



# 8 Teacher's notes

## Reinforcement worksheet 1

- Students complete the questions with the correct past participle and then answer the questions to see what prize they've won.

**Key:** visited, won, stopped, not done, cooked, climbed, sailed, been, painted.

- Optional follow-up activity:** Students work in pairs and design a similar game. They write ten new questions, using *Have you ever ...* and add five new "prizes." Then they play the game!

## Reinforcement worksheet 2

- Students use the code to find the first three letters of six sports and then write the full names of the sports. Then they fill in the blanks to complete which sport is done when.

**Key: 1)** 2 track and field, 3 sledding, 4 snowboarding, 5 skiing, 6 soccer. **2)** 2 soccer – fall and winter, 3 skiing – winter, 4 track and field – spring and summer, 5 snowboarding and sledding – winter.

- Optional follow-up activity:** Students use the code to write the first three letters of other words from Unit 8 for their partners to figure out.

## Extension worksheet 1

- Students complete the questions with *Have you ever ... ?* and the verb. Then they read answers a–f and decide which question goes with each answer. Finally, students match the sports pictures to the questions/answers.

**Key: 1)** 2 Have you ever cycled in the Tour de France? 3 Have you ever run an important race in the winter? 4 Have you ever lost the ball? 5 Have you ever fallen through a hole in the ice? 6 Have you ever wanted to play a different sport? **2)** b 6, c 3, d 1, e 2, f 5. **3)** golf a4, cycling e2, ice skating f5, skiing d1, track and field c3, sledding b6.

- Optional follow-up activity:** Write prompts on the board for several sports with appropriate collocating verbs such as: *go cycling, do track and field, go sledding, play field hockey*. Students copy them in the first column of a grid of five columns. At the top of the second column, they write *Me* and check or cross the sports they have and haven't done. Then they interview three students using *Have you ever ... ?* questions and checking or crossing under their names in the three remaining columns.

## Extension worksheet 2 toward

- This activity mirrors the second part of the YLE Speaking Test. Students have to describe what's happening in the different pictures in a story. Ask questions to elicit useful vocabulary and pre-teach words like: *hole, ice, stuck, blade*. Students prepare their answers. In class, students work in pairs and talk about the pictures. Remind them that they should give as much detail as possible.
- Optional follow-up activity:** Students imagine they were there when it happened. They write an email in the past tense to a friend, describing the event.

## Song worksheet

- Students look at the pictures and fill in the missing words. Explain that sometimes *-ed* sounds like /t/ or /d/ (*walked, skied*) and sometimes *-ed* sounds like /ɪd/ (*snowboarded, needed*). Then students read the song and underline the verbs ending in *-ed*. Finally, they write the verbs in the correct pronunciation "goal net" and listen to the song to check their answers.

**Key: 1)** See Student's Book, page 75. **2)** /ɪd/: skated, /d/ /t/: played, skied, climbed, raced.

- Optional follow-up activity:** Ask students to look back through the unit in the Student's Book and find past tense verbs ending in *-ed*. Write a list of them on the board. Students form small teams. Draw two *-ed* "goals" as on the worksheet. Say the words on the board one by one. Students write the word in the correct "goal" according to how the *-ed* ending is pronounced. Give students one point for each word in the correct net.

## Topic worksheet

- Ask students how they feel when they haven't eaten for a while (tired, no energy). Explain that a *calorie* is a way to measure how much energy you get from food. Tell them that they are going to read about an *Olympic swimmer* named *Michael Phelps* who needs a lot of calories. Students read the text and underline the food words. They then check the pictures of foods that are in the text. Finally, students work in pairs to answer the questions.

**Key: 1)** Food words – egg sandwiches, cheese, tomato, onions, two cups of coffee, an omelet, potatoes, bread with sugar, chocolate pancakes, a plate of pasta, ham and cheese sandwiches, drinks, pizza. **2)** Food he doesn't eat is: chicken, apples, ice cream, sausages, carrots. **3)** 1 2,000, 2 12,000, 3 because they use a lot of energy when they play sports.

- Optional follow-up activity:** Students imagine they are a famous sportsperson. They write a short description of their sport, what they do every day, and how much they eat. e.g., *My name's ..... I'm a famous ..... I've won ..... gold medals and I've ..... To play my sport, I need to be in very good shape. So every day I ..... Also, I burn a lot of energy in my sport, so I need to eat a lot of calories. Every day I eat ..... and I drink .....*

## Reinforcement worksheet 1

Use the words in parentheses to complete the “*Have you ever...*” questions. Then play the game with a partner! Which prize does your partner win?

Have you ever  
.....  
(climb) a mountain?

Have you ever  
.....  
(sail) in a boat?

Have you ever  
.....  
(be) skating?

Have you ever  
.....  
(paint) a picture?

Have you ever  
.....  
(stop) to help a friend?

Have you ever  
.....  
(not do) your homework?

Have you ever  
.....  
(cook) a meal?

Have you ever  
.....  
(visit) a zoo?

Have you ever  
..... (win)  
a sports prize?

Have you ever  
..... played .....  
(play) basketball?

**Start**

## Reinforcement worksheet 2

- 1 Use the code to find the first three letters. Then write the names of the sports.

START

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

FINISH

1 6 – 9 – 5      field hockey

4 19 – 14 – 15      \_\_\_\_\_

2 20 – 18 – 1      \_\_\_\_\_

5 19 – 11 – 9      \_\_\_\_\_

3 19 – 12 – 5      \_\_\_\_\_

6 19 – 15 – 3      \_\_\_\_\_

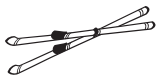
- 2 Label the pictures. When do people usually play each sport?



1 We usually play field hockey in the fall and winter.



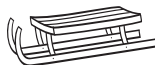
2 We usually play \_\_\_\_\_ in \_\_\_\_\_ and \_\_\_\_\_.



3 We go \_\_\_\_\_ in \_\_\_\_\_.



4 We usually do \_\_\_\_\_ in \_\_\_\_\_ and \_\_\_\_\_.



5 We go \_\_\_\_\_ and \_\_\_\_\_ in \_\_\_\_\_.

1 Complete these questions with *Have you ever* and the word in parentheses.

- 1 Have you ever had (have) an accident on a mountain?
- 2 \_\_\_\_\_ (cycle) in the Tour de France?
- 3 \_\_\_\_\_ (run) an important race in winter?
- 4 \_\_\_\_\_ (lose) the ball?
- 5 \_\_\_\_\_ (fall) through a hole in the ice?
- 6 \_\_\_\_\_ (want) to play a different sport?

2 Find the answers to questions 1–6.

- a Yes. The balls I use are so small that they often get lost in trees or long grass.  
\_\_\_\_\_4\_\_\_\_\_
- b No, this sport is my favorite because you go very fast through the snow and it's safer than skiing. \_\_\_\_\_
- c Yes, but in the winter we run inside so that it's not too cold. \_\_\_\_\_
- d Yes, I hurt my leg last winter on Mont Blanc. \_\_\_\_\_
- e No, but I want to ride my new racing bike in the next one. \_\_\_\_\_
- f No, because I don't play my sport on frozen lakes. I play it on special ice rinks. \_\_\_\_\_

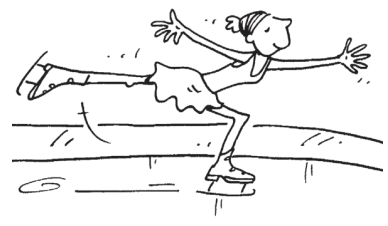
3 Decide which question and answer goes with each picture.



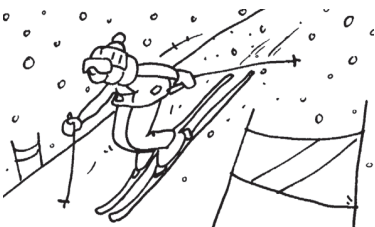
golf ☒



cycling ☐



ice skating ☐



skiing ☐



track and field ☐

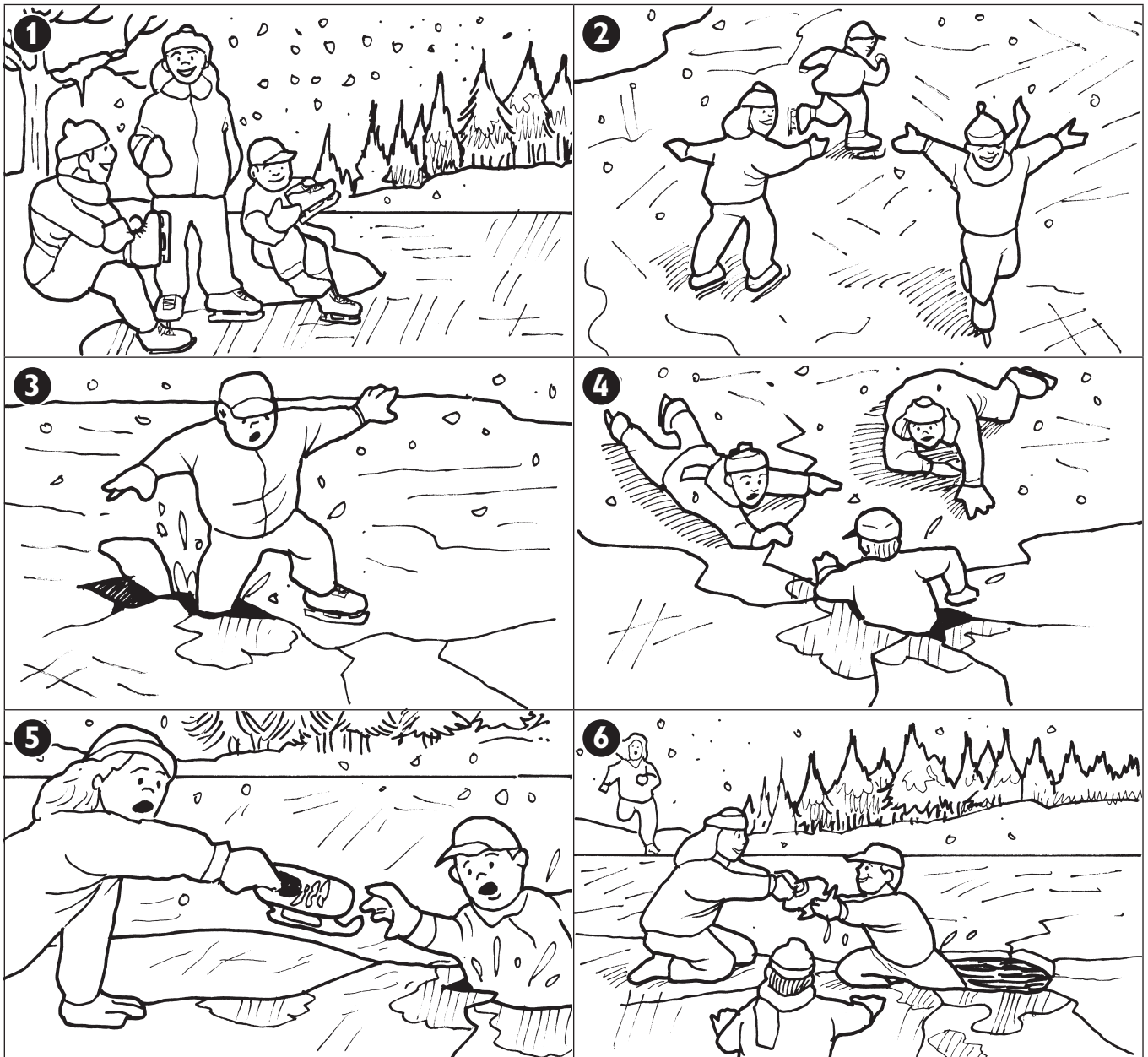


sledding ☐



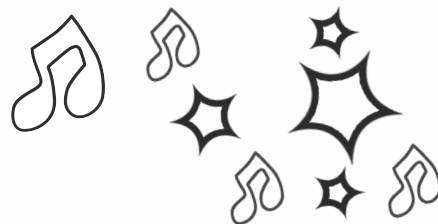
★ Look at the pictures and think about the answers to the questions for each picture. Be ready to talk about the pictures.

- 1 What's the weather like? What are the children going to do? Where?
- 2 What are the children doing? What are they wearing? How do they feel?
- 3 What's happened to the little boy? Where is his foot?
- 4 What are the older children trying to do? What's happening to the ice?
- 5 Why has the girl taken her skate off? How is the little boy feeling?
- 6 How is the little boy getting out of the water? How is he feeling now?



# Unit 8

## Song worksheet



### 1 Look at the pictures and complete the song.

We love sports, swimming, sailing, running,  
We love sports,  
We love to do it all.



We've skied down a mountain,



We've ..... up a rock,



We've played ..... with Grandma,



We've raced against the .....



We've played ..... and tennis,



We've gone ..... in the snow,



We've skated in the .....



We've made a ..... to throw.



Some like playing soccer,

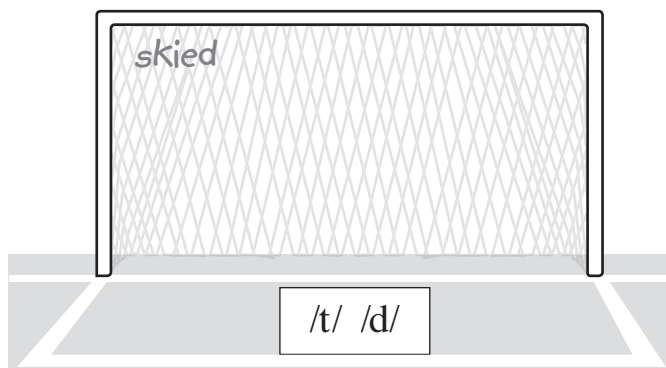
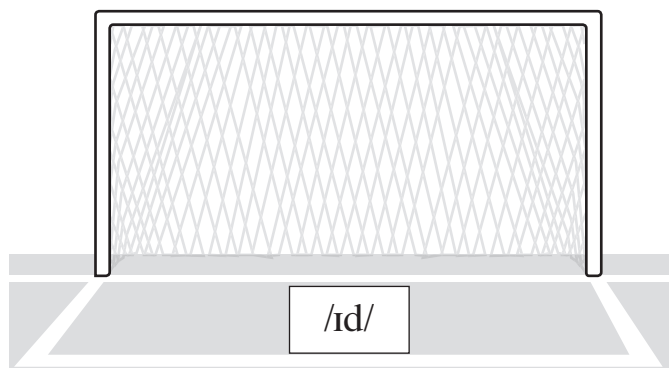
Some like watching it.



It's good to move your .....

**DON'T JUST SIT!**

### 2 Look at the example. Underline the other -ed words in the song and put them in the goals.



### 3 Listen and sing!

- 1 Michael Phelps is a famous Olympic swimmer. Underline all the foods he eats and drinks. Can you eat this much every day?



Most people only need about 2,000 calories every day, but Michael Phelps eats 12,000 calories a day. Every day!

Here is how Michael Phelps starts his day: three egg sandwiches topped with cheese, tomato, and onions. And that's before breakfast!

For breakfast, he has two cups of coffee, a five-egg omelet, a bowl of potatoes, three slices of bread with sugar on top, and three chocolate pancakes.



This famous swimmer's lunch is: a big plate of pasta and two large ham and cheese sandwiches on white bread. The best Olympic athlete in the history of the Olympic Games then completes his meal by drinking about 1,000 calories of drinks.



- 2 Check (✓) the pictures of foods that Michael Phelps eats. What *doesn't* he eat?

- 3 Answer the questions:

- 1 How many calories do most people need every day?
- 2 How many calories does Michael Phelps need every day?
- 3 Why do you think sports people need to eat so much?