

Learning objectives

- Students learn about different sports and training methods.
- In the project stage, they make a training plan for a sport they like.

Warmer

Write *PE* on the board and explain that it stands for Physical Education, i.e. classes at school where children do exercise and play sport. Find out if there is an equivalent in the students' own language(s). Put students into small groups to talk about what students in their country do in their PE lessons at school. Ask them to discuss why it is important to do PE at school, and whether they enjoy PE lessons. Share some ideas as a class, encouraging students to give reasons for their answers.

- 1 Refer students to the photos on page 29. Put them into pairs to discuss what the people are doing in each photo and to decide which training methods are useful for which sports.

Point to the pictures in a random order and ask different students to say what the people are doing and which sports the training might be useful for.

Answers

- a cycling b rowing c weight lifting d running/walking
e press-ups

They are all doing circuit training, which is useful for any sport.

- 2 Ask students to read text A. Ask two or three students who play different sports to describe what they do for each of the four points.

Then ask them to read text B. Remind them not to worry about any unfamiliar words at this point, but to think about which of the ideas in text A is the main focus of text B. Ask them to discuss their ideas in pairs. Check answers.

Ask students whether they follow any of the training methods mentioned in the box and if so, for which sports.

Mixed ability

To support weaker students, write the key words from the text and their definitions in two columns on the board in a random order.

Ask students to read the words and definitions on the board. Tell them to cover the key words box, and ask them to match the highlighted words in the text to the definitions.

Invite different students to come to the board and draw lines between the words and definitions. They can check their answers by uncovering the key words box.

Answers

- 1 what types of training are best for their sport

- 3 Tell students to match the activities in text B to the photos. Ask them to do this individually before comparing their answers with a partner.

Check answers.

Answers

- a cycling b rowing c weight lifting d running
e press-ups

- 4 Call out one of the words and ask students to raise their hands if they can explain what it means. Choose one of the students to provide a definition of the method.

Then ask them to read the text and decide in pairs which word should go in each gap. Check answers.


Fast finishers

Ask fast finishers to extend the text by adding an introductory and concluding sentence (for example, *There are many training methods which athletes can use./Using these training methods helps athletes become better at their sport*).

Answers

- 1 circuit 2 rowing 3 gym 4 weight 5 Fartlek 6 interval

- 5 Put students into new pairs and ask them to discuss the questions. Ask them to think about sports they haven't read or talked about yet as well. Monitor and help as they are working. Share ideas as a class, encouraging different pairs to answer different questions.


- 6  1.17 Play the recording for students to find out what kind of training Antonia does and what kind she prefers.

Audioscript

I'm in the girls' hockey team and we practise every day. Sometimes we do fitness training and sometimes it's skills practice. This morning we did fitness training – it's always really hard. For most of a hockey match, players are walking and jogging, but we need power for running fast and for hitting the ball hard. We also need muscle strength so we can change direction quickly. The other kind of fitness training we do is interval training. This is because in hockey, there are a lot of periods when you aren't doing anything – you're just standing still for ages. And then, suddenly, you have to run really fast. It means you can never relax! I prefer doing the skills training. We often shoot the ball at the goal while we're running. We also spend a lot of time passing the ball over quite long distances. It's important to pass accurately and quickly. Skills training is hard but it's really good fun.

Answers

fitness training and skills training/practice; Antonia prefers skills training.


- 7  **1.17** Ask students to read the words and drill pronunciation, paying attention to *power* /paʊə/ and *strength* /strenθ/. Then mime one of the activities and ask students to call out the correct word. Invite several students to mime the other words for the class to guess.

Put students into pairs to answer the questions, using the words to help them. Remind them to think about Antonia's training plan to help them decide. Put pairs into groups of four to compare ideas.

Play the recording so that they can check their answers. Invite different students to answer the questions.

Answers

1 walking and jogging 2 power 3 muscle strength
4 because they stand still for ages and then suddenly have to run really fast 5 shooting the ball at the goal while they're running and passing the ball over quite long distances

- 8  **1.18** Ask students to look at Antonia's training plan and then play the recording for them to listen and check their answers. Invite different students to give the number for each part of the training plan.

Audioscript

We went outside for the fartlek training this morning. We started with jogging for three kilometres. Then, we did a 50-metre run, a 100-metre jog, a 70-metre fast run, a 150-metre jog, a 100-metre fast run, a 200-metre jog, and then down again: a 70-metre fast run, a 150-metre jog and a 50-metre fast run, and then to cool down, we jogged for two kilometres.

Answers

1 50 2 100 3 100 4 200 5 50 6 2

Extension activity

Ask students to work in pairs, choose a sport and write a diet for a typical day in a sportsperson's life. Monitor as they are working, helping if necessary.

Ask pairs of students to share their ideas. The rest of the class should say whether they think the diet is suitable for the sport described and why / why not.

If students have access to the internet, they could research this online.

Cooler

Mime one of the new words from the section and ask students to guess which one it is. The first student to guess correctly then mimes another word for the class to guess. Continue until several students have had a turn.

Project

Elicit sports from Unit 4 and write them on the board. Tell them that they are going to use the internet to find out more about one of the sports. Put students into pairs and tell them to choose one sport to research. Ask students to read the instructions and to make notes for each point before using the internet to check their answers and find out more information. Students then write their training plan. Refer them to the Case Study in exercise 7, but tell them that they can present their plans in any way they like. Ask students to exchange training plans with another pair of students, who have to guess which sport the training plan is for.