

4 Champions

Unit profile

Vocabulary: Sports

Reading: A blog post

Grammar: Past continuous

Vocabulary: Words with different meanings

Listening: Photo of the week

Speaking: Describing a past event

Warmer

Tell students that they are going to talk about sports in this unit. Put them into pairs and give them 30 seconds to make a list of sports. Get the pair with the longest list to come and write them on the board.

Put students into small groups to say which sports are team sports and which can be done individually. Feed back as a class.

Your profile

Tell students to read the two questions. Model answers by saying, for example, 'I regularly play tennis and go jogging. I watch football and tennis on TV'. Put students into new pairs to hold a mini interview with their partner about the sports they like. Each student writes three questions to ask their partner. They should write one question in the present simple, one in the present continuous and one in the past simple, for example, *Which sports do you like? Are you playing tennis this weekend? Did you watch football last week?* Monitor as students conduct their mini interviews. Give positive feedback for interesting answers and correct use of the three tenses. Ask one or two students to tell the class about their partner.

VOCABULARY Sports

1 **1.13** Refer students to the sports in the box and drill pronunciation by saying each word two or three times for the class to repeat. You may need to focus on *gymnastics* /dʒɪm'næstɪks/, *climbing* /'klaɪmɪŋ/ and *athletics* /æθ'letɪks/.

Set a short time limit for students to match the sports to the photos and then play the recording for them to check their answers. Ask 'What is picture a?' for them to say the sport. Repeat for the other pictures.

Ask which sports from the box are not shown in the pictures (athletics, climbing, ice skating, jogging, squash, swimming, tennis, windsurfing).

Audioscript

Narrator: a
boxing

Narrator: b
cycling

Narrator: c
gymnastics

Narrator: d
ice hockey
Narrator: e
rugby

Narrator: f
surfing
Narrator: g
table tennis

Narrator: h
volleyball

Answers

a boxing **b** cycling **c** gymnastics **d** ice hockey **e** rugby
f surfing **g** table tennis **h** volleyball

2 **1.14** Tell students to look at the first halves of the sentences. Ask what they notice to elicit that the verbs are different. Explain that we use *do*, *go* and *play* with different sports and activities.

Ask students to predict what the full sentences will be before they listen.

Play the recording for students to complete the exercise. Allow them to compare their answers with a partner before checking as a class.

Audioscript

Narrator: 1

Woman: Where do you go windsurfing?

Girl: We don't live near the sea, but luckily there's a big lake near here, and we go windsurfing on the lake. We go swimming sometimes, too.

Narrator: 2

Woman: How often do you do gymnastics?

Boy: Once a week. I don't like it, but gymnastics is part of our PE lessons at school. We do athletics in the summer instead.

Narrator: 3

Woman: Do you play ice hockey?

Girl: No, I don't play ice hockey, and I don't go ice-skating – I can't skate! I love watching it on TV though. I go climbing a lot with friends from school. I like that!

Narrator: 4

Woman: What sports do you do?

Boy: I usually do boxing after school on Thursdays. I go jogging quite often, too, because I need to be fit for boxing!

Narrator: 5

Woman: Do you like cycling?

Girl: Yes, I think bikes are brilliant. This is my new road bike – I love it! My mates and I go cycling all the time.

Narrator: 6

Woman: Do you enjoy sport?

Boy: Yes. I love playing football, and I like squash and tennis, too. My sister plays tennis, but she hates losing, so we never play tennis together!

Answers

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

- 3** Refer students to the box in exercise 1. Tell them to call out the sports ending with *-ing* (boxing, climbing, cycling, ice skating, jogging, surfing, swimming, windsurfing). Repeat the process with sports which use a ball (rugby, squash, table tennis, tennis, volleyball). Explain that ice hockey uses something called a puck, which is not a ball, but is used in a similar way). Finally ask which sports are left (athletics, gymnastics).

Tell students to complete the table individually, before checking their answers with a partner. Ask three different pairs to choose a verb to give feedback on.

Answers

do: boxing, gymnastics

go: cycling, ice skating, jogging, surfing, swimming, windsurfing

play: rugby, squash, table tennis, tennis, volleyball

- 4** Brainstorm other sports as a class.

Possible answers

do yoga, do martial arts (karate, judo, etc.)

go dancing, go skiing, go running

play hockey, play football

- 5** Invite different students to say which sports they do and find out how many students like doing the same activities. Discuss which sports people enjoy playing or watching most in their country. Ask 'How do people celebrate when their team wins a big competition?'
- 6** Divide the class into small, mixed-ability teams and tell them to choose a team name. Give them time to read the questions to check understanding, but make sure they don't write anything at this point.

Ask one member of each team to write the team name and numbers 1 to 8 on a piece of paper. Tell students that you are going to give them five minutes to answer the questions as quickly as they can.

Monitor as students are working, but do not interfere with what they are doing.

After five minutes shout 'Stop!' and make sure students put their pens down. Tell teams to exchange papers and give each other one point for each correct answer.

Read out each question and ask for answers. Confirm the correct answers and tell students to award a point for each one.

Answers

- 1** athletics, climbing, cycling, gymnastics, ice skating, jogging, surfing, swimming, windsurfing
- 2** boxing, squash, table tennis, tennis
- 3** ice hockey, rugby, volleyball
- 4** ice hockey, ice skating, surfing, swimming, windsurfing
- 5** squash, tennis
- 6** ice hockey, table tennis, tennis, volleyball
- 7** d (rugby)
- 8** a tennis b cycling c boxing

READING

- 1** Elicit who is in the photo (Jess) and what students remember about her (she likes doing sport in her free time). Tell them to read the profile and ask 'What adjective describes Jess?' (e.g. *sporty* and *adventurous*).
- 2** Ask students what the text is (an advertisement). Tell them to read the advertisement and discuss the questions in pairs. Invite them to share their ideas, but do not confirm them at this point.
- 3** Tell students to read the title of the blog post and predict what it is about. Ask 'Who do you think has had a lucky win?' (Jess) and 'What is the new sport?' (rugby). Students read the text quickly and check their answers to exercise 2. Remind them to focus on looking for information to answer the questions, and not to worry about any unknown words.
- Check answers.

Answers

The advertisement is for a competition to win two VIP tickets to watch a rugby match at Twickenham.

- 4** Ask students to read the questions and try to answer them before they read the text again. Discuss ideas as a class. They then read the text and answer the questions individually before comparing answers with a partner. Encourage them to point to the part of the text where they found the answer to each question.
- Invite different students to give their answers, correcting any false sentences.

Answers

- 1** X She was finishing her homework when the phone rang.
- 2** ✓ **3** ✓
- 4** X They watched a band and some dancers while they were waiting for the match to start.
- 5** X The Australians were winning.
- 6** ✓ **7** ✓

- 5** Put students into pairs to decide what the highlighted words mean, using the context to help. Invite their ideas, and then tell them to match the words to the meanings. Check answers.

Answers

- 1** score **2** coach **3** supporters **4** stadium **5** referee

Talking points

Divide the class into two halves. Ask one half to discuss the first set of questions, and the other half to discuss the second set of questions. They should do this in small groups.

Hold a short class discussion. Ask students who discussed each question to offer their opinions, and ask the other half of the class to say whether they agree and why / why not.

EP Word profile

Put students into pairs and give each pair one of the sentences. Ask them to read the context around the sentence in the blog post and decide how to explain the meaning of *way* to the class.

Put pairs together to make groups of six, including a pair who discussed each sentence. Ask them to share their ideas and find out whether their group agrees with their definition. Monitor and help as they are working. Feed back as a class.

Monitor as students complete the exercises on page 123. Check answers.

Answers

1 1 a 2 c 3 c 4 b 5 b

2 1 a long way 2 way 3 way 4 either way 5 No way

GRAMMAR Past continuous

- 1 Books closed. Ask 'When do we use the past simple?' and elicit that we use it to talk about events which happened in the past. Tell students that they are going to learn about the past continuous, which is a little different. Model the past continuous by saying, for example, 'I was having dinner yesterday when someone knocked on the door. I opened the door and a man was standing there.' Ask students to guess who the man was (e.g. a cousin from Australia). Tell them to say what they think happened next.

Write the sentence on the board, and underline *was having* and *was standing*. Ask students if they know the name of this tense (past continuous).

Books open. Ask students to read the example sentences and underline the verbs. Ask questions to check understanding, e.g. 'True or false? 'We don't know what time it is in the example sentences.' (True) and 'Both sentences are in the past.' (True). Refer them to the box and tell them to complete the rules. Check answers.

→ Grammar reference Student's Book page 141

Answers

a the past b past; -ing

- 2 Elicit how the negative of the past forms of *be* are formed (was not / wasn't; were not / weren't). Ask students to read the sentences and complete them with the correct form of the past continuous. Ask 'How do we make questions in the past continuous? How do we make short answers?' (question word + past of *be* + subject + verb with -ing ; Yes, + subject + past form of *be* / No, + subject + past form of *be*).

Answers

1 were laughing 2 wasn't playing 3 weren't talking
4 was he doing 5 Was she watching; was
6 Were they listening; weren't

- 3 Direct students to the picture and ask 'What are the people doing?' to elicit the different sports and activities. Ask them to read the prompts and find the people in the picture.

Put them into pairs to write the sentences. Monitor and help as they are working. Check answers.

Answers

1 Adam and Pete weren't skating. They were running.
2 Myla wasn't hitting a ball. She was throwing a ball.
3 Karl and Liam weren't playing squash. They were kicking a ball.
4 Megan and Ana weren't cycling. They were playing table tennis.
5 Lucy wasn't doing athletics. She was catching the ball.

- 4 Refer students to the example and tell them that they are going to write questions using the prompts.

Students complete the exercise in mixed-ability pairs. Monitor and help as they are working. Invite different students to read out their questions.

Ask students to underline the time expressions in the sentences (yesterday evening, last Sunday, last night, this morning, five minutes ago). Explain that we don't use *last* with parts of the day except night, and that they should use *yesterday*, e.g. yesterday morning/afternoon/evening.

Fast finishers

Ask fast finishers to write two more sets of prompts and exchange them with another pair to write the questions.

Answers

1 What were you doing at 8.30 yesterday evening?
2 Were you reading at 10.30 yesterday evening?
3 What were you wearing last Sunday?
4 Were you sleeping at midnight last night?
5 Were you having breakfast at 8.00 this morning?
6 What were you doing five minutes ago?

- 5 Tell students that they are going to answer the questions in exercise 4. Explain that it doesn't matter if they can't remember the facts, i.e. they can invent things, but to concentrate on forming the answers with *Yes/No* followed by the past continuous.

Students take turns asking and answering the questions. Monitor as they are working, prompting if necessary. Invite different pairs to ask and answer each question.

Corpus challenge

Refer students to the sentence and ask 'Does this sentence refer to the past, present or future?' (the past). Ask 'How do you know?' (*The first time I saw her indicates this*).

Put students into pairs to find and correct the mistake (we use the past continuous to talk about actions in progress at a particular time in the past).

Answer

The first time I saw her was when I was studying in class 10.

VOCABULARY Words with different meanings

- 1** Write *watch* on the board and ask 'What does *watch* mean? Is it a noun or a verb?' Elicit that it can be both. Tell students that there are many words in English which have the same spelling, but different meanings and parts of speech (e.g. verb, noun, adjective).

Put students into pairs to read the sentences and definitions and discuss them. Explain that both meanings of the word are correct, but only one is correct for the context. Invite different students to give their answers.

Answers

1 a 2 a 3 b 4 a 5 b

- 2** Students complete the exercise in pairs. Explain that they may need to change the form of the word as in the example.

Invite different students to read out the sentences.

Answers

1 fit 2 coach 3 point 4 trainers

LISTENING

- 1** **1.15** Tell students to look at the three photos and ask 'What can you see? Do you like the photos?'

Tell students that one of these photos has been chosen as 'Photo of the week' on a sports radio programme. Play the recording for students to listen and find out which photo it is.

Explain that after the photo was taken, something happened. Ask what they think happened next (stronger students may remember from the recording). Do not confirm answers at this point, but play the recording for them to find out.

Audioscript

Len: I'm Len Ross – welcome to *Sports Review*. My guest in the studio in Manchester this evening is Sara Fuller. Good evening, Sara, and thank you for coming.

Sara: Hi, Len. It's a pleasure.

Len: OK. Let's look at your photo of the week! What was happening here, Sara?

Sara: This photo is brilliant. It's from a match between Sunderland and Liverpool. In the fourth minute of the game, a Liverpool supporter threw a red beach ball onto the field right next to the Liverpool goal. At the same time, a Sunderland player was running towards the goal with the ball. He kicked the ball – the football, I mean – it hit the beach ball and then went into the net.

Len: Really?

Sara: Yes, really! The poor goalkeeper didn't know which way to look – at the beach ball or at the football!

Len: The referee didn't actually allow the goal, did he?

Sara: Well, I didn't think it was a goal, but the referee allowed it! Thousands of fans were watching the match on TV, of course. The TV pictures showed quite clearly that the football went into the goal because it hit the beach ball.

Len: No way! Didn't Liverpool complain?

Sara: Yes, but the referee didn't change his mind, and Sunderland won the match one-nil!

Len: That isn't fair, is it?

Sara: Well, maybe the referee made a mistake, but you can't change the result after a match. Anyway, the Liverpool players were playing really badly. I think Sunderland were a much better team that night.

Answers

Photo c. The football hit the beach ball and then went into the net.

- 2** **1.15** Ask students what they remember from the story. Refer them to the list of statements a–f and ask students to work in pairs to put the events in the correct order. Play the recording again for them to check their answers.

Answers

c d b f a e

- 3** **1.15** Ask 'What is the capital city of the UK?' (London) and 'Do you know any other cities in the UK?'

Tell students that they are going to complete the sentences with the names of the cities. Explain that the numbers in brackets show how many times each city should be used.

Ask them to guess which cities go in the gaps according to what they can remember. Play the recording again for them to check their answers before checking as a class.

Answers

1 Manchester 2 Liverpool 3 Sunderland 4 Liverpool
5 Sunderland; Liverpool

SPEAKING Describing a past event

- 1** Ask students to describe the pictures. Then tell them to read the questions and discuss them with a partner. Feed back as a class.

- 2** **1.16** Play the recording for students to listen and answer the questions. Invite different students to answer the questions. Then ask 'Which sports did they talk about?' (football and athletics).


Audioscript

Matt: I watched the Champions League final on TV last weekend. It was an amazing game! Real Madrid were playing against Manchester City. Manchester City were winning for most of the game, but Real Madrid scored two goals in the last five minutes. I was very happy because I support Real Madrid. It was really exciting!

Jess: I do athletics, and two weeks ago I raced in a schools athletics competition. I really enjoyed taking part because it was my first time. Lots of people were watching the competition, and it was so cool when people cheered for me. I ran in two races. I didn't win any, but I came third in one race. I think that's quite good!

Answers


Matt watched an event and Jess took part in an event.

- 3**  **1.16** Ask students to read the sentences and work in pairs to decide whether they should be completed using the past simple or past continuous form of the verb in brackets.

Play the recording again for them to listen and check their answers. Feed back as a class. Point out that for football teams and some other collective nouns (e.g. the government), either the singular or plural form can be used.


Answers

1 were winning 2 scored 3 were watching 4 came

- 4**  **1.16** Refer students to the *Prepare* box and play the recording again for them to tick the phrases they hear.

Answers

It was an amazing ... , It was really exciting ... , I really enjoyed ... , It was so cool ...

- 5**  **1.16** Invite suggestions from the class for how the sentences could be completed. Then play the recording for students to listen and complete the sentences. They check answers with a partner.

Answers

1 I was very happy because I support Real Madrid.
2 I really enjoyed taking part because it was my first time.

- 6** Brainstorm some important national or international sports events and write them on the board. Point to one of the events and ask students to say what happens. Set a short time limit for them to read the questions and make notes individually. Monitor and help as they plan their answers.
- 7** Monitor and join in as students discuss the questions in small groups. Give positive feedback when they use phrases from the *Prepare* box and for the correct use of the past simple and past continuous. Invite different students to tell the class about the sports events their group discussed.

Cooler

Play a mime game about what you were doing at different times yesterday. Ask 'What was I doing at eight o'clock last night?' and mime, for example, cooking dinner. Encourage students to call out the answers, but only accept those which are grammatically correct, using the past continuous.

The first student to answer correctly then asks another student in the class a question, with a different time, for example, 'What were you doing at four o'clock in the afternoon?' The student then mimes an activity. The first person to guess correctly then asks a question to another student and so on. Continue until several students have had a turn.

Project

Find out whether students have any unusual hobbies. Tell them that they are going to teach the class about a particular sport or activity. Ask them to work in pairs to choose an unusual sport or activity.

Ask students to research the rules and other information about the sport or activity online.

The students then prepare their talk. They could use PowerPoint slides or note cards to help them.

In the following class, students tell the class how to play or do the sport or activity. Ask the other students to listen carefully and to decide which sport or activity they would like to try.

Teacher's resources

Student's Book

Grammar reference and practice page 141

Vocabulary list page 130

Workbook

Unit 4, page 16

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks