o Team spirit

- Sport
- Człowiek
- Życie rodzinne i towarzyskie

UNIT OBJECTIVES

- Vocabulary: to introduce and practise vocabulary in these topic areas: sports, clothes and accessories
- Language Focus: to practise the past simple tense (negative sentences and questions), to introduce past time expressions
- Skills: to read a website article about the World Games, to listen to a conversation between a tour guide and tourists, to write a class survey, to describe past events, to express opinions
- CLIL: to learn about PE and sports around the world
- Culture: to learn about the fastest game on Earth
- Exam: to read for specific information, to listen for specific information, to read for general understanding and specific information; task types: true/false, matching

Student's Book page 92



To review some sports, and to study and practise the names of other sports.



EXTRA warmer

Write these anagrams on the board and ask students to solve them and tell you what they have in common: NNNGIRU TALETCHSI DOUJ LYCCNIG (running, athletics, judo, cycling - they're non-ball sports).



GUESS Ask students to read the guiz guestion. Give them about one minute to think and discuss their ideas in pairs. Elicit answers from the class. Did you watch the last Olympics on television? Which Olympic Games do you remember best? Why? Did Poland win any medals? Who exactly won medals?

Answer key

1d 2c 3b 4a



RECYCLE Ask students to read the words in the box and check meaning. Ask how many are the same in their language. Ask about the students' favourite sports / which they watch on TV and do themselves. Tell them to organise the sports in two categories, I play/go and I don't play/don't go and compare with a partner.

Vocabulary 1

Olympic sports

1 (3 2.36) Ask students to listen to the names of sports and repeat them. Tell them that they should write down the names of five sports they can see in the photos. Ask them to compare their answers in pairs and check as a class.



2.36 Audioscript Exercise 1

See Student's Book p92.

Answer key

weightlifting, canoeing, ski jumping, athletics, sailing

2 Write the words OUTDOORS and INDOORS on the board. Elicit or explain meaning. Then tell students to decide which of the sports from exercise 1 are indoor ones and which are outdoor ones.

Answer key

Students' own answers

3 (§ 2.37) Tell students that they are going to hear typical sounds from different sports. Ask them to listen and decide what sports they are. Stop the recording after each sport, and elicit answers from the class.



2.37 Audioscript Exercise 3, p92

- **1** [weightlifting]
- 4 [archery]
- **2** [judo]
- **5** [cycling]
- **3** [athletics]
- 6 [swimming]



EXTRA activity

Write the following categories of sports on the board: water sports, field sports, air sports, team games, individual sports. Ask students to work in groups of 4. They should include the sports from exercise 1 and use dictionaries to add more sports to each of the categories. Explain that some sports may belong to more than one category. Set a time limit of 5 minutes. Elicit ideas from the groups and write them on the board. You may ask students to learn the new names of sports and then include them in tests or quizzes.

4 Tell students that there are three verbs in English which are typically used with sports: play, go and do. Tell students to look at the table and the examples in it. Explain that they should complete the table with the names of sports from exercise 1 and any other sports they know. Give students 4–5 minutes for the activity and discussing their answers in pairs. Check answers as a class. Ask students if they can see any regularities or patterns in the collocations (students may want to remember that all ball games, team sports etc follow the verb play, and most sports ending in -ing follow go).

Answer key

PLAY: ice hockey, volleyball GO: cycling, diving, sailing, ski jumping DO: archery, athletics, gymnastics, weightlifing

Fast finishers → Workbook (economy v.) p32, Exercise 2 Workbook p76, Exercise 2

5 **USEFUL PHRASES** Ask students to match sentence halves 1–3 with halves a–c. Let them compare their answers in pairs. Check as a class.

Answer key

1b **2**c **3**a

Speaking

6 Tell students to order the words to make six questions and write them in their notebooks. Elicit the questions and write them on the board.

Answer key

- 1 Where is the next FIFA World Cup taking place?
- 2 How often do you go swimming?
- 3 What sports do you watch on TV?
- **4** What are your favourite sports?
- **5** Which sports are boring?
- **6** Do you like taking part in PE classes?
- 7 Your voice Get students to ask and answer each other's questions, following the model as an example. With weaker groups, demonstrate by asking a student to ask you the first question and listen to your answer.

Homework → Workbook (economy v.) p32 Workbook p76

Vocabulary plus

If you want to provide students with some additional vocabulary practice, go to Student's Book p117.

Answer key Vocabulary plus

1

racket – rakieta, helmet – kask, goggles – gogle, net – siatka, ball – piłka, bat – kij, paddle – wiosło/pagaj, target – tarcza, bow – łuk, arrow – strzała

2

racket, helmet, goggles, bat, paddle, target



EXTRA homework

For stronger groups. Ask students to write similar questions of their own, substituting the sports in exercises 1 and 2. Then, with a partner, ask and answer their new questions.



AM

To read about the World Games, meeting the past simple in the negative and question forms in context. Then to answer questions.

Reading

Sport crazy! The World Games



EXTRA warmer

Ask volunteers to stand up and mime a sport for their classmates to guess. When you elicit the answers, ask students to give a complete sentence using play, go or do, e.g. He's doing athletics. Repeat six or seven times.

Lead-in

Ask students if they know any facts about the World Games. Elicit ideas.

Cultural note

Wrocław in Poland was declared host city of the 10th edition of the World Games which will take place from 3rd to 13th August 2017. The World Games take place every four years in the year following the Olympic Games. The event hosts more than 25 sports, e.g. squash, sumo and karate. More than 100 countries are involved.

- 1 Your voice Ask students to work in pairs. Ask them to give reasons why people take part in sports events. Exchange ideas.
- 2 (§ 2.38) Ask students to read and listen to the text. Then tell them to read the sentences and choose the right words. Play the recording twice if necessary. Check as a class.

2.38 Audioscript Exercise 2

See Student's Book p93.

Answer key

1 four 2 don't include 4 six 5 didn't win

3 became

6 didn't notice

3 Read the questions and check meaning. Elicit any answers and write them on the board. Tell students to read the text again, checking the answers on the board and looking for the remaining ones.

Alternatively, follow the same procedure, but play the recording instead of asking students to read the text.

Answer key

- **1** More than eighty.
- **2** The triathlon and taekwondo.
- **3** More than thirty.
- 4 Karate and sumo.
- **5** Italy.
- **6** The medals said 'Word Games' instead of 'World Games'.



Ask fast finishers to write three more questions to ask a partner. Put students in pairs, with books closed, and ask them to take turns asking and answering their questions from memory.

4 Ask students to work in pairs. Tell them to name three facts about the World Games.

CLIL: PE

Across the curriculum: PE

If you want to develop this topic further, then go to Workbook p148, with worksheets in the Teacher's Resource File.

Homework → Workbook p123, Reading

EXTRA homework

Ask students to find out more about the World Games and write some information about the event, e.g. What are the requirements to participate? Who can take part in the Games? How good do you have to be to participate? What are the age requirements?, etc.

Student's Book page 94



To study or review the past simple in the negative form, to read information about the Olympic Games and to find out about an incredible climbing experience.

Language Focus 1

Past simple negative: regular and irregular verbs



Write the names Tracy Austin, Michael Phelps and Pele on the board. Tell students they're going to race to find information about the sportspeople. They can find the answers by looking at p94. The first one to find the answers should shout Champion! (Answers: Tracy Austin won the US open, Michael Phelps won 8 gold medals, Pele played in the FIFA World Cup Final at the age of 17).

1 Ask students to read the sentences and answer the two questions below. Explain that the questions refer to rules for forming negative sentences in the past simple tense. Give students 1–2 minutes to think about their answers and discuss them in pairs. Then, check as a class. Make sure students understand that after didn't the verb form used is the infinitive, regardless of whether the verb is regular or not. You may also tell students to remember that in English the tense is always marked only once in a sentence. Didn't already marks the sentence as referring to past time – there is no need to change the verb itself into the past form.

Answer key

1 The bare infinitive. **2** Yes, it is.

2 Ask students if they recognise the sport in the photo and find out if anyone likes swimming. Tell students to read the information, check meaning and ask if there are any unknown words.

Then ask students to look at the example below the text, and notice how the information has been corrected using two sentences. Tell students to do the same with the other sentences, individually or in pairs.

Answer key

- 1 Pele didn't play in the World Cup final when he was 18. He played in the World Cup final when he was 17.
- **2** Women's boxing didn't become an Olympic sport in 2008. It became an Olympic sport in 2012.
- **3** People didn't start playing squash in America. They started playing squash in Britain.
- **4** Tracy Austin didn't win Wimbledon when she was 16 years old. She won the US Open when she was 16 years old.
- **5** Kareem Abdul-Jabbar didn't take part in eight NBA All-Star Games. He took part in eighteen NBA All-Star Games.

Ask students what they think of Aron. Find out if they know any other well-known climbing stories. If so, ask them to try to tell them using sentences in the past simple.

Answer key

1b **2**c **3**a

4 Your voice Ask students to look at the sports in the box and then, using play, go and do, write six true sentences about what they did the week before.

Alternatively, ask them to write five true sentences and one false sentence for their partner to guess.

5 Tell students to compare sentences and find out who did more sport the previous week.

Alternatively, ask students to read each others' sentences and guess which one isn't true. Ask them to report back to the class.

Homework → Workbook (economy v.) p33 Workbook p77

EXTRA homework

Ask students to write about their partner using the information in exercise 5, e.g. Ola didn't play volleyball last week, but she did judo.



Student's Book page 95

To study and work with words for clothes and accessories, and to use them to describe what people are wearing.

Vocabulary 2

Clothes and accessories



EXTRA warmer

Tell students to make as many words as possible, including at least four items of clothing (hat, shorts, shirt, shoes), with the letters in the title Clothes and accessories. Set a time limit of three minutes. Compare words as a class and see who found the most.

- 1 Tell students to look at the pictures and tell you which styles they prefer the old-fashioned ones or the modern ones. Then tell them to read the words in the box and check meaning. They then match the words with the pictures.
- 2 (§ 2.39) Ask students to listen, check their answers to exercise 1 and repeat the words. Pause after each word to check the pronunciation if necessary.

4 2.39 Audioscript Exercise 2, p95

1 hat 2 shoes 3 dress 4 cap 5 T-shirt 6 skirt

7 trainers 8 socks 9 trousers 10 shorts 11 glasses

12 gloves

Pronunciation: sentence stress

- 3a (§ 2.40) Play the recording for students to listen to the stress in the sentences.
- **3b** (§ 2.41) Play the recording for students to repeat. Make sure they are stressing the underlined words.

4 2.40 Audioscript Exercises 3a & 3b

See Student's Book p95.

4 Ask students to look at the pictures from 1900 and read the example sentences. Ask them to write at least five more sentences about the pictures. Elicit the sentences and write them on the board.

Answer key

Example answers:

In 1900, tennis players didn't wear short skirts. They wore long dresses.

In 1900, tennis players didn't wear caps. They wore hats.

In 1900, tennis players didn't wear T-shirts.

In 1900, cyclists didn't wear shorts. They wore trousers.

In 1900, cyclists didn't wear trainers. They wore shoes.

5 Ask students to read the names of the clothes and accessories in the box to see how many they understand. Explain that they should use a dictionary to check the meaning of any unfamiliar words. Then, ask students to answer the questions below the box. Let them compare their answers in pairs. Check as a class.

Answer key

Students' own answers

Speaking

- 6 Ask students to choose a classmate to describe. Tell them to write down at least five sentences about what the classmate is wearing, but not to write the person's name.
- 7 Ask students to work in pairs and take turns describing and guessing who the person is. Monitor the activity. Finally, ask selected students who they have described and if their partner managed to guess who the person was.



EXTRA follow-up

Tell students to change partners and use their description as a picture dictation. Students take turns to read and listen to the descriptions and draw the person.

8 Your voice Students complete the sentences in their own words, using dictionaries if necessary. Ask them to write as much detail as possible, e.g. Today I'm wearing my school uniform – a green sweater, a white shirt, a red and green skirt, green socks and black shoes. Tell students to compare their sentences with a partner, then discuss as a class.

Answer key

Students' own answers

Homework → Workbook (economy v.) p34 Workbook p78



Ask students to design a sport's kit or party outfit, draw it and describe it. Use the descriptions and drawings to make a wall display.



AIM

To find out about sport in Canada, then to talk about sport in students' own country.

Culture

The Fastest Game on Earth



EXTRA warmer

Set a time limit of three minutes and ask students to write down one word related to sport for each letter of the alphabet (except X). Compare words as a class, writing them on the board. Find out who wrote down the most words. Allow students to note down any new words.

1 TEST TRAINER Tell students they are going to do an exam task. Ask them to read the text. Tell them to read sentences 1–6 and decide whether they are true or false. Discuss as a class, without giving the correct answers yet.

Answer key

1P 2F 3F 4P 5P 6F

Cultural note

Canada is the second largest country in the world, after Russia. It is a country with the most well-educated people: half of its residents have college degrees. Canada's lowest recorded temperature was -63c in 1947. Canada has more lakes than the rest of the world combined.

2 (§ 2.42) Ask students to listen to and read the text and check their answers to exercise 1. Tell them to correct the false sentences.

4 2.42 Audioscript Exercise 2

See Student's Book p96.

Answer key

- 2 Canada's national sport is ice hockey.
- **3** Girls play ice hockey in Canada, too.
- **6** The text tells you about ice hockey in general its history and the equipment needed.

3 Ask students to read the questions and answer them. Elicit answers as a class.

Answer key

- 1 No, it didn't.
- 3 In 1875.
- **2** A man Mr. James Creighton.
- **4** A gold medal.
- 4 Your voice Ask students to work in groups of 3–4, read the questions and answer them. Give the groups 4–5 minutes for discussion work, then elicit answers and discuss as a class.

EXTRA activity

Ask students to work in the same groups as in exercise 4, and prepare a short presentation on different sports in Poland. They may use the information from exercise 4 as well as other facts that they view as interesting. They may include information about famous sportspeople as well as ordinary people's attitudes towards doing sports. Give the groups 7–8 minutes for preparation and 3–4 for rehearsal or set the preparation as homework, and let the presentations take place during the next lesson.

🛄 ...learn more: Canada

If you want further information on culture, then go to Workbook p132, with worksheets in the Teacher's Resource File.

Homework → Workbook p123, Culture



Ask students to imagine they've been on holiday to Canada, find out more about the country and write a short paragraph about their holiday.

all

Student's Book page 97

To review and practise the past simple question form. To find out about a Polish basketball star.

Language Focus 2

Past simple: questions and short answers



Draw these lines on the board

Play hangman until students guess the sentence (When did Wembley Stadium open?). Ask them where it is. Tell them they can find the answer later in the class.

1 Ask students to read the questions in the table and check their meaning. Tell students to use them to answer the questions below the table. Explain that the questions refer to the rules of forming questions in the past simple tense. Give students 1–2 minutes to think about their answers and discuss them in pairs. Then check as a class. Tell students to remember that similar to negative sentences, questions in the past simple tense use the infinitive after did. Explain that it is difficult to find a good equivalent of did as a question word and that it can be translated as czy only for some questions.

Answer key

- 1 The bare infinitive.
- **2** Yes. It means 'czy', but only in Yes/No questions.
- 2 Ask students to order the words to make questions about a Polish basketball star, Marcin Gortat. In case of problems, refer students to the information from exercise 1. Check the questions as a class.

Answer key

- 1 What medals did Marcin's father win?
- 2 Did his mum play volleyball?
- 3 What sports did Marcin do at school?
- 4 Did Marcin become an NBA player in 2004?
- **5** When did he get a new contract from the Washington Wizards?

Fast finishers → Workbook (economy v.) p35, Exercise 1 Workbook p79, Exercise 1

3 Students read the text and answer the questions from exercise 2. Elicit answers from the class. Discuss any incorrect ones.

Answer key

- 1 He won two bronze medals.
- 2 Yes, she did.
- 3 He did athletics and played football.
- 4 No, he didn't. He became an NBA player in 2005.
- **5** In July (2014).

Past time expressions

4 Ask students to read the time expressions in the box. Focus students' attention on the word *ago*. Ask for the Polish equivalent. Ask students to put the past time expressions from the box in chronological order. After a minute, check answers as a class.

Answer key

in 2002, three years ago, a year ago, in July, last month, last week, yesterday, two hours ago

LOOK Ask students to read the sentences in the LOOK box, and to use them to complete the rule about positioning past time expressions in sentences. Check the rule as a class.

Answer key

na końcu

5 Your voice Students use the prompts to write questions, individually or in pairs, starting with When...? Check as a class. Students then answer them using expressions with last, ago or in. Allow them to make up the answers if they wish.

Answer key

- **1** When did you go on holiday?
- 2 When did you start studying here?
- **3** When did you celebrate your birthday?
- 4 When did your parents meet?
- **5** When did you finish primary school?

Fast finishers → Workbook (economy v.) p35, Exercise 3
Workbook p79, Exercise 3

Listening

6 (3 2.43) TEST TRAINER Ask students to look at the photo and tell you if they know where the place is and what it's used for. Tell them to read the facts, then listen to the recording and tell you which options are correct. Play twice if necessary.

Audioscript Exercises 6 & 7, p97

Guide ... so here we are on the side of the pitch at Wembley! As I said, this new stadium opened in March 2007. And now it's every footballer's dream to play here! It looks big, doesn't it?

Man Yeah - how big is it?

Guide It's 105 metres long and 68 metres wide.

Man Wow! And how many seats are there?

Guide Ninety thousand! ... Yep, 90,000 seats! And ... here's something you probably don't know ... there are also 2,618 toilets!

Group Wow!

Woman Did it take a long time to build the new stadium?

Guide Err... about four years. They demolished the old Wembley in 2003, so ... yeah ... it took about four years to build the new one.

Girl Did England win their first match here?

Guide No, they didn't! They played Brazil, but it was a draw, 1–1. And do you know who won the first FA Cup Final here?

Girl No ...

Boy Yeah - Chelsea!

Guide That's right. Chelsea beat Manchester United, 1–0, in the first FA Cup Final. That was back in 2007.

Woman Do they use the stadium for other sports as well?

Guide Yes, they do. They use it for rugby, athletics ... and of course, they use it for other things, like music concerts. Do you remember the Live Earth concert? That was here in July 2007. The Foo Fighters did a concert here, too, and Madonna ... Anyway, now you've got time to have a look around. You can walk on the pitch, but please be careful! Have you got any more questions? ...

Answer key

1F 2F 3F 4P 5F

7 (§ 2.43) Ask students to work in pairs. Tell them to write down the correct data. Then play the recording for students to check. Let them compare their answers in pairs. Then check as a class.

Answer key

1 68 **3** 2003 **2** 90,000 **4** 2007

Homework → Workbook (economy v.) p35 Workbook p79 Workbook Grammar exercises p113

EXTRA homework

Ask students to write three or four questions about a famous sportsperson from their country. Tell them to find the answers too, but keep them secret, e.g. Where is Robert Kubica from? What sport does he do?



To write a class survey after reading a model and to practise using question forms.

Writing

A class survey



EXTRA warmer

Use students' questions from the extra homework on p108 to play a guessing game. Ask them to read out questions for classmates to guess the answers.

If your class didn't prepare questions, put students in pairs or small groups and ask them to write three questions about famous sportspeople or teams. Use the questions as a Big Sports Quiz, reading them out for students to answer.

1 (\$ 2.44) Tell students the text is a survey about sports. Ask students to read the survey and complete the questions with the words in the box. Then play the recording for students to listen and check their answers.

(\$ 2.44) Audioscript Exercise 1

See Student's Book p98.

Answer key

1 What 2 How often 3 did **4** is

LOOK Ask students to read the information in the LOOK box. Tell them that they should complete the sentences with do, did, are or were. Then, analysing these sentences, they should complete the rule about using the correct verb form after do and did. Make sure students understand that they should always use the infinitive after do and did.

Answer key

1 are

4 did

2 were

5 bezokolicznika

3 Do

2 Students read the questions and tell you if they refer to the past or the present. Then, individually or in pairs, ask students to answer the questions without looking at the answers on p120. When they've finished, allow them to check their answers.

Answer kev

1 Present 2 Past 3 Past 4 Present 5 Present

Fast finishers → Workbook p80, Exercise 1

Writing Plan

- 1 Tell students that they are going to prepare a survey about sport, and then present it in class. Go through the bullet points with students. Explain that they should include questions about these pieces of information in their survey. Students should work on the survey individually. Provide feedback individually on the correctness of the questions in the surveys.
- 2 Ask students to walk around the class and conduct their survey as a mingle activity. Give students 4-5 minutes for the activity. Then ask them to write a report on the outcomes of their survey. Refer them to the model on top of the page. When students have written their reports, ask them to look at the checklist, and use the points to proofread their texts and improve the content. Explain that they should pay special attention to the use of past and present tenses (and the auxiliaries do and did) as well as vocabulary connected with sport.
 - TIP Go through the TIP box with students. Explain that when they write a report based on a survey, it is important that they only focus on the most common or frequent responses and write a generalised conclusion.

Homework → Workbook p80



EXTRA homework

Ask students to conduct their survey at home or with a group of friends outside school, and write a report on their findings. Alternatively, they may modify their survey to better suit the people they are going to question, e.g. introduce questions such as: What sports do you watch on television? Who's your favourite sportsperson / what's your favourite football team? etc.



To listen to a recording of Megan and Jack chatting about what they did at the weekend, then practise a similar dialogue with a partner.

Language in Action

Talking about past events and expressing opinions



EXTRA warmer -

Write on the board: What did you do at the weekend? and ask students to spend 2–3 minutes making a list of activities. Elicit ideas from students and write them on the board. Discuss as a class.

Lead-in

Ask students if the know anything about the English Premier League (what it is, what football teams are currently members etc). Elicit information and write it on the board.

Cultural note

The Premier League is a professional football league consisting of 20 member clubs. The clubs include, among others: Arsenal, Aston Vila, Chelsea (champions in the 2009-2010 season), Liverpool and Manchester United (champions in the 2008-2009 season).

1 Ask students to read the information in a report about a football match and the questions below. Ask them to decide how many questions they can answer by looking at the information from the report. Give students 1-2 minutes to think and then ask them to compare their ideas in pairs. Check as a class.

Answer key

3 On 20th May. **4** 52,000 **5** At home.

2 (§ 2.45) Tell students that they are going to listen to a conversation between Megan and Jack about their last weekend. They should use the information in the dialogue to answer the remaining questions in exercise 1. Play the recording. Students listen and answer the questions. Check answers as a class.

(1) 2.45 Audioscript Exercises 2 & 3, p99

Megan Did you have a good weekend?

Jack Yes, I did. It was fantastic!

Megan What did you do?

Jack I went to a football match. Arsenal versus Liverpool.

Megan Did Arsenal win?

Jack Yes, they did. They won 2-0.

Megan Was it a good game?

Jack Yes – it was great. Anyway, what about you? What did you do at the weekend?

Megan I went to the museum.

Jack Was it good?

Megan Yes, it was amazing. I saw lots of statues!

Jack That sounds amazing!

Answer key

- 1 Arsenal and Liverpool.
- 2 Arsenal (2:0).
- **6** Yes, it was great.
- 3 (2.45) Ask students to read the expressions. Explain that they are going to listen to the dialogue once again and complete the expressions with the missing words. Alternatively, you may ask students to complete the expressions beforehand and listen to check. Play the recording. Allow students time to compare their answers. Check as a class. Then, ask students to translate the expressions into Polish. Check as a class.

Answer key

- **1 Did you have** a good weekend? Czy miałeś/miałaś udany weekend?
- 2 What did you do? Co robiłeś/robiłaś?
- 3 What about you? A ty?
- **4** I went to the museum. Poszedłem/Poszłam do muzeum.
- **5 Was** it **good**? Czy było fajnie?
- **6 That sounds** amazing! To brzmi świetnie!
- 4 Ask students to read the dialogue and complete the missing fragments by putting the words provided in the correct order. Give students 4–5 minutes and then let them compare their completed dialogues in pairs. Do not check answers at this point.
- 5 (§ 2.46) Ask students to listen to the dialogue and check their answers in exercise 4. Check as a class.

Answer key Exercise 4, p99 and Audioscript Exercise 5, page 99

Kate Hi, Mary. Did you have a good weekend?

Mary Yes, I did. It was great.

Kate Oh, really? What did you do?

Mary I went to a shopping centre with my friends.

Kate Did you buy anything?

Mary Yes, I did. I bought lots of things. Anyway, what about you? What did you do at the weekend?

Kate I went to an art gallery.

Mary Was it good?

Kate Yes, it was amazing! I saw lots of beautiful paintings.

Mary That sounds fantastic!

6 Ask students to work in pairs and take on the roles of student A and student B. Refer students A to p121 and students B to p122 for further instructions for the activity. Go through the instructions with students. Explain that students should read the information on the reports or tickets, and talk to each other about the last weekend. Monitor the activity. Pay attention to the way students use the past simple tense to talk about past events.

Homework → Workbook p81



EXTRA homework

Ask students to write down the dialogue they made in exercise 6. They should recreate it from memory and add any extra relevant details.



Student's Book page 100

To practise exam skills: reading. Subskills practised: reading for specific information. Task type: matching (dobieranie).

Test Practice - poziom podstawowy



EXTRA warmer

Ask students to imagine that they are going to advertise some sports in a school sports club. What information would they include in the advert to encourage others to take up the sport? Write ideas on the board.

Ask students to read the three descriptions of sporting activities offered by different clubs. Then ask them to read what three people (Mark, Sam and Emma) have said about their preferences. Tell students that they should match the descriptions with the people. Give them 4–5 minutes to complete the task. Let them compare answers in pairs and check as a class.

Answer key

A Emma B Mark C Sam



EXTRA activity

Ask students to decide whose opinion (Mark's, Sam's or Emma's) is closest to their own opinions and preferences concerning sport. Give students a few seconds to think and then ask them to work in pairs and discuss their ideas, giving reasons for their choices, as well as examples of sports they do / clubs they go to. Monitor the activity. Finally, elicit ideas from selected students.

2 Ask students to read different students' opinions and information about their choice of sports club from exercise 2. Ask them to decide which people have made the right decisions about joining the clubs and which haven't. If necessary, ask students to reread the clubs' offers in exercise 2. Ask them to compare and justify their decisions in pairs. Elicit ideas from the class.

Answer key

Α	В	С
John √	Rob X	Tony 🗸
Jessica 🗶	Wendy 🗸	Joe 🗶

Zadanie testujące

Explain that students are going to read three texts – descriptions of sports camps. Tell them that they should choose the right description for each of the four questions. Remind students that one of the offers (descriptions) matches two questions. Refer students to the TIP box. Tell them that in this type of exam task they should focus on the differences between the texts (descriptions) rather than on similarities. Give students 6–7 minutes to do the task. Check answers as a class. Explain any difficulties students may have.

Answer key

1A 2C 3C 4B



EXTRA activity

Ask students to read the three descriptions again and note down the words (mainly names of sports) which helped them decide on the answers. Elicit ideas from students.

3 Ask students to quickly read the three offers in the exam task. Tell them to decide which offer they like most. Ask them to think about all the factors that helped them decide – the place, dates, age etc. Explain that they should be able to justify their answers. Elicit ideas from students by asking: Who likes the first/second/third offer? Discuss the offers one by one, allowing students to add their explanations.

Homework → Workbook p82, Poziom podstawowy



Student's Book page 101

To practise exam skills: reading. Subskills practised: reading for specific information. Task type: matching (dobieranie).

Test Practice – poziom rozszerzony



Write a few sports on the board, e.g. swimming, cycling, or playing football. Ask students to work in pairs. One person should choose a sport from the board and, without saying which one, he/she should start describing what he/she is good at or what type of a person he/she is. The other person should try to guess the sport. Then students swap roles.

1 Ask students to read the text and the two profiles of Marta and Samuel. Ask them which profile matches the text best, and why. Elicit answers from the class.

Answer key:

The description fits Samuel better, because he likes spending his free time alone. Maria, on the other hand, prefers to do team sports.

2 Ask students to read Magda's profile and decide which sport is best for her – A or B. Let students compare their ideas. Then check as a class.

Answer key

Δ

Zadanie testujące

Students are going to read three profiles (1–3) and descriptions of four sports clubs (A–D). Tell them that they should choose the right description for each person. Remind students that there is one description that does not match any of the profiles. Refer students to the TIP box. Tell them that in this

type of exam task they shouldn't only look for the synonyms in the profiles and descriptions to match the texts. Give students 6–7 minutes to do the task. Check answers as a class. Explain any difficulties students may have.

Answer key

1A 2C 3D

3 Ask students to write their own profile. When students have finished, they should give it to their friend to read and match any of the sports from this page. Students should agree or disagree with the choice of their friends.

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To review the language in unit 8 and earlier by completing simple language exercises. To enable students to self-assess their progress and reflect on their own learning.

Self Check



EXTRA warmer

Prepare a short quiz for students, e.g. with three statements, and ask students to decide if they are correct or not.

Example:

- The official languages in Canada are English and French. (correct)
- Marcin Gortat is a football player. (incorrect a basketball player)
- The World Games are an international event that takes place every year. (incorrect – every four years)

Olympic sports

1 Ask students to complete the words with missing letters to form the names of sports. After 2 minutes, check answers as a class. Ask students to count the correct answers (1 point for each correct word). Ask if students remember any other names of sports.

Answer key

1 WEIGHTLIFTING
2 ARCHERY
3 SKI JUMPING

4 DIVING
5 CYCLING
6 CANOEING

Clothes and accessories

2 Ask students to look at the pictures of teenagers. Tell them that they should write down the names of clothes and accessories that the teenagers are wearing. After 2–3 minutes, check answers. Ask students to count the correct answers (1 point for each correct word).

Answer key

a tracksuitb capc trainersd jackete bootsf gloves

Language in Action

3 Ask students to put the words in the right order. Let them compare their answers. Then check as a class. Ask students to count the correct answers (1 point for each correct sentence).

Answer key

- **1** Anyway, what about you? / What about you, anyway?
- 2 Did you have a good day yesterday?
- 3 I saw lots of fantastic statues there!

Past simple: negative

4 Ask students to read the sentences and correct them according to the information provided in brackets. Explain that they should write one affirmative and one negative sentence for each example. Set a time limit of 4–5 minutes. Check answers as a class. Ask students to count the correct answers (1 point for each correct answer).

Answer key

- 1 Spain didn't win the 2014 World Cup. Germany won.
- **2** The Tour de France didn't start in 1800. It started in 1903.
- **3** Taekwondo didn't become an Olympic sport in 1998. It became an Olympic sport in 2000.
- **4** Cyclists didn't start wearing lycra shorts in the 19th century. They started wearing lycra shorts in the 20th century.

Past simple: questions and answers

5 Tell students to read the prompts and use them to write questions in the past simple and short answers. Set a time limit of 3–4 minutes. Check answers as a class. Ask students to count the correct answers (1 point for each correct example – question and short answer).

Answer key

- 1 Did you go on holiday last summer? Yes, I did.
- 2 Did Agnieszka Radwańska win Wimbledon in 2014? No, she didn't.
- 3 Did your parents meet in England? No, they didn't.
- 4 Did ice hockey start in Canada? Yes, it did.



EXTRA follow-up

Ask fast finishers to write prompts for two more questions for a partner to write out fully and answer.

6 Ask students to read the sentences and write questions for them using question words provided in brackets. Give students 4–5 minutes and check answers. Ask students to count the correct answers (1 point for each correct question).

Answer key

- 1 When did Germany win the World Cup?
- 2 Where did the Olympics take place in 2004?
- **3** Who was the winner of the 2014 Australian Open?
- 4 How many medals did Poland win in the 2014 Winter Olympics?

Past time expressions

7 Ask students to read the sentences and complete them with the missing words to make correct past time expressions. After 2 minutes, check answers. Ask students to count the correct answers (1 point for each correct word).

Answer key

1 at 2 ago 3 in 4 ago 5 in/last

Cumulative grammar

8 This cumulative grammar exercise is more demanding and complex than the remaining ones in the Self Check section. Encourage all students to do it and pay special attention to explaining all their doubts after the activity. Ask students to read the text and check meaning. Tell them to choose the correct words to complete the text, working individually and then comparing answers in pairs. Give them a time limit of 5–6 minutes. Check answers as a class. Ask students to count the correct answers (1 point for each correct answer).

Answer key

1 decided5 visit2 built6 are3 were7 a lot of4 finished8 has got

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EXTRA homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.

ProjectAn original sport

Students are going to prepare a project about an unusual sport. Ask them to work individually. Explain that they should decide on the rules of a new sport, and the special clothes, equipment and accessories needed, as well as the place where it can be practised. Explain that students should design a poster presenting their idea, which would include all details of their sport. Ask students to present their new sport to the class.

