

13 Sports stars

Unit profile

Vocabulary: Nouns in reporting
Reading: Profiles of young sportswomen
Grammar: Reported statements
Vocabulary: Reporting verbs
Writing: A sports report


Warmer

- Put students into pairs and ask them to imagine being successful sports stars. They should ask each other these questions: *What sport would you do? What competitions would you want to win? If you became rich, what would you spend your money on?* Model the activity by telling the class about yourself, e.g. *I'd be a professional tennis player. I'd want to win Wimbledon. I'd spend my money on amazing holidays.*
- Ask some of the students to tell the class about their partner.

Your profile

Put students into groups to discuss the questions. They should try to find out who is the most serious about a sport in their group and whether they want to become a professional. Ask each group to tell the class about the most serious sports person in their group and find out what they do. Each group should try to think of a news story about a sports star to share with the class. Share any interesting news stories as a class.

VOCABULARY Nouns in reporting

-  2.07 Put students into pairs to describe what they can see. Play the recording for them to match the conversations to the pictures. Check answers.

Answers

1 b 2 c 3 a

Audioscript

1

A rumour has been going round for a couple of weeks now about this, so it's probably only confirmation of what you already know, but now it's official, this talented runner is going to switch the country she races for in the next World Championships. She's free to do this thanks to her grandmother's nationality and while she has absolutely no quarrel with our coaches, her new-found home will provide better training facilities, together with strong public support, which has sadly been lacking for her here.

2

Only two days ago on this programme, I interviewed this high-profile manager and he made no mention of leaving the club. But then things can move very quickly following poor results – and his team haven't found the net once in three matches! Maybe Carlos Silva can take a hint – he hasn't been happy at the club for a while and has faced a lot of criticism for his decision to keep certain players on the bench. It seems there is some disagreement over exactly when he will go, but he's unlikely to be anywhere near the pitch next Saturday.

3

Breaking news on the sports channel today is the tearful confession from skater Janice Devlin, who deliberately caused a competitor to fall and injure herself in training. The current prediction now is that Devlin will miss the rest of the season on the rink while her case is investigated. Although there is no clear proposal to punish her right now, we'll bring you regular updates as they come in.


- Give students time to read the news headlines and see if they can match them to the pictures. Ask them to explain each word in bold (*quarrel: argument; support: encouragement; confession: when you admit that you have done something wrong; rumour: something that people are talking about although they do not know if it is true; update: new information*).

Extension activity

To check students understand the words in bold, put them into pairs to discuss these questions: *Who did you last have a quarrel /'kwɒr.əl/ with? Which sports have the most support in your country? When was the last time you made a confession? Do you know any interesting rumours /'ruː.mə/? What was your last social network status update?* Nominate individuals to share any interesting responses with the class.

Answers

3a, 5b, 2c

-  2.07 Check understanding of the words in the box by asking stronger students to explain each one. Play the recording again and tell students to complete the sentences using these words. Allow them to compare answers with a partner before checking as a class.

When considering which nouns have the same verb form (*hint* and *mention*), elicit example sentences showing how to use them as verbs, e.g. *He hinted that he might be moving house soon. The event wasn't mentioned in the newspapers.*

Mixed ability

You might need to provide more prompts for weaker students to discuss, e.g. in question 1, tell them to think about bookings and applications. In question 3, encourage them to think about success and working together. In question 4, give them some adjectives related to emotions, e.g. *angry*, *sad*. Stronger students can complete the exercise without these prompts.

Answers

1 confirmation 2 mention 3 hint 4 criticism
5 disagreement 6 prediction 7 proposal

- 4 Put students into small groups to discuss the questions. For question 4, tell them to think of the positives and negatives about how they handle criticism. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Elicit some ideas from each group.

READING

- 1 Tell students that looking at titles and photos is a good way to get an initial idea about the content of a text. This can be an important previewing skill. Give students just one minute to check their predictions before confirming the answer.

Answer

They have all made unpredictable sporting career decisions.

- 2 This exercise provides practice for *First Reading* and *Use of English Part 7*. Explain that highlighting key parts of a question can be useful when trying to find specific information. Ask students to look at the highlighted words in questions 1 and 2 and to then choose between texts A to D. Check answers.

Answers

1 A Sarah 2 B Katherine

- 3 Explain that exam texts are likely to include 'trick' options to distract them. They sometimes do this by including words from the question elsewhere in the text. Ask students to look at the distractors and to explain why they are wrong.

Answers

C Sophie aims for medal success; she hasn't yet achieved it.
D Paige will need to be sponsored; she is not sponsored yet.

- 4 Ask students to put their highlighting skills into practice. Give them a few minutes to do this exercise. Allow them to compare their answers with a partner before checking as a class. If students choose a wrong option, pay attention to the words in the part they have chosen. Have they chosen a typical distractor including words from the question? If so, explain why it is incorrect.

Fast finishers

Ask fast finishers to decide whose story they find most interesting and why. Elicit their ideas after checking answers to exercise 4.

Answers

- 3 C. She argues that the time she spent on stage as a teenage dancer equipped her mentally to deal with the pressure and huge expectations of home supporters.
4 B. Everyone was in GB kit from head to toe. I was shown the biggest bag of kit I have ever seen and told it was mine. Even my trainers had Team GB sewn on them!
5 A. I started suffering severe ear infections, which meant long periods out of the water.
6 D. Paige Holden showed an early talent for driving at the age of 12, when she went karting for a birthday party.
7 A. To keep in shape, I took up cycling, and was soon spotted by British Cycling, who told me I had great potential.
8 D. She soon got to the top of the leader board and was beating men in their late 20s!
9 C. At first hammer throwing seemed impossible because it was a completely different movement and using parts of my body I had never used before, but it got easier.
10 B. Katherine was an Olympic torch bearer in 2012.

- 5 Ask students to read the text again and to decide whether the statements are true or false. Tell them to correct the false statements. When checking answers, elicit which part of the text gave students the answer.

Answers

- 1 False. Her disability, a partly formed left hand, dates from birth.
2 True. She broke a world record at the European Paralympic Championships.
3 True. Now based at the University of Toronto, Canada, she is developing her skills further.
4 True. Katherine led the Under-18 GB women's team ...
5 False. ... what she lacks in size she makes up for in strength.
6 True. ... her father was a motocross champion.

Talking points

Put students into small groups to discuss the questions. For the second question, encourage them to come up with at least three points. Share some ideas as a class. You could also ask them to talk about the challenges people face when competing at national or international level.

EP Word profile

Books closed. Write *shape* on the board and elicit possible meanings. Books open. Ask students to compare their ideas with the sentences, and to identify any with a similar meaning and use. Set the exercises on page 126. Check answers.

Answers

- 1
1 keep in shape 2 shape up 3 in good shape 4 out of shape
2
1 in the shape of 2 lost its shape 3 different shapes
4 a circular shape 5 body shape

Extension activity

Use the first question from Talking points to have a class debate. One half should argue the advantages and the other should argue the disadvantages. Choose a panel of four students to decide on the winning debate team. If it's a draw, you can have the casting vote.

Cooler

- 1 Put students into teams of six and tell them to make a list of as many sports stars as possible in two minutes. The challenge is that they can have no more than one person from any one sport, i.e. only one footballer, one tennis player, etc.
2 Find out which team has the most names and ask them to read their list aloud.

GRAMMAR Reported statements

- 1 Books closed. Write the following sentence on the board: *I practised every day for four years*, and write under it *Lucy said that ...*. Elicit ideas for how to complete the sentence. Ask students when we change the verb and when we do not. (It does not change when speaking about a permanent situation or general truth.) Books open. Tell students to look at the examples and to complete the rules. Check answers.

→ Grammar reference Student's Book page 150

Answers

- a tell, explain
b past perfect
d pronouns

- 2 Ask students to look at the two options for reporting the first sentence. Tell the class to think about their choice and then hold a vote on the best option. Elicit why option A is incorrect (we normally put the verb further back in the past). Set the rest of the exercise for students to complete individually before checking answers as a class.

Answers

- 1 B 2 B 3 B

- 3 Ask students to look at the first statement only and to complete it. Elicit the answer and write it on the board. Tell them to complete the rest of the exercise individually. Allow students to compare their answers with a partner before checking as a class. Alternatively, students could first complete these in pairs. One student should read the direct speech sentence out loud and the other should try to report it.

Fast finishers

Ask fast finishers to think about why they did or didn't change the verb form. Elicit their reasons when checking answers to exercise 3.

Extension activity

Play *Pass the message*. Divide the class into three teams. One person should whisper a sentence in direct speech, e.g. *She has great potential as a football player*, to the person on their left. This person whispers what they hear to the person on their left. This continues until they reach the last person in their team. The last person should stand up and say what they heard in reported speech, e.g. *He said that she had great potential as a football player*. The winning team is the one with the closest sentence to the original sentence and with the most accurate use of reported speech.

Answers

- 1 would email confirmation of the date.
2 there had been several rumours about match-fixing.
3 that the club had made no mention of selling their top player.
4 that the team hadn't performed well due to the media criticism.
5 that they could still win the league if they focused on their game.
6 that he didn't want to cause any disagreement among the team.

Corpus challenge

Ask students to correct the sentence in the book. Point out that *cannot* needs to change to *could not* as it is reported speech.

Answer

The next day he rang me and said that we could not meet each other that day.

VOCABULARY Reporting verbs

- Books closed. Ask students if they can think of any verbs that we use to report what someone has said (apart from *say*). If they are finding it difficult, let them open their books and look at the reported statements in the previous exercise. Elicit some of the reporting verbs and write them on the board (*claim, explain, complain, state, reply*). Ask why we use different reporting verbs (to show the speaker's attitude to what they are saying or our attitude to what they have said). Books open. Put them in pairs to do the exercise.

Answers

claimed suggests that this is what Sophie said, though it might not be true; *argues* suggests that this is something she says that she believes; *told* suggests that this is advice; *encouraged* suggests that the coach was trying to help.

- Ask students to complete the exercise individually before comparing their answers with a partner. Check answers. Extend this activity by putting students into groups. Tell students that they should try to explain the words in bold to each other without using the word itself. The rest of the group has to guess which word the person is describing. The person who guesses correctly chooses another word to describe.

Extension activity

Ask students to work in groups of four. Each group should write the verbs from exercise 2 here and the nouns from exercise 3 in the first vocabulary section onto cards. On a separate piece of paper they should draw a noughts and crosses board. One person from pair A should take a card and describe/define the word to their partner. They have one minute per word. If they guess it correctly, they get to put a nought or cross on the board. The winner is the first pair to get three in a row on the board.

Answers

1 g 2 c 3 e 4 a 5 b 6 f 7 h 8 d

- Put students into pairs to complete the exercise. Check answers. You could ask students to choose three of the words not used and to write sentences using those words. Elicit an example sentence for each word from the class.

Answers

1 reminded 2 proposed 3 begged 4 revealed
5 declared 6 emphasised 7 admitted 8 confirm

WRITING A sports report

- Do this exercise as a whole-class activity. The key word is the use of *not!* Do not reveal the answer at this stage, as students will confirm this in exercise 2.
- Give students a few minutes to read the article to confirm their answer. Check as a class.

Extension activity

Ask students to work in small groups and to think of the last team game they played in or watched. Ask them to describe the game to each other. Elicit one or two descriptions from the groups.

Answer

The team did not play well.

- Ask students to read the *Prepare* box and to answer the questions. Check answers. Remind them that it is important to plan the structure of their writing, so that their message is clear, logical and entertaining.

Answers

1 B 2 C 3 A

- Tell students to look at the text again and to underline any positive or negative phrases. Then ask them to compare these with the phrases in the box and to complete the table. Check answers.

Answers

praise: man of the match, stayed calm and focused
criticism: an unsatisfactory experience, lacking determination and imagination, need to raise their game

- Ask students to look at the three phrases in the text and to match them to their function. When checking answers, elicit which words helped them to decide, i.e. 1 *guys*, 2 *eating too many pies*, 3 *we*.

Answers

1 Time to shape up, guys!
2 Or are they in bad shape from eating too many pies?
3 If we are to lift the trophy again this year,

- Ask students to plan their report. Put them into pairs to check each other's plans and to add ideas where necessary. Remind them to have a clear focus in each paragraph and to include their personal opinion.

- Set a time limit of 15 minutes to write the report. Monitor and provide support as necessary. Ask students to swap their reports with a new partner and check they have used all the tips in the *Prepare* box.

Cooler

- 1** Put students into pairs to discuss what they would do in each of these situations:
 - 1** *You have the chance to stop a goal by committing a foul.*
 - 2** *You have the chance to score a goal with your hand during a football match.*
 - 3** *You know the ball is outside the court in a tennis game, but you really want the point.*
 - 4** *You see a short cut you could take in a cross-country run.*
- 2** Elicit what some of the students would do and find out how important they think fair play is in sport.

Project

Tell students to watch a sporting event online or on TV. Ask the class to choose which sporting events they will watch, and limit it to four events between the class. After watching the event, they should write a report on it. In the following class, students should find someone who watched the same event and see whether they agree with each other's report.

Teacher's resources

Student's Book

Grammar reference and practice page 150

Vocabulary list page 134

Video

Sport

Workbook

Unit 13, page 52

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks