

# 2

## A good sport

### VOCABULARY sports

#### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	names of sports and sportspeople, collocations with <i>play, go, do</i>
<b>Listening</b>	monologues: four people talking about different sports
<b>Speaking</b>	pairwork: <ul style="list-style-type: none"> <li>• talking about sport</li> <li>• describing a sport</li> <li>• discussing the sports children do at school</li> </ul>
<b>Mature topics and tasks</b>	Sport

#### IF YOU WANT A LEAD-IN ... (4–5 minutes)

Students work in pairs and write down their ideas for each of the columns below:

Sports that are popular in Poland	Reasons for doing sports

After 2–3 minutes, stop them and put their suggestions on the board. Finally, ask students if they do any sports.

#### Key (suggested answers)

Sports that are popular in Poland: football, volleyball, handball, ski jumping, skiing, cycling, jogging

Reasons for doing sports: to keep fit, to be healthy, to have fun, to impress others, to spend time with friends/family

#### EXTRA ACTIVITY error correction

##### > after exercise 6 page 16

Tell students that you are going to read out some sentences, one of which is correct, while the others contain errors. Students need to decide if the sentences are correct or not and correct them if they contain an error. Ask students to raise their hands if they think they know the answer.

- 1 *Doing golf is popular in Britain.*
- 2 *I often play surfing.*
- 3 *He always goes karate in the evening.*
- 4 *Why don't we go table tennis?*
- 5 *Last week I went swimming with my brother.*
- 6 *Our sports team goes basketball every Wednesday.*

#### Key

- |           |           |
|-----------|-----------|
| 1 playing | 4 play    |
| 2 go      | 5 correct |
| 3 does    | 6 plays   |

#### EXTRA ACTIVITY

sports quiz

##### > at the end of the lesson

Ask students to keep their books closed. Divide the class into groups of three or four. Explain that they are going to answer some vocabulary questions about this lesson. Give each group a copy of the worksheet with the statements below (**worksheet activities page 84**). Alternatively, you may dictate or write the statements on the board.

- 1 *Name three sports with the word ball in them.*
- 2 *Name three sports beginning with b.*
- 3 *Name three sports ending in -ing.*
- 4 *Give two names for sportspeople ending in -ist.*
- 5 *Name four outdoor winter sports.*

Set a time limit of one minute to write down each answer. When the time is up, ask them to swap their paper with another team and go through the answers with the whole class.

#### Key (suggested answers)

- 1 football, handball, volleyball
- 2 boxing, basketball, badminton
- 3 cycling, sailing, wrestling
- 4 canoeist, cyclist
- 5 ice hockey, skiing, skating, ski jumping

#### HOMEWORK

Students write 5–6 sentences about a sport which they think is good for people who are their own age. Tell them to include arguments to support their opinions. Encourage students to use some of the ideas from exercise 10.

## LISTENING AND VOCABULARY listening for gist and detail • extreme and dangerous sports • professional sports

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	names of extreme sports, words and phrases connected with doing sports professionally
<b>Listening</b>	a TV phone-in: people discussing sports, dialogue: two people talking about dangerous sports
<b>Speaking</b>	pairwork: • discussing films about sport • talking about extreme sports
<b>Matura topics and tasks</b>	Sport; Rozumienie ze słuchu ( <i>Dobieranie</i> )

### BACKGROUND NOTE

> exercise 2 page 17

• **Free running (or parkour)** is an extreme sport that takes place in an urban environment. To take part you have to get from point A to point B, running around or jumping over all the different obstacles that are in the way as quickly as possible. It was invented by Sébastien Foucan in 2003 as an offshoot of another discipline, parkour, which is in many ways similar to free running (e.g. they share many techniques). Those who treat them as two separate sports claim that free running is more competitive than parkour and includes elements of other sports such as acrobatics and gymnastics.

### EXTRA ACTIVITY

sentence writing

> exercise 8 page 17

Draw students' attention to the verb phrases which appeared in the text (answers to ex. 8). Write them on the board:

- 1 *take up*
- 2 *take risks*
- 3 *go climbing*
- 4 *check your equipment*
- 5 *break your leg*
- 6 *bang your head*
- 7 *put your own life in danger*
- 8 *make a decision*

Ask students to choose four phrases and write sentences which illustrate their meaning. After 3–4 minutes, students swap their sentences with a partner and check them for any mistakes. Finally, elicit sentences that include the different phrases, noting any major errors.

### HOMEWORK

Students write 2–3 sentences to present arguments for or against doing one of the extreme sports mentioned in the lesson.

## GRAMMAR used to and past simple • past continuous and past simple

### WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	<i>used to</i> and past simple, past continuous and past simple
<b>Reading</b>	a text about the rules of tennis, a dialogue
<b>Matura topics and tasks</b>	Sport

### Used to and past simple

IF YOU WANT A LEAD-IN ...  (2–3 minutes)

Write the following sentence on the board:

*When I was a child, I used to cycle to school.*

Ask students to write one sentence about something they used to do when they were children. The sentence does not have to be true. Ask a few students to share their sentences with the class. Students decide if the sentences are true or false. Finally, ask the class to guess if your sentence is true.

### EXTRA SUPPORT

weaker classes

> exercise 9 page 18

Ask students to do the exercise in pairs, rather than individually. Point out that the verbs in brackets may describe a single action (past simple) or repeated actions (*used to*).

### HOMEWORK

Students choose three questions from ex. 10 and write their answers (3–4 sentences). Tell them to include more details, e.g. *Five years ago I lived in England. I went there with my family because my dad had got a job there. I liked London a lot, it's a fantastic city. My English was much better when I came back to Poland.*

### Past continuous and past simple

### EXTRA ACTIVITY

Grammar challenge!

> after exercise 8 page 19

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 84**). Alternatively, you may write the sentences on the board.

- 1 *When we came into the classroom, the teacher \_\_\_\_\_ (write) the subject on the board. (She has already started.)*

- 2 Lucy \_\_\_\_\_ (leave) the room when she saw me. (I don't think she likes me very much.)  
 3 When I came back home with the shopping, mum \_\_\_\_\_ (cook) dinner. (It wasn't ready.)

Students read the sentences and complete them using either the past simple or the past continuous, depending on the situation described. After 2–3 minutes check the answers with the class and explain any doubts students may have about the usage of the two tenses.

### Key

1 was writing 2 left 3 was cooking

### EXTRA ACTIVITY *What did you do yesterday evening?*

> after exercise 9 page 19

Give each student a copy of the worksheet with the phrases below (worksheet activities page 84). Alternatively, you may write the following phrases on the board.

#### Past continuous

- walk in the park
- chat with a friend online
- dance in a club
- play computer games
- play board games
- write your blog
- prepare for school
- watch a film/your favourite TV series

#### Past simple

- take a shower
- go for a walk
- meet your friends
- watch a film/your favourite TV series
- have an argument with your parents/brother/sister
- go to a skate park
- go shopping

Go through the phrases with the students to make sure they understand them. Ask students to think about the previous evening. Write the two questions on the board.

- 1 *What were you doing at ... o'clock?*  
 2 *What did you do next?*

Encourage a student to ask you the questions about your evening to model the answers, e.g.

- A *What were you doing at 6 p.m.?*  
 B *I was walking in the park.*  
 A *What did you do when you came back home?*  
 B *I took a shower.*

Then role-play similar dialogues with other students. Tell them to use the ideas from the board (or their own ideas).

### HOMEWORK

Students write a short story (4–5 sentences) about a situation in the past, using the past continuous and the past simple. Encourage them to use their imagination to make it interesting, e.g. *I was taking a shower at 8.30 when the phone rang. I ran out of the shower to pick it up. Suddenly, ...*

The class may then vote on which is the most interesting story.

## READING AND VOCABULARY *reading for detail, gist and intention • sports equipment and sports events*

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	names for sports equipment, collocations connected with sports
<b>Reading</b>	three texts connected with sports (an advertisement, article, letter)
<b>Speaking</b>	pairwork: interviewing a sportsperson
<b>Matura topics and tasks</b>	Sport, Nauka i technika; Rozumienie pisanych tekstów ( <i>Wielokrotny wybór, Dobieranie</i> )

### IF YOU WANT A LEAD-IN ... (2–3 minutes)

Ask students: *What sports do you do? What is your favourite sport?* Tell students to think about a sport and write down the clothes and equipment they need to do the activity. Allow 1–2 minutes for this, then elicit ideas and write them on the board. Explain to students that they will learn the names for more sports equipment during this lesson.

### EXTRA SUPPORT *weaker classes*

> exercise 5 page 21

With a weaker class, you may want to tell students that there is no answer in the texts to question a. Copy the remaining questions onto the board, and underline the following fragments:

- b *talk about something which helps more than one group of people?*  
 c *say it is possible to try out something?*  
 d *suggest that he/she is surprised by something?*

Explain that they should pay attention to the underlined fragments while reading. Allow 4 minutes for students to read the texts again and answer the questions in pairs. Finally, elicit the answers and provide feedback.

### Key

The underlined fragments refer to the following information in the texts:

- b more than one group of people: those who compete in sporting events and the referees;  
 c try out something: playing a game of tennis and using old-time balls;  
 d surprised by something: the fact that Van Doren left school at the age of 14.

### HOMEWORK

Students write a blog entry about a famous sports star. Tell them to include information about:

- sporting events the sports star took part/has taken part in;
- their greatest sporting success;
- records they broke/have broken and prizes they won/have won.

## SPEAKING talking about a past event

### WHAT IS THE LESSON ABOUT?

<b>Speaking</b>	role-play: talking about a past event
<b>Vocabulary</b>	talking and asking about past events, describing feelings and emotions, reacting to what people say
<b>Listening</b>	dialogue: two people talking about their weekend, monologue: a teenager talking about a sports camp they went to the previous year
<b>Matura topics and tasks</b>	Sport, Życie rodzinne i towarzyskie; Mówienie (Rozmowa z odgrywaniem roli)

### IF YOU WANT A LEAD-IN ...

 (1–2 minutes)

Write these two sentences on the board.

- *My weekend was fantastic!*
- *My weekend was a nightmare!*

Ask students which sentence is nearer the truth for them.

Invite students to talk about their weekends in class.

### EXTRA SUPPORT

weaker classes

#### > exercise 6 page 22

When you play the audio for the first time, stop it a few times. Then get the students to listen to the audio again while reading the script on page 152, so that they can see what they understood/didn't understand. Explain any new words or phrases and allow students to compare their answers in pairs.

### HOMEWORK

matura writing task – an email

Students write an email for the following task. Give each student a copy of the worksheet with the task below (**worksheet activities page 84**). Alternatively, you may dictate the task to students or write it on the board.

**EXAM TASK** Napisz e-mail do kolegi/koleżanki w USA (80–130 słów), w którym opisujesz swój ostatni weekend. W e-mailu:

- napisz, gdzie spędziłeś/spędziłaś weekend i w czym towarzystwie,
- opisz jedno ciekawe lub zabawne wydarzenie, które miało miejsce podczas tego weekendu,
- opisz, jak się czułeś/czułaś podczas weekendu,
- zapytaj kolegę/koleżankę o jego/jej weekend i zaproponuj wspólny wyjazd na weekend w przyszłości.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

## WRITING an email

### WHAT IS THE LESSON ABOUT?

<b>Writing</b>	an email about a sporting event: <ul style="list-style-type: none"> <li>• using adjectives</li> <li>• developing the points in the task</li> </ul>
<b>Vocabulary</b>	adjectives to describe sporting events
<b>Matura topics and tasks</b>	Sport; Wypowiedź pisemna: (E-mail)

### CULTURE NOTE

sporting events

#### > exercise 1 page 23

• **The Wimbledon Championships** are the annual tennis championships held in London in June and July. They are a part of the 'Grand Slam' series of events. The remaining three events are the US Open, the Australian Open and the French Open. Wimbledon is the only one of the four which is played on real grass. The first Wimbledon tournaments were held in 1877, but women weren't allowed to take part in it until 1884. The greatest Wimbledon stars include Björn Borg, Roger Federer, Martina Navratilova, and Serena and Venus Williams. The winners of 2014 Championships were Novak Djoković (Serbia) and Petra Kvitová (Czech Republic).

• **The Champions League** is a prestigious annual football competition organised by UEFA (the Union of European Football Associations), first held in 1992. Thirty-two teams take part in the group stage of the competition; twenty-two qualify in advance and ten qualify in play-offs. The number of teams playing in the Champions League from any one country depends on the country's ranking position, but access to the group phase is always granted to the national champions and the previous year's Champions League winners. The winning

team plays in the UEFA Super Cup and the FIFA Club World Cup, two other popular football championships. The most successful team of the Champions League is Real Madrid, which has won 10 times so far.

• **The Tour de France** is the most important and prestigious bicycle race in the world. It is held in July every year in France. It was first organised in 1903. The race lasts three weeks. The route changes every year (it sometimes includes routes through neighbouring countries), but it always covers around 3,500 km, features stages in the Alps and the Pyrenees, and finishes on the Champs-Élysées in Paris. The race usually comprises 20 teams with 9 riders in each. Riders can not only be leaders of the general classification, but they can also win special contests organised during the race, such as the points classification, the mountain classification or the young rider classification.

• **The Super Bowl** is the professional American football championships game of the National Football League (NFL), held every year in the USA. It is usually organised in January or February and officially ends the season which began the previous year. The first game was organised in 1967 and was played in Los Angeles. The most successful team is the Pittsburgh Steelers, who have won 6 titles in the history of the Super Bowl. Each year the game is held in a different city. The day when it is held is considered an unofficial public holiday in America.

**Extra idea:** Have a short discussion about sports events in Poland. Ask students the following questions:

- 1 Do you know any sports events which are held in Poland?
- 2 Do you watch any of them? Which is the most famous?

Students are likely to mention the following events: Tour de Pologne (cycling), T-Mobile Ekstraklasa (football), etc.

**EXTRA SUPPORT**

weaker classes

> **exercise 5 page 23**

Ask students to read the email and the prompts. Brainstorm ideas and vocabulary to help students complete the email and write the suggestions on the board, e.g.

1 *the local sports centre, park, great stars, teenage players*

Then ask students to do the exercise in pairs or individually.

**HOMEWORK**

With a weaker class, ask students to write three sentences, using the adjectives they have learned during the lesson. With a stronger class, tell them to find three more adjectives describing sporting events or the atmosphere of such events in a dictionary and make sentences which illustrate their meaning.

**ENGLISH IN USE****WHAT IS THE LESSON ABOUT?**

<b>Reading</b>	a text about a sports star
<b>Speaking</b>	pairwork: asking and answering questions about sports and a healthy lifestyle
<b>Matura topics and tasks</b>	Sport; Znajomość środków językowych (PP: <i>Minidialogi, Uzupelnianie luk: pary zdań</i> ; PR: <i>Test luk</i> )

**IF YOU WANT A LEAD-IN ...**

🕒 (4–5 minutes)

Elicit the names of some famous Polish sportspeople, e.g. Justyna Kowalczyk, Mariusz Wlazly, Arkadiusz Milik, Robert Lewandowski. Then write these question words on the board:

1 *When ...?*

2 *Why ...?*

3 *What ...?*

Ask students to work in pairs and write three questions that they would like to ask a famous sportsperson, using past tenses. After 3 minutes, elicit some questions from different pairs. Discuss the possible answers and encourage students to conduct a search on the Internet at home to find the answers.

**EXTRA SUPPORT**

weaker classes

> **exercise 6 page 24**

To help students complete the open cloze task (*test luk*), ask them to work in pairs and identify the parts of speech/ types of words that are missing in each gap. After 2–3 minutes, elicit some suggestions from the students and explain if they are correct or not. Then ask students to read the text again and complete it with the missing words. You may also want to provide the first letter of each missing word if students experience difficulties.

**HOMEWORK**

Students choose one incorrect answer (a, b, c) from exercise 2 and use it in a short dialogue, e.g.

**A** *You know I got on the wrong train while I was going on my holiday.*

**B** *You must be joking! I don't believe it!*

## SPEAKING STEP BY STEP role-play

## WHAT IS THE LESSON ABOUT?

<b>Speaking</b>	pairwork: role-playing dialogues about sports and sporting events
<b>Matura topics and tasks</b>	Sport; Mówienie ( <i>Rozmowa z odgrywaniem roli</i> )

## Key

- 1 *Grzeczenie nie zgódź się z uczniem A w jakiejś kwestii.* (Student B)
- 2 *koszt biletów* (Student A)
- 3 *dojazd na imprezę* (Student A)
- 4 *miejsce imprezy* (Student A)
- 5 *rodzaj imprezy* (Student A)
- 6 *Nie stać Cię na zakup drogich biletów.* (Student B)
- 7 *Zapytaj, jak daleko od miejsca zamieszkania kolegi/koleżanki odbywa się to wydarzenie.* (Student B)
- 8 *Poproś ucznia A o dokładniejsze określenie jakiejś kwestii.* (Student B)

## HOMEWORK

Students choose one of the exam tasks (exercise 4 or 5) and write a sample dialogue in their notebooks. Depending on the level of the students, ask them to either recreate the dialogue they have worked on during the lesson or write a new one.



## MATURA

**Mówienie: rozmowa z odgrywaniem roli**

To zadanie polega na przeprowadzeniu rozmowy z egzaminującym, w której zdający odgrywa rolę zgodnie ze scenariuszem opisanym w zadaniu, w której odnosi się do czterech elementów polecenia oraz rozwija je.

**Czas trwania zadania:** 4 minuty

**Ocena i punktacja:** Oceniana jest sprawność komunikacyjna – zdający musi odnieść się do czterech elementów podanych w poleceniu i rozwinąć je (0–6 punktów).

Dodatkowo ocenie podlegają umiejętności językowe (łączna ocena dla całej wypowiedzi podczas egzaminu):

- zakres środków leksykalno-gramatycznych (0–4 punktów);
- poprawność środków leksykalno-gramatycznych (0–4 punktów);
- wymowa (0–2 punktów);
- płynność wypowiedzi (0–2 punktów).

## IF YOU WANT A LEAD-IN ...

(3–4 minutes)

In pairs, students describe a sport they do or used to do to their partner. After 1–2 minutes, stop the students and get some feedback by asking a few students to describe the sport their partner does or used to do.

## EXTRA ACTIVITY conversation about a sporting event

## &gt; exercise 5 page 25

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 84**). Alternatively, you may write the sentences on the board.

- 1 *I'm not sure it's a good idea.*
- 2 *I think they're about 120 złotych.*
- 3 *We have a great train connection.*
- 4 *It's in Warsaw, so we can do some sightseeing at the same time.*
- 5 *It's the volleyball championships final.*
- 6 *120 złotych? That's too much for me.*
- 7 *Is it far away from your place?*
- 8 *Can you tell me where it is exactly?*

Ask students to read the speaking task and match the sentences to the points in the task (in Student A's or B's role). You may also want to elicit some extra words and expressions for each point in the task.

## REVIEW 2

## EXTRA ACTIVITY

## definitions

> after exercise 3 page 26 or as a lead-in to the lesson

Read out the two definitions below and ask students to guess the words being defined.

- 1 *What do you call a sport in which two people hit each other while wearing special gloves? (boxing)*
- 2 *What do you call the special shoes usually worn while doing sports? (trainers)*

Ask students to choose two words connected with a sport from the wordlist on page 27 and write a short definition for each. Monitor, helping with any vocabulary as necessary. You may also provide students with these expressions, which are useful when defining.

*It is a kind of sport you play ...; It is something you use for ...; It is something you need when ...; You use it to ...; This is what we do when ...; This means that ...*

Then, ask students to swap their notebooks, read each other's definitions and guess the words.

## EXTRA ACTIVITY

## disappearing text (past continuous)

> after exercise 4 page 26

Write the sentence below on the board (make the text big – use the whole board).

*Yesterday evening I was reading an article about the Olympic Games while my sister was packing her bags for her sports camp.*

Ask students to look at the sentence for thirty seconds and try to memorise it. Then explain that you are going to erase the text word by word and students are going to suggest which words to erase. Tell them to raise their hand, say the word out loud and make a correct sentence with it (*yesterday – Yesterday I took my dog for a walk.*). Continue until you erase the whole text. The students' final task is to recreate the sentence from memory.

## HOMEWORK

## web research task

Students find/research answers to the questions below.

- 1 *What are the five biggest sporting events in the world?*
- 2 *What interesting events (not only sporting events) can you take part in during this year in Poland?*

**Web research key words:**

- biggest sporting events, world,
- upcoming sports events, Poland,
- sporting events Poland 2016, 2017, etc.

**Key (suggested answers)**

- 1 The Olympic Games, Football World Cup, Super Bowl (USA), The NBA Finals (USA), The Le Mans 24 Hours (France)