

# 3 Fun and games

## Unit profile

**Vocabulary:** Sports phrases

**Reading:** Be a buddy

**Grammar:** Present simple and continuous

**Vocabulary:** Strong adjectives and adverbs

**Writing:** An online comment

## Warmer

Draw two columns on the board, headed *Team sports* and *Individual sports*. Put students into small groups and set a three-minute time limit for them to make a list of as many examples of each type of sport as they can. Write suggestions on the board and help with pronunciation if necessary. The winning team is the one with the longest lists.

## Your profile


Ask students to make notes to answer the questions. Put them into pairs to exchange ideas and opinions. Encourage students to elicit, and respond to, their partner's view. Invite two or three students to give their opinions and find out who shares the same ideas. Add any useful vocabulary to the board and check meaning.

## VOCABULARY Sports phrases

- Put students into pairs to look at the photos and discuss the questions. Monitor and help with vocabulary and pronunciation as necessary, e.g. *podium* /'pəʊ.di.əm/, encouraging students to describe in detail what's happening in the pictures. Nominate individuals to give answers. Encourage them to add details about any sports they do or have done at school (for example, who they played with, against, where, if they won, etc.). Ask students to talk about which of the sports they have tried, would like to try, and would not like to try.

### Answers

- Individual sports: rock climbing, judo, deep-sea diving, tennis  
Team sports: football, tennis, ice hockey
- Students' own answers.


-  **1.08** Tell students that they will hear three people talking about different sports. Play the recording once and ask students to compare their answers with a partner. If they need more support, play it again, pausing after each section to check answers. Elicit any words students remember which helped them decide (see Answers).

## Audioscript

- Well, I was on holiday at the sea with my parents and I entered this competition at the hotel. You know, I had to take part in a number of swimming races. I thought to myself, I'm going to win the prize! And I did! Anyhow, the prize was a trip out to an island and we were going to learn how to swim under the water, with special equipment. I'd never done that before, so I definitely wanted to have a go! Unfortunately, the weather was really bad on the day and so the boat couldn't go out. Everyone apologised, you know, said how sorry they were. It was a shame – I was really looking forward to it!
- I'm like lots of kids my age – I play one of the most famous games in the world! I usually play on Thursdays after school, and I think I'm quite good at it. I score quite a lot of goals when we play matches, but yesterday I wasn't concentrating. The ball came to me and I had to score a goal because if not, we were going to lose the match. And it was the last match of the season, you know, so an important one. Unfortunately, I didn't score. I was really angry with myself. Fortunately, another player in my team managed to score, so we still beat the other team – we won 4–2! It was a great result!
- Last year I joined the sports club at school. It's great because it gives us the chance to try lots of different sports. I wanted to try something completely different so I got all the information about the mountain trip. So on the day, we got there and the instructor explained about the different routes. It's really hard, you have to be incredibly strong at times and you have to concentrate hard so that you don't fall! It was a great day out and anyone who didn't go really missed an opportunity to do something different.

## Answers

- deep-sea diving (sea, swimming, swim under the water, special equipment, boat)
- football (famous game, score goals, ball, match, season, player, team)
- rock climbing (mountain, routes, fall)

-  **1.08** Ask students to do the exercise individually before they check in pairs. Listen to the recording again and then check as a class.

## Extension activity

Books closed. Set up an open pairs activity. Nominate a student to say a noun (e.g. *prize*), and name another student to make a sentence with the verb and noun from exercise 3 (e.g. *I won a tennis prize last summer*). The second student says another noun (e.g. *game*) and nominates another student. Set a short time limit for each student to keep the activity lively. Continue until several students have had a turn.

## Answers

1 enter 2 win 3 have 4 score 5 lose 6 beat  
7 join 8 give 9 miss

- 4 Direct students to the email. Tell them to read it and ignore the gaps, and to say why Emma wrote it (*to tell Helen about the tennis club and encourage her to join*). Ask for three reasons why Emma should join the club (*it's fun to do, it's cheap to join, you don't have to be good at tennis*). Monitor for verb/noun collocation, but do not correct at this stage. Monitor and help as students complete the email individually. Nominate individuals to give answers.

## Mixed ability

Put students into mixed-ability pairs for exercise 4. Stronger students can suggest an answer for weaker students to check against exercise 3.

## Answers

1 join; club 2 give; chance 3 have; go 4 lose; matches  
5 win; prize 6 join; club 7 miss; opportunity

- 5 Put students into pairs or small groups to do the exercise. Nominate individuals to give answers and monitor for accurate use of the present continuous and *going to*. Give positive feedback when students use phrases from exercise 3. Invite two or three students to suggest how the people are probably feeling and write suggestions on the board.

## Possible answers

- a The boy is playing tennis; perhaps he going to win or enter a competition.
- b The girls are the winners in a competition; perhaps they are going to enter other competitions later.
- c They are playing ice hockey. The team in white look like they have just scored a goal; perhaps they are going to beat their opponents.
- d The girl is scuba diving; perhaps she's having a go for the first time.
- e The men are rock climbing; perhaps they have joined a club.
- f The boys are playing football. One is about to take a penalty kick; perhaps he going to score and his team is going to win.

- 6 Nominate two strong students to ask and answer the questions, and give positive feedback for informative answers. Direct students to the adjectives on the board. Put them into pairs to ask and answer the questions. Monitor and join in with the conversations, encouraging individuals to give more details if necessary. Nominate individuals to tell the class about their experiences.

## Fast finishers

Ask fast finishers to write down three new things they have learned about their partner. Tell them to swap their sentences with another fast finisher and to check each other's work.

## Extension activity

Students write two true sentences about their sporting experiences. They add one false fact. Invite two or three students to tell the class about themselves. The rest of the class guess which piece of information is false and, if they can, explain why. Demonstrate the activity by telling the class about yourself and seeing if they can guess the false fact.

## READING

Books closed. Draw four columns on the board, headed *Spring, Summer, Autumn* and *Winter*. Put students into teams to list the sports played at different times of the year. See who has the longest list for each season and ask them to come and write the different sports on the board.

- 1 Direct students to the photos and title of the blog post. Ask the questions and take answers from several students but don't comment on whether the information is correct at this point. Set a short time limit for students to read and check their ideas. Find out what they think of BuddyBall.

## Answers

A buddy is a friend; BuddyBall is an organisation that helps children with disabilities make new friends.

- 2 Do one or two items with the class before students continue individually. Monitor and encourage students to guess the meaning of any new vocabulary if necessary. Allow them to compare their answers with a partner before checking as a class.

## Answers

1 he enjoys doing it 2 changes 3 different  
4 everyone who takes part 5 deal with not doing well  
6 listen to the instructors 7 make more friends  
8 helping other people

- 3 Put students into mixed-ability pairs to do the exercise. Remind them to check their answers by substituting the highlighted words and phrases in the text with the appropriate meaning from a–e. Tell them that to check their answers they should re-read the new sentence to see if it makes sense. Check answers.

## Fast finishers

Ask fast finishers to write their own sentences using the highlighted words and phrases. They can give these examples as you check answers to exercise 3.

## Answers

a rewards b provides c organisation d improved  
e pay attention to

## EP Word profile

Ask students to write a follow-up sentence to each example to help explain the meaning, e.g. *It's a great way to support the community; They may not otherwise have the opportunity; He doesn't feel he can win.* Then set the exercise on page 132. Check answers.

### Answers

- |                      |                     |
|----------------------|---------------------|
| 1 give in            | 6 give              |
| 2 gives; opportunity | 7 gave in           |
| 3 give               | 8 gave in           |
| 4 gave               | 9 gave; opportunity |
| 5 gave; in           | 10 gave             |

## Talking points

Put students into pairs to discuss the questions. Monitor and encourage them to justify their opinions, especially if sport isn't important for them or they don't like taking part in sports competitions. Give positive feedback and report interesting comments to the class.

### Cooler

Tell students to choose two of the highlighted words from the Reading text. Ask them to write two true sentences about themselves and tell a partner. Discuss ideas as a class.

## GRAMMAR Present simple and continuous

- 1 Write this sentence on the board: *BuddyBall gives me so many rewards because I'm doing something really useful.* Underline the verb forms (*gives, I'm doing*) and label and review the verb form if necessary (*gives* – present simple, *I'm doing* – present continuous). Give students time to read the sentences and rules in exercise 1. Point out the two sections in the rules and monitor and help as students do the exercise individually. Check answers. Give further example sentences if students find any of the rules problematic: rule a – *I play tennis every week*; rule b – *There are two halves in a football match*; rule c – *I think motor racing is boring*; rule d – *We're doing exercise 1 at the moment*; rule e – *I'm seeing my cousins at the weekend*. Ask students to write other sentences to exemplify the rules. Monitor and help as necessary.

### Answers

- 1 a 2 d 3 e 4 c 5 b

→ Grammar reference Student's Book page 147

- 2 You could do the exercise as a competition. Put students into small teams and set a short time limit for them to choose the correct option. Check answers and award two points for each correct answer. Remind students that state verbs, e.g. *think* and *like*, are not usually used in the continuous form.

## Extension activity

Put students into mixed-ability pairs to write five sentences for another pair to choose the correct form of the verb. Write this example on the board: *We always go/are going to the cinema by metro.* Share some examples as a class.

### Answers

- 1 'm meeting 2 get up 3 come 4 is visiting  
5 Do you think 6 likes 7 'm trying

## Corpus challenge

Put students into pairs to correct the mistake. Remind students that we use the present continuous to talk about things that are happening now.

### Answer

I'm writing this letter to invite you to have a picnic with me at the park.

- 3 Tell students to read the poster. Ask for a show of hands to see who would enter the competition and nominate individuals to say why. Ask students to read the conversation, ignoring the gaps, and say if the speakers are going to enter the competition (Yes). Do the first item as a class, and monitor and help as students complete the conversation in pairs. Remind students to look at exercise 1 again if they need more support. Check answers. You could then get students to close their books and to try and recreate the dialogue with a partner. How much can they remember?

## Fast finishers

Ask fast finishers to match the verb forms in exercise 3 with the rules in exercise 1. When checking answers to exercise 3, elicit the correct rule for each answer.

### Answers

- 1 are you doing 2 'm filling 3 holds 4 Do you want  
5 choose 6 're helping 7 costs 8 sounds

- 4 Read the instructions with the class and ask them which questions the example answers. Choose a famous sports personality and invite two or three students to give answers to the questions. Write these on the board. Nominate a strong student to use the information to give a short presentation to the class.

## Mixed ability

Put students into pairs to make notes, and into small same-ability groups to give their presentation. This will boost weaker students' confidence.

## VOCABULARY Strong adjectives and adverbs

- 1 Direct students to the pictures to identify the adjective with the stronger meaning. Ask why somebody would use a strong adjective (to be more expressive or to exaggerate).

### Answer

freezing

- 2 Do the exercise with the class. Students call out *Normal* or *Strong*. To consolidate this, you could play a miming game with the adjectives. Write the following normal adjectives on the board: *big, bad, old, tired, cold*. Put students into small groups. Individuals mime the word for others in the group to guess the strong adjective.

### Answers

Normal adjectives: old, bad, big, tired

Strong adjectives: ancient, terrible, enormous, exhausted

- 3 Point out that all adjectives can be intensified by using adverbs. Read the example sentences, stressing the words in bold. Ask students to complete the chart and check answers.

### Answers

With normal adjectives: very, extremely

With strong adjectives: absolutely

- 4 Do the first item as a class. Read the sentence aloud and ask students to identify the adjective (*good*). Ask *Is it normal or strong?* (normal). Direct students back to the chart in exercise 3 and nominate individuals to give possible answers (*very, extremely, incredibly, really*). See if the class agrees before confirming.  
Ask students to continue individually. Monitor and help, reminding students to look at the information in exercises 2 and 3. Allow them to compare their answers with a partner before inviting students to feed back. Ask them to give the complete sentence, putting word stress on the adjectives and adverbs.

### Possible answers

1 very 2 absolutely 3 incredibly 4 absolutely  
5 absolutely 6 extremely 7 really 8 absolutely

- 2 Tell students to read the comments and answer the questions. Allow them to compare their answers with a partner before checking as a class. Find out what students think of the two suggestions.

### Answers

- 1 swimming
- 2 three (people enjoy it, it's great exercise, it's a good way to make you feel relaxed)
- 3 and; In addition
- 4 horse-riding
- 5 horses are incredibly patient

- 3 Ask students to read Nat and Zoe's online comments and find the phrases they use to make suggestions. Ask them to compare their answers with a partner, and think of other phrases. Check answers and write the phrases on the board. Remind students that *How about ...?* is followed by *-ing*.

### Answers

Why not ...?, Why don't you ...?

Other phrases: How about ...?, You could ...

- 4 Ask students why writers use positive words and phrases (to convince others that their suggestions are useful and that the writer is committed to the suggestion). Tell them to read the comments again and to underline the positive words. As you check answers, help with meaning and pronunciation if necessary.

### Answers

great, really good, excellent, absolutely awesome, incredibly patient

- 5 Ask students to read the box, and make sure they are aware that there are three things they have to include. Students may find it helpful to underline key words or make notes at this stage.
- 6 Monitor and help as students write their comment. Remind them to use strong adjectives and adverbs. Ask students to review their writing, checking they have followed all the tips in the *Prepare* box. They can underline positive words and phrases they have used, and see if they can add one more. Tell them to swap with their partner and add any other reasons, skills and positive phrases. Give students the option of rewriting their comment for homework.

## WRITING An online comment

- 1 Direct students to the first two pictures and ask what they show and why these sports would be good sports for BuddyBall, e.g. football can help children work well in a team; baseball can help improve confidence. Elicit other sports to include. Write them on the board and ask for reasons for each one. Take a class vote on the best suggestion.

### **Cooler**

Write the following names of people who have appeared in the unit on sets of cards (or on the board) so you have enough for each group: *Helen, Emma, Pym, Tom, Ally, Clara, Zoe*. Groups put the cards face down. They take turns to turn a card over or choose the next name and say what they can remember about the person. Students can check their ideas by looking back at the book.

### **Project**

Ask students to prepare a presentation about their hero (sporting or non-sporting). Tell them to use the internet to research information and give their presentations in the following class. This could be done using PowerPoint. When they give their presentations, they should omit the name of their hero, for others in the class to guess who they are talking about.

### **Teacher's resources**

#### **Student's Book**

Grammar reference and practice page 147

Vocabulary list page 138

#### **Video**

Fun and games

#### **Workbook**

Unit 3, page 12

#### **Go online for**

- Pronunciation
- Video extra worksheet
- Corpus tasks