

## 1

## Sport with a difference

## Unit overview

**TOPIC:** New and unusual sports

**TEXTS**

**Reading and listening:** an article about chessboxing;  
 an article about weird sports

**Listening:** an interview with two sportswomen

**Writing:** a composition about a sport

**SPEAKING AND FUNCTIONS**

A discussion about competition between  
 sportsmen and sportswomen

Talking about unusual new sports

**LANGUAGE**

**Grammar:** relative clauses review; relative clauses  
 with *which*

**Vocabulary:** sports

**Pronunciation:** intonation in questions

**Warm up**

Books closed. Divide the class into groups of three or four and give them two minutes to list as many sports or games which are played by two people as they can. Listen to some of their ideas in open class and write any interesting ideas on the board. Ask students if they have ever played chess or done any boxing. What are the differences between the two activities?

- a** Books open. Look at the words in the box with students and ask them to write them in the correct columns. Check answers and understanding of the words.

**Answers**

boxing: gloves, ring

chess: queen, board, checkmate

both: round, referee

- b** Read through the questions with students and ask them to read the text to find the answers. Encourage students not to look up every new word but just to focus on finding the answers to the questions.

**Answers**

**1** Chessboxing is a sport which combines chess and boxing. Players alternate one round of chess with one round of boxing.

**2** He is German.

- c** ▶ **CD1 T06** Read through the questions with students and check understanding. Play the recording while students listen and answer the questions. After the first listening let students compare their answers with a partner. Check answers. If necessary, play the recording again, pausing to clarify any problems.

**TAPESCRIPT**

See the reading text on page 12 of the Student's Book.

**Answers**

**1** Because he is German and the fight is in Berlin.

**2** Through checkmate or knockout.

**3** It shows fighters can be smart.

**4** He won the game of chess.

## 1 Read and listen

If you set the background information as a homework research task, ask the students to tell the class what they found out.

**BACKGROUND INFORMATION**

**Berlin** (population 3.4 million) is the capital city of Germany. It is famous for its diverse architecture, art scene, festivals, sporting events and nightlife. Berlin has a high quality of living and is renowned for its liberal lifestyle.

**San Francisco** (population 815,000) is a city in California, USA. It developed after the Gold Rush in 1848. It is famous for landmarks such as the Golden Gate Bridge and Chinatown, and for its liberal attitudes.

**Chessboxing** is a sport which combines chess and boxing. It originated in a graphic novel by Enki Bilal. Matches consist of a maximum of 11 rounds. Four-minute chess rounds alternate with three-minute boxing rounds. Opponents can win either with a knockout or a checkmate. World-class chess boxers have to be experienced boxers and chess masters. The current world champion is 18-year-old Leo Kraft from Belarus.

### Discussion box

In pairs or small groups, students discuss the question. Monitor and help as necessary, encouraging them to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

## 2 Grammar

### ★ Relative clauses: review

- a** **Weaker classes:** Write these sentences on the board:

- 1 *That's the house ... I was born.* (where)
- 2 *I've got a friend ... plays the guitar.* (who)
- 3 *We met a boy ... mother is a film director.* (whose)
- 4 *I like stories ... have a happy ending.* (which/that)

Ask students to complete the sentences, and write the correct answers on the board. Remind students that these words are called *relative pronouns*. They link together two clauses and they refer back to someone or something mentioned earlier in the sentence. Now follow the procedure for stronger students.

**Stronger classes:** Ask students to complete the sentences. They then find the sentences in the text to check their answers. Point out that in sentences 2 and 3 the relative pronoun can be either *which* or *that*. Ask students to say what or who the relative pronoun refers to in each sentence (1 *Anti-Terror Frank*; 2 *a table*; 3 *exercises*; 4 *people*; 5 *Germany*).

#### Answers

- 2 which (or that) 3 which (or that) 4 whose  
 5 where

### Language notes

- 1 All the examples in Exercise 2a are defining relative clauses – they give information that is essential to the meaning of the sentence. For this type of clause, *that* is commonly used instead of *which* to refer to things. We also sometimes use *that* to refer to people, especially in conversation.
- 2 In defining relative clauses, we often leave out *who*, *which* or *that* if it is not the subject of the clause, e.g.  
*Helena is the girl I met in Greece.* (subject = I)  
*Here's the book you lent me.* (subject = you)

- b** Students complete the rule.

#### Answers

who; which, that; where; whose

- c** **Weaker classes:** To clarify the use of non-defining relative clauses, write this sentence on the board:

*John is a doctor.*

Then add information:

*John, who speaks German and Russian, is a doctor.*

Point out that the information between the commas is additional and that the sentence makes sense without it. Now follow the procedure for stronger classes.

**Stronger classes:** Read through the explanation of defining (D) and non-defining (A) relative clauses and check understanding. Ask students to look back at the sentences in Exercise 2a and to say whether the information following the relative pronoun is defining or additional (*it is defining in all the sentences*). In pairs, students decide whether the sentences in 2c are defining (D) or non-defining (A). Point out the use of commas around non-defining clauses.

#### Answers

2 D 3 D 4 A 5 A

### Language notes

In English we often express our feelings about something by ending a sentence with *which + be + adjective*, e.g.

*I don't have to go to school next week, which is great!*

*I had three exams last week, which was terrible!*

## 3 Grammar

### ★ Relative clauses with *which*

- a** Read the examples from the text and ask students to say what the pronoun *which* refers to in each case.

#### Answers

- 1 The opinion that boxers aren't very clever.
- 2 Winning the world championship.

- b** Students complete the rule.

#### Answers

which, whose

- c** Read through the example with the class. Students use *which* to complete the sentences in 2–6. Let students compare answers in pairs before getting feedback. Point out that all the relative clauses in this exercise offer additional information.

### Answers

- 2 You need to be mentally and physically tough, which is why you need to prepare well.
- 3 Some people have been killed in boxing matches, which is terrible.
- 4 Chess is quite a complicated game, which means players have to concentrate a lot.
- 5 Two men sit in a boxing ring and play chess, which is quite strange.
- 6 Chessboxing is becoming more popular, which means we might start to see it on TV soon.

### Grammar notebook

Remind students to note down the rules for relative clauses with *which* and to write a few examples of their own.

### \* OPTIONAL ACTIVITY

For further practice of this area, write these sentences on the board and ask students to complete them in a suitable way. Invite individual students to read out their sentences as feedback.

- 1 *She's the girl who ...*
- 2 *Maths is a difficult subject, which ...*
- 3 *That's the boy whose ...*

## 4 Speak and listen

- a** Students look at the photos and name the sports. Ask them to list the sports in the three categories.
- b** Students add other sports to their three lists, referring back to the list they wrote in the warm up. Monitor and help students with any new vocabulary. Check that students are spelling and pronouncing words properly.
- c** In pairs, students discuss their lists. Encourage them to offer information and opinions about the sports they have tried and to give reasons explaining why they would/wouldn't like to try others. You may like to give them some examples of your own to get them started. For feedback, ask students to give some examples for each category. Find out which class member has done the most unusual sport.
- d** Tell students they are going to hear about two sportswomen: a snooker and pool player and an inline skater. Read the sentences with the class and pre-teach difficult vocabulary: *league, professional, undefeated*. Ask students to predict which of the two sportswomen says each of the sentences.
- e** ▶ **CD1 T07** Play the recording. Students listen and check their answers. Tell them to listen specifically for sentences 1–6 and not to worry if they don't understand every word.

### TAPESCRIPT

**Man:** Born in England, Allison Fisher was seven years old when she started playing snooker – traditionally, a game for men. By the time she was 14, she wanted to be a professional snooker player. Listen to what she has to say on the subject.

**Allison:** Because I started as a kid playing the game, being a girl just didn't seem to matter. It started to become important when I wasn't allowed to play in some league teams because I was a female!

**Man:** In her mid-twenties, she had become the number one women's player in the world. But she still couldn't play against men. Lots of people wondered if she could actually beat the top men players.

**Allison:** There was talk about me competing against the men and that created a lot of attention.

**Man:** In those days, the top professional men players were earning a lot of money, but Allison wasn't. But she knew that in the USA, there were women pool players who did make a lot of money. In fact, in America, women pool players were earning more money than male players! Allison thought about it.

**Allison:** I didn't know the game of pool, but I thought: how hard can it be?

**Man:** So, aged 27, Allison left her home and her family and moved to the USA, where she started playing pool. She soon found success – she won seven championships very quickly.

**Allison:** It was a very professional environment there – I loved it from the very beginning.

**Man:** Allison Fisher is still one of the top players on the USA pool circuit.

### Part 2

**Man:** Brazilian, Fabiola da Silva is the most recognisable female inline skater in the world. Yet when she started, all her skating heroes were men.

**Fabiola:** You know, back in those days, there weren't so many girls skating, and the skaters I really admired were men.

**Man:** Fabiola began skating when she was 15. She skated with a group of friends who skated aggressively and after watching them she wanted to start skating that way too. She learned fast because she really liked it. She came onto the professional scene two years later, remaining undefeated for a long time.

**Fabiola:** I keep pushing the limits, you know.

**Man:** She has been the undisputed leader of the female inline skating scene for years now. But she knows that that might not always be the case.

**Fabiola:** All the girls on the tour are capable of beating me. I have my bad days too.

**Man:** Some years ago, she became famous when the inline skating authorities changed their rules so that she could compete against men. Fabiola – known as Fab to her friends and fans – has been in the men’s top ten many times. Some of this, she attributes to her attitude in competition.

**Fabiola:** You know, every time I skate, I’m having fun, but I take what I do seriously. I always want to make sure I’m doing a good job.

**Man:** Which means she’s probably going to go on being successful.

**Answers**

- 1 Allison 2 Fabiola 3 Allison  
 4 Allison 5 Fabiola 6 Fabiola

**f** ▶ **CD1 T07** Read the questions with the class. Play the recording.

**Weaker classes:** Play the recording again while students listen and complete the exercise. Check answers, playing and pausing the recording as necessary to clarify any vocabulary problems.

**Stronger classes:** Ask students try to answer the questions from memory, based on the first listening. Play the recording again for them to check their answers.

**Answers**

- 1 She started playing snooker at seven years old. She became the women’s number one in her mid-twenties.  
 2 She wasn’t earning much money, so she moved to the USA where women players earned as much as, or more than, men.  
 3 She won seven championships in the USA.

**9** ▶ **CD1 T07** Follow the procedure for weaker or stronger classes as in Exercise 4f.

**Answers**

- 1 She began skating aged 15 and turned professional aged 17.  
 2 She became famous when she started competing against men.  
 3 She takes what she does seriously and wants to do a good job.

**Discussion box**

In pairs or small groups, students discuss the questions. Monitor and help as necessary, encouraging them to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

**5 Vocabulary and speaking**

**\* Sports**

**Warm up**

Books closed. Refer back to the sports mentioned in Exercise 4 and ask students to give any names they know for equipment needed to play them. Write the vocabulary on the board. Students open their books and look at the picture on page 15. Ask them to name the sports equipment. If they don’t know all the names, don’t give them the answers at this stage.

- a** Students read texts 1–6 and decide which of the sports in the table in Exercise 5c they refer to.
- b** ▶ **CD1 T08** Play the recording. Students listen and check their answers. Ask them if they can now name all of the sports equipment in the picture.

**TAPESCRIPT**

See the texts on page 15 of the Student’s Book.

**Answers**

- 2 football 3 ice hockey 4 boxing 5 tennis  
 6 swimming

- c** Students use vocabulary from the texts in Exercise 5a to complete the table. Encourage them to try to complete the table from memory, before looking back at the texts. Check answers. Ask students if they can think of any other words to add to the table.

**Answers**

- tennis: ball, net, racket; court  
 football: ball, net; pitch  
 ice hockey: skates, puck, sticks; rink  
 boxing: gloves, helmet; ring  
 surfing: board; sea  
 swimming: cap, costume, goggles; pool

**Language notes**

Students are often confused by the different names used to describe sports venues. This table may help them:

Sport	Place where it is done
football	pitch
cricket	pitch
hockey	pitch
rugby	pitch
tennis	court
basketball	court
badminton	court
golf	course

- d** In pairs, students choose a sport and their partner asks *yes/no* questions to guess what it is. Do an example with the whole class first, and encourage students to use as many words from Exercise 5c as possible. At the end, choose a few students to think of a sport for the whole class to guess.

**Weaker classes:** Before the pairwork stage, elicit possible questions and write them on the board for students to refer to during the activity.

- e** Write a football score on the board, for example *England 3 – Scotland 1*. Elicit sentences using the verbs *win, score, beat, lose*, e.g. *England won. Scotland scored one goal. England beat Scotland. Scotland lost 3–1*. Check understanding of *medal* and *referee*. Students complete the sentences and compare answers with a partner before feedback.

#### Answers

2 won 3 beat 4 score 5 get sent off  
 6 draw

#### Language notes

There are several different words for 0 in English. For football scores we say *nil*, as in *three-nil* (3–0) or a *nil-nil draw* (0–0). For tennis scores we say *love*, as in *forty-love* (40–0). When we are saying phone numbers we say *oh*, as in *two seven six five oh four* (276504).

- f** In groups, students discuss the questions in Exercise 4e. Encourage them to use the words from the box. Ask some students to give their opinions to the class and invite discussion.

**Weaker classes:** Students can write their ideas before speaking. Encourage them to look at their notes as little as possible.

#### Vocabulary notebook

Encourage students to start a new section called *Sport* in their notebook and to add these words. They may find it useful to note down translations, too.

## 6 Pronunciation

See notes on page 121.

## Culture in mind

### 7 Read and listen

#### Warm up

Books closed. Ask students if they have ever taken part in any strange sports or games. Do they have any unusual sports at their school sports day? Are there any sports which are popular in their country but not common in the rest of the world? Divide the class into pairs and give students a few minutes to discuss their answers. Listen to some of their ideas in open class as feedback.

- a** Tell students they are going to read a text about weird sports. Write the names of the three sports on the board and ask students to guess what the sports involve.

Books open. Students skim through the article quickly to find the answers. There are quite a lot of difficult words in the text, but encourage them to concentrate on the task. Check answers in open class.

#### Answers

- 1 In Australia, Namibia and South Africa  
 2 Extreme ironing

- b** ▶ **CDI T10** Read questions 1–4 with students. Before students read the text again, pre-teach *courting, obstacle course, piggyback, performance art*. Play the recording while students read and listen to answer the questions. Pause where appropriate to check comprehension and help with difficult vocabulary. Check answers.

#### Answers

- 1 They are all a bit dangerous. They have all taken elements of one sport or tradition and mixed it with something else!  
 2 Wife-carrying  
 3 Sand boarding: standing on the board/lying on the board  
 Wife-carrying: piggyback/fireman's lift/Estonian style  
 4 Extreme ironing

#### Discussion box

In pairs or small groups, students discuss the question. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

### \* OPTIONAL ACTIVITY

If you would like your students to do some further work on the vocabulary in the text, you can use this exercise. Write the following definitions on the board and ask students to find words and expressions with the same meaning in the text. The words are in the order of the texts. To make the exercise more challenging, you could write them on the board in a different order.

- 1 hill (*slope*)
- 2 moving (*weaving*)
- 3 joins (*combines*)
- 4 excitement (*thrill*)
- 5 places (*locations*)
- 6 lifting (*picking up*)
- 7 prize (*trophy*)

## 8 Write

- a** Ask students if they have ever seen a boxing match (either live or on television). Invite them to discuss briefly what happens at a boxing match and whether or not they think boxing is a good sport to watch. Students read the composition and decide whether it was written by a boy or a girl. Ask them to give reasons for their choice.

#### Possible answer

The writer seems to be a girl as she says ‘... seems to me that some people, especially men, ...’

- b** Write the words in the box on the board. Ask students which is used to give extra information (*Moreover*), which is used for contrast (*However*), which introduces an example (*for example*) and which introduces the ending of a composition (*To conclude*). Students read the composition again and add the words in the box.

**Stronger classes:** Ask students to use the words in the box to make sentences. Write some examples on the board and ask students what the purpose of the words is.

#### Answers

- 1 for example 2 However 3 Moreover  
 4 To conclude

#### Language note

You may want to make students aware of some more expressions used to give extra information (*furthermore, in addition, what’s more*), to make a contrast (*on the other hand*), to introduce an example (*for instance*) and to introduce the end of a composition (*finally, in conclusion, to summarise*).

- c** Read through the paragraph titles with the students and ask them to decide which paragraph they refer to.

#### Answers

- A Para 4 B Para 2 C Para 1 D Para 3

- d** Draw students’ attention to the construction of the composition. Point out that it has a clear introduction and conclusion and that the writer’s opinions are backed up by examples. Emphasise that it is important to plan a composition carefully before writing. Look at the mind map and ask students to think of more negatives, positives and opinions. They then prepare a similar mind map for a sport of their choice, and use this to organise their four paragraphs. The writing and checking stages could be set for homework.

# Memo from Mario



## Sport with a difference

### 1 We as a group

- ▶ Write the following gapped sentences on the board.  
 We, as a group...  
*have played ..... different sports.*  
*have never tried .....*  
*have watched ..... different sports live.*  
*have watched ..... different sports on TV.*  
*have played ..... hours of sport this month.*  
*have watched ..... hours of sport this month.*  
*own ..... items of sports equipment.*
- ▶ Divide the class into groups of about six or seven. Get each group to appoint a secretary who will copy the sentences from the board. The groups should then ask each other questions to complete the gaps with the total figures for their group.
- ▶ When they have finished, the group secretaries report back to the class as a whole to compare results.
- ▶ As an optional extra, you could try to combine all the results onto the sentences on the board (or onto a poster).

#### RATIONALE

Getting students to think about themselves as a group rather than individually can help to build a group feeling.

This could be a good follow-up to section 5, when the students have already thought about the vocabulary.

### 2 Call my bluff

- ▶ This is based on a very old game, played on TV in the UK. Each group of three students will need a dictionary. (The groups could be larger than three, but this number seems to work best as everyone is more likely to contribute.)
- ▶ Explain that the students are going to give definitions of words. In each group of three, one definition must be correct and the other two invented. They should try to make the invented definitions plausible, as the class will vote for the one they believe to be correct.
- ▶ Divide the class into threes and give each group a piece of paper with the name of an unfamiliar object on it. Tell them not to let other groups see their paper until they have finished. They should look in the dictionary to find the correct definition and then work together to invent two more possible, but incorrect, definitions, using the following pattern.  
*A ..... is a thing which .....*  
*A ..... is a person who .....*
- ▶ While they are working, circulate and help as necessary. When the groups have finished, they should write their three definitions on the piece of paper and post them on the walls round the room. The students circulate, read the definitions and mark the one they believe to be correct – no dictionaries allowed! When they've finished, each group counts their votes and then reveals which definition is correct. The group with the most incorrect votes win.
- ▶ You can use any words the students are unlikely to know, but here are a few suggestions. Make sure they are in the dictionaries the students will use.

*leash    churn    heathen    chisel    yokel*  
*beehive    drainpipe    dredger    pickaxe    midwife*

#### RATIONALE

Stimulating students' imagination and creative use of language whilst having fun.