special about this soccer game?
- 2 **2.08** Read and listen to the article. Which two teams play "the other final" and who wins?

3 **Read the article again. Put the events in the correct order.**

- a Matthijs organizes a soccer game.
- b Germany and Brazil play in the World Cup final.
- c The Dutch team aren't in the World Cup finals.
- d Montserrat and Bhutan play a game of soccer.
- e Matthijs de Jongh has a plan.
- f The Montserrat national team flies to Bhutan.

4 **SPEAKING** Work in pairs. Choose two teams for your perfect "other final."

- 1 Where do they play?
- 2 Who wins?
- 3 Who scores the goals?

# The other final



It's June 30, 2002. In the International Stadium in Yokohama, Japan, two great teams, Brazil and Germany, are ready to play in the World Cup soccer final.

But 4,500 kilometers away in the Changlimithang Stadium in Thimphu, Bhutan, there is another soccer game; Bhutan against Montserrat. Bhutan is number 202 in the world, Montserrat is 203. They are the bottom two teams in the world.



This game is Matthijs de Jongh's idea. He's a Dutch businessman. He can't watch his national team, the Netherlands, because they are not at this World Cup. He's sad, but then he thinks about people from other countries. What about teams that never play in the World Cup? He organizes "the other final" and asks the national teams of Bhutan and Montserrat to play. The Montserrat team flies from the Caribbean to the Himalayan mountains of Bhutan. Thousands of people watch the game. Bhutan wins 4–0, but everyone decides that soccer is the real winner.

After their game, both teams sit down with the rest of the world and enjoy the real World Cup final.

## READING

- 1 **SPEAKING** Display the first photo on the IWB or ask students to look at it in their books. Elicit the name of the sport (*soccer*), and ask students to try to guess what game the story may be about. Accept any reasonable suggestions without confirming the answer. Read the questions together and check comprehension of *champions*. Put students in pairs to discuss the questions. Monitor and provide help with language as necessary. Elicit ideas from a few pairs, and ask the rest of the class to say if they had similar or different ideas.

### Background information

Make sure you look up the name of the current national and world champions in soccer before class!

The 2014 soccer World Cup was won by Germany, which played in the final against Argentina. The score was 1–0 after extra time played. Mario Götze scored the winning goal in the 113th minute.

- 2 **2.08** Ask students to skim-read the article quickly and check their predictions for the last question in Exercise 1. Read the question and then ask students to read and listen to the article to find the names of the two teams and the winner. Ask them to compare ideas in pairs before you check answers with the class.

#### Answer

Bhutan plays against Montserrat, and Bhutan wins 4–0.

### Background information

**The Kingdom of Bhutan** is a country in the Himalaya Mountains in Asia that borders on India, China, and Nepal. It is a parliamentary monarchy with a written constitution. It has a population of about 700,000. The capital city is Thimphu.

**The island of Montserrat** is a British overseas territory in the Caribbean Sea. The population today is less than 6,000, following a devastating volcano eruption in 1995 that destroyed the island's official capital, Plymouth. Today the government currently operates out of the island's largest remaining town, Brades. Before the disaster, over 13,000 people lived on Montserrat.

- 3 **2.08** Focus on the title of the article and elicit a translation. Read the introductory paragraph to clarify why the article refers to the Bhutan–Montserrat game as “the other final.” Make sure students understand that the events described took place in 2002. If necessary, elicit or explain *bottom (two) teams*. Ask students to read the sentences. Check comprehension, and elicit that the events are not in order. Read the example (c), and ask students to underline the passage that gives information about it. There are two ways to complete the ordering task. Students could scan the article to find the information about each sentence one by one and then reconstruct their order. Or they could read and listen to the article, looking for key words that might link them to the sentences, and then study all the sentences carefully to see if any of them match. Ask students to compare ideas in pairs before you check the answers with the class. Ask students to quote the passages that support their answers, and elicit comments or corrections from the rest of the class.

## Answers

2 e 3 a 4 f 5 d 6 b

- 4 **SPEAKING** Read the instructions together. Clarify that the task is to imagine a special soccer game between two teams of the students' own choice. Ask them to think about what makes the game a special one. They can imagine how the game would go, who would win, and so on. Encourage them to be as creative as they want. You may need to provide a model to get students started. For example, a game set in the universe of the TV series *Game of Thrones* would feature the Starks against the Lannisters.

1 They play in King's Landing (the capital of Westeros), at a new stadium.

2 The Starks win 3–1.

3 Arya Stark scores two goals and Robb Stark scores one for the Starks, while Tyrion Lannister scores for their opponents from a penalty kick.

Monitor their conversations, and provide help with any language as necessary. Elicit some ideas from the class. Then vote on the most imaginative suggestion for a special game.

## VOCABULARY

### Months and seasons

- 1 2.09 Students put the months in order and compare ideas in pairs. Play the audio for students to listen and check their answers. Then play it again, pausing after each month for students to listen and repeat, first all together and then two or three students individually. Pay special attention to the stress on the second syllable in *September*, *October*, *November*, and *December*, and the vowel sound in the middle of *January* /'dʒænjuəri/ and both common pronunciations of *February* /'febjuəri/ or /'februəri/. Make sure students also notice that the names of months are written with a capital in English.

#### Answers

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

- 2 Read the names of seasons aloud and ask the class to repeat them to get the pronunciation right. Students match the months and the seasons. If they are not in the Northern Hemisphere, make sure they notice that the seasons should refer to New York City.

#### Answers

winter: December, January, February  
spring: March, April, May  
summer: June, July, August  
fall: September, October, November

Workbook page 67

## GRAMMAR

### Prepositions of time

- 1 Ask students to cover the Rule box, study the examples, and make a rule for each one using their own words. Then ask them to reveal the box and fill in the blanks. They compare their ideas in pairs before a whole-class check.

#### Rule

1 at 2 in 3 on

- 2 2.10 Read the list of sports events. Check that students know which sport each name refers to. Put students in pairs to discuss and decide in which month or season each event is usually held. Monitor the discussions and check the correct use of the names of months and prepositions. Play the audio for students to check their answers.

#### Answers

The World Cup final is usually in June or July.  
The Australian Open Tennis tournament is in January.  
The World Series is usually in October.  
The Summer Olympics are usually in August.  
The Winter Olympics are usually in February.  
The FIFA Confederations Cup is usually in June.

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## VOCABULARY

### Ordinal numbers

- 1 Students find and copy the date from the article on page 70. Check answer. Focus attention on the LOOK! box, making sure students understand there are two ways of saying a date, but in written American English, we usually write the month before the day.

#### Answer

30

#### Language note

In American English, a date is written in the format: *July 4, 1776* (note the use of a comma before the year). In British English, the same date is usually rendered: *4th July 1776* or *4 July 1776*.

- 2 2.11 Students match the ordinal numbers and the words for them. Ask students to compare their ideas in pairs. Play the audio for them to check their answers. Then play it again, pausing after each numeral for students to repeat it, first together and then one or two students individually. Pay attention to the vowel sound in *first* /fɜːst/ and *third* /θɜːrd/, and the long *i* sound in *ninth* /naɪnθ/. Contrast the short *i* sound in *fifth* /fɪfθ/ with the long *i* sound in *five*. Elicit the rule for the formation of ordinals. Make sure students notice the small spelling changes in *fifth* and *twelfth* (both *ve* → *f*), *eighth* (drop a *t*), and *ninth* (drop the *e*).

#### Answer

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

- 3 **SPEAKING** Focus attention on the examples. Students think of special dates in their lives. Monitor the correct use of the ordinal numbers and prepositions of time.

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## WRITING

### My favorite sportsperson

- 1 Read the questions together and check comprehension. Students make notes about their chosen person. Monitor their preparation, providing help with any unfamiliar or difficult language.
- 2 **SPEAKING** Students use the questions to interview their partners about their chosen sportsperson. Monitor, noting any interesting ideas to elicit from the class after the discussions.
- 3 Assign the writing task for homework. Collect the students' work for grading and check their paragraphs for: task **completion** (*Have they included information about each of the 6 questions?*), **clarity** (*Is their writing clear and easy enough to follow?*), and **accuracy** (*Is their writing free of errors that hinder comprehension?*).

## VOCABULARY

### Months and seasons

- 1 **2.09** Put the months in the correct order. Write 1–12 in the boxes. Listen and check.

<input type="text"/> June	<input type="text"/> September	<input type="text"/> February
<input type="text"/> May	<input type="text"/> October	<input type="text"/> July
<input type="text"/> March	<input checked="" type="text"/> January	<input type="text"/> August
<input type="text"/> November	<input type="text"/> April	<input type="text"/> December

- 2 What months are in these seasons in New York City?



winter



spring



summer



autumn / fall

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## GRAMMAR

### Prepositions of time

- 1 Read the example sentences and complete the rule with *in*, *at*, and *on*.

The soccer game starts **at** 3:00 p.m.

My birthday is **in** March. It's **in** the spring.

The party is **on** Friday.

**RULE:** With times we use **1** \_\_\_\_\_.

For months and seasons we use **2** \_\_\_\_\_.

For days of the week we use **3** \_\_\_\_\_.

- 2 **2.10** Do you know when these sporting events are? Guess, then listen and check.

*The World Cup final is usually in June or July.*

The World Cup final  
The Australian Open Tennis  
The World Series of baseball  
The Summer Olympics  
The Winter Olympics  
FIFA Confederations Cup

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## VOCABULARY

### Ordinal numbers

- 1 Look at the article on page 70. Complete the sentence with the missing date.

It's June \_\_\_\_\_, 2002. In the International Stadium in Yokohama, ...

**LOOK!** When we say the date, we usually say *March 7th* or *the 7th of March*, but we write *March 7*.

- 2 **2.11** Match the numbers with the words. Listen, check, and repeat.

1st	<input type="text"/> h	9th	<input type="text"/>	a	sixth	i	thirtieth
2nd	<input type="text"/>	10th	<input type="text"/>	b	eleventh	j	eighth
3rd	<input type="text"/>	11th	<input type="text"/>	c	thirteenth	k	thirty-first
4th	<input type="text"/>	12th	<input type="text"/>	d	third	l	twelfth
5th	<input type="text"/>	13th	<input type="text"/>	e	tenth	m	second
6th	<input type="text"/>	20th	<input type="text"/>	f	fifth	n	twentieth
7th	<input type="text"/>	30th	<input type="text"/>	g	ninth	o	seventh
8th	<input type="text"/>	31st	<input type="text"/>	h	first	p	fourth

- 3 **SPEAKING** Write three important dates for you. Tell your partner about them.

*My sister's birthday is on the 8th of May.*

*Our school's Sports Day is on June 20th.*

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## WRITING

### My favorite sportsperson

- 1 Think of your favorite sportsperson and answer the questions.

- Who is he/she?
- Where is he/she from?
- What sport does he/she do?
- What sort of things can he/she do?
- Are there any things he/she can't do?
- Why do you like him/her?

- 2 **SPEAKING** Work in pairs. Tell your partner about your favorite sportsperson.

- 3 Write a short text (50–70 words) about your favorite sportsperson. Use your ideas from Exercises 1 and 2.

## PHOTOSTORY: episode 4

### The big game

1 Look at the photos and answer the questions.

- 1 Where are they in photo 2?
- 2 What happens to the TV?

2 2.12 Now read and listen to the photostory. Who does Tom want to win?



**TOM** The big game is this afternoon at four o'clock. Why don't we all watch it together?

**RUBY** Great idea!

**TOM** OK. You call Ellie, and I can call Dan. About 3:30 at my place!

**RUBY** I have some stuff to do first, but I think 3:30 is OK.

1



**MAN ON TV** Welcome to today's game. We're here live in Rio!

**ELLIE** It's so exciting.

**DAN** I know. I love soccer.

**TOM** The U.S. can win this. I know it. Go U.S.A.!

**RUBY** No way, Tom. Go Brazil!

2



**RUBY** Hey. The TV screen. Is it broken? We can't see anything.

**ELLIE** Where's the game? We want to watch the game!

**DAN** Come on, Tom. Do something. The game starts in a few minutes!

**TOM** Just a minute. Let me try and fix it.

3



**ELLIE** Oh, no. Now the screen's black.

**DAN** Now what do we do?

**TOM** It's no big deal. I'm sure I can fix it.

**RUBY** This is terrible!

4

## PHOTOSTORY: episode 4

### The big game

- 1 Focus attention on the photos and elicit the names of the characters and any other details students may remember about them. Elicit ideas about the two questions without revealing the answers at this point.

#### Answers

- 1 They are in Tom's home, in the living room.
- 2 The TV stops working.

- 2  2.12 Play the audio for students to listen to and read the photostory and check their predictions from Exercise 1. Then ask them to answer the question.

#### Answer

Tom wants the U.S.A. to win.

## DEVELOPING SPEAKING

- 3 **EP4** Elicit suggestions for how students think the story might continue. Accept any feasible ideas and ask the rest of the class to comment on whether they agree or disagree with them. Play the video for students to check their ideas and to answer the questions. Ask students to compare ideas in pairs before you check answers with the class.

### Answers

- 1 table tennis and basketball
- 2 We never get to find out.

- 4 **EP4** Ask students to read the multiple-choice questions, try to answer them from memory, and then compare ideas in pairs. Then play the video again for them to check their ideas and choose the answers. Check answers as a class.

### Answers

- 1 C 2 B 3 B 4 C 5 C

## PHRASES FOR FLUENCY

- 1 Students find the expressions and identify the speakers. Ask them to compare ideas in pairs before you check answers with the class.

### Answers

- 1 Ruby 2 Dan 3 Tom 4 Tom

- 2 Elicit translations for each expression. Are they expressed in a similar or a different way in the students' first language?

- 3 Students work in pairs to order the dialogue. Check answers with the class. Elicit or explain the meaning of *and things* and *Come on*.

### Answers

- 1 ANDY Oh, no! I don't have my school stuff with me.
- 2 SUE What school stuff?
- 3 ANDY You know, books and things. I need them for school. Now what do I do?
- 4 SUE Oh, it's no big deal. You can go to class without your books.
- 5 ANDY No books? Are you sure I can do that?
- 6 SUE Yes, I'm sure you can. Come on, we're late.

### Optional activity

Students practice role-playing the dialogue. Ask one or two volunteer pairs to perform in front of the class. Encourage them to speak from memory and only look at the dialogue if they get stuck. Ask the rest of the class to listen and write down any omissions or changes the speakers make.

- 4 Students complete the mini-dialogues. They then compare ideas in pairs before you check answers with the class.

### Answers

- 1 stuff
- 2 Now what do I do?
- 3 It's no big deal.

## FUNCTIONS

### Making suggestions

- 1 Students complete the sentences from memory. They then compare ideas in pairs before you check the answers with the class. Elicit translations to check comprehension.

### Answers

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

- 2 Students complete the suggestions and then compare ideas in pairs before you check answers with the class. If you're short on time, you could assign this task for homework.

### Answers

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

- 3 **SPEAKING** Students practice the mini-dialogues in pairs. Monitor their preparation. Then ask one or two volunteer pairs to perform for the class. Ask the class to listen and write down any omissions or errors.

- 4 **SPEAKING** Students work in pairs to make two new mini-dialogues like the ones in Exercise 3. They then practice role-playing them. Each of them should take turns playing the person making a suggestion (speaker B) and speaker A. Remind them to use different ways of making their suggestions. Ask three or four volunteer pairs to perform both their dialogues in front of the class. Ask the rest of the class to write down the suggestions each pair makes. Have a vote on the best suggestion for each of the two problems.

### Optional activity

Students think of other problems: *I'm sad / cold; The TV is broken*, and so on, and then write mini-dialogues for them. As before, ask some pairs to perform in front of the class, have students write down the suggestions, and then have a vote on the best ideas.

## DEVELOPING SPEAKING

**3** **EP4** Watch to find out how the story continues.

- 1 What sports do Ruby, Ellie, and Dan play?
- 2 Who wins the game on TV?

**4** **EP4** Watch again. Choose the correct answers.

- 0 Who offers to help Tom?
  - (A) Dan
  - (B) Ruby
  - (C) Ellie
- 1 Where is the table for table tennis?
  - (A) in the living room
  - (B) in Tom's bedroom
  - (C) in the game room
- 2 Who wins at table tennis?
  - (A) Dan
  - (B) Ruby
  - (C) Ellie
- 3 Where is the basketball hoop?
  - (A) in the garage
  - (B) in the yard
  - (C) in the park
- 4 Where does Tom find the others?
  - (A) in the kitchen
  - (B) in the living room
  - (C) in the yard
- 5 Who wins the big game?
  - (A) the U.S.
  - (B) Brazil
  - (C) We don't know.

## PHRASES FOR FLUENCY

**1** Find the expressions 1–4 in the story. Who says them?

1 stuff

2 Now what ...?

3 It's no big deal.

4 I'm sure ...

**2** How do you say the expressions in Exercise 1 in your language?

**3** Put the sentences in the correct order to make a dialogue.

- |                          |      |   |
|--------------------------|------|---|
| <input type="checkbox"/> | ANDY | You know, books and things. I need them for school. Now what do I do? |
| <input type="checkbox"/> | ANDY | No books? Are you sure I can do that?                                 |
| 1                        | ANDY | Oh, no! I don't have my school stuff with me.                         |
| <input type="checkbox"/> | SUE  | What school stuff?  |
| <input type="checkbox"/> | SUE  | Oh, it's no big deal. You can go to class without your books.         |
| <input type="checkbox"/> | SUE  | Yes, I'm sure you can. Come on, we're late.                           |

**4** Complete the mini-dialogues with the expressions from Exercise 1.

- 0 A Who is that woman?  
B I'm sure she's a famous actress, but I can't remember her name.
- 1 A Come to the store with me.  
B I can't. I have a lot of \_\_\_\_\_ to do at home.
- 2 A My computer's broken.  
B But we need the Internet! \_\_\_\_\_?
- 3 A I can't find my pen.  
B \_\_\_\_\_ I have an extra one. Here you go.

## FUNCTIONS

### Making suggestions

**1** Complete the sentences from the story. Use the words and phrases in the list.

How about | Let's | Why don't

- 1 \_\_\_\_\_ we all watch it together?
- 2 \_\_\_\_\_ play table tennis!
- 3 \_\_\_\_\_ another game?

**2** Complete the suggestions.

- 1 A I'm bored.  
B \_\_\_\_\_ watching a movie?
- 2 A There's nothing to do.  
B \_\_\_\_\_ we go for a hike?
- 3 A I'm hungry.  
B \_\_\_\_\_ make some sandwiches.

**3** **SPEAKING** Work in pairs. Act out the mini-dialogues in Exercise 2.

**4** **SPEAKING** Make two new dialogues. Use these words for speaker A.

thirsty  
tired