



Jim-nastics


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**Mission Invent a new sport**

What sports can you see in the pictures? Which of the sports is your favorite?

 Watch the video. What goes wrong when Jim and Jenny play cricket?

- 1 Make a mind map to compare sports.
- 2 Invent and describe a new sport.
- ★ Play the sport and vote for the best one!

## Unit 3 learning outcomes

### In Unit 3, students will learn to:

- use vocabulary to describe sports and equipment
- use the simple present passive to describe facts and habits
- use modal verbs to describe possibilities
- read and listen for general and specific information
- understand the idea of perseverance
- develop ideas about health and physical activity

**Materials** video, pictures of athletics, (optional: a video, e.g., of the Olympics)

### Self-assessment

- **SA** Write or project the unit outcomes on the board. Put students into six groups, assign a learning outcome to each group. Ask them to remember. Hide the outcomes.
- Give each group a large piece of paper and tell them to work together and write their learning outcome in their own words.
- Invite each group to show their learning outcome to the class. Correct any issues and clarify if necessary.
- Ask students to complete self-assessment (see Introduction).
- Put a large plastic box or bin at the front of the class and invite one person from each group to scrunch up their outcome into a paper ball and throw it into the box. Encourage students to shout “Good shot” each time a paper lands in the box.
- Say *Let’s learn*.

## Student’s Book, page 30

### Warm-up

- Write *sports* on the board. Ask students to call out sports they know. Write these on one side of the board. Students work in pairs and use the list to answer questions. Pick different pairs to answer each time. Ask *Which has a ball / has more than two players / is played indoors/outdoors / needs you to run fast?*

**Fast finishers** Cover the words and ask for the spelling.

### What sports can you see in the pictures? Which of the sports is your favorite?

- Students look at page 30. Ask *Can you see any of the sports you wrote?* Students answer. Say *What sports can you see in the pictures?* Students work in groups of three and discuss.
- Point to each picture and ask the name. Say each sport clearly. Clap the stress for words with more than one syllable, e.g., *soccer; hockey; cricket*. Students repeat. Ask *Is the stress on the first or second syllable? (first)*
- Put students in pairs. Ask *Which sport is your favorite? Why?* (e.g., *I love Ping-Pong because it helps me relax and feel good.*) Choose students to report back on their partner.

**Key:** 1 baseball 2 soccer 3 field hockey  
 4 Ping-Pong 5 tennis 6 cricket 7 basketball  
 8 rugby 9 balloon race



### Watch the video. What goes wrong when Jim and Jenny play cricket?

- Say *Which sport is this?* Mime golf. Students call out the name. Repeat with *cricket*.
- Show pictures (or a video clip) of athletics, e.g., at the Olympic Games. Ask *What name do we use for these sports?* Students say *track and field*. Say *track and field* and clap on the stress. Students repeat.
- Say *Jenny and Jim are playing sports. What can go wrong when you play cricket?* Students suggest ideas. Ask them to watch and find out if they are right and to find out why the three sports they play are unusual.
- Play the video. Students watch.

**Key:** Jim hit the ball out of the yard. The three sports are: running with a balloon; French Cricket; and golf with a hairdryer and cup.

**Extension** Students watch again and find out which sport Jim likes best. (*golf*)



### Mission Invent a new sport

- Write on the board: *A think of some new ideas; B share and organize information; C choose your favorite.*
- Ask students to read the Mission statement. Tell them to match the activity on the board to the correct statement. Check their ideas. Say *This is our Mission*.

**Key:** 1 B 2 A 3 C

## Workbook, page 30

### My unit goals

- Go through the unit goals with the students. (See suggested techniques in “Identifying outcomes” in the teachers’ in-class guide in Introduction.)
- Go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page*.

### Ending the lesson

- Put students in groups of four. Tell them to take turns miming their favorite sport and one they dislike playing. The rest say the sports and guess which the person likes and which they dislike.

## 3

## Vocabulary 1

**Learning outcomes** By the end of the lesson, students will be able to use vocabulary to describe sports and equipment.

**New language** *ice-hockey, cycling, diving, surfing, surfboard, boxing, gymnastics, water-skiing*

**Recycled language** *golf, track and field, rugby, cricket*

**Materials** audio, sticky notes, pieces of card/paper or mini-whiteboards

## Student's Book, page 31

## Warm-up

- Give a sticky note to each student. Students draw a sport they like to watch and stick it on their front.
- Students mingle and talk to three other students. They guess each other's sports and find out why they like watching it, e.g., *Is your sport swimming? Why do you like it? I like watching tennis because the players are really good.*

## 1



**Read the TV Guide. Match the words in blue to the pictures below. Then listen and check.**

- Students look at the guide quickly while you count to five and then close their books. Ask *What is it? (a TV guide). What kind of programs can you see? (sports)*
- Say *Good job. You have understood a lot just looking quickly.*
- Students look again in pairs and find the names of sports in bold then match the words to the pictures 1–11. Do the first one together as an example.
- Say *Let's listen and check.* Play the audio. Stop after each item and encourage students to repeat. Write the numbers 1–11 on the board and add each word.

## Track 1.21

- 1 cycling
- 2 gymnastics
- 3 track and field
- 4 water-skiing
- 5 surfing
- 6 diving
- 7 rugby
- 8 golf
- 9 cricket
- 10 ice-hockey
- 11 boxing

**Key:** rugby – 7, diving – 6, golf – 8, cricket – 9, cycling – 1, ice hockey – 10, surfing – 5, boxing – 11, gymnastics – 2, track and field – 3, waterskiing – 4

- Give out pieces of card/paper or mini-whiteboards to pairs of students. Ask *Which sport needs a ball?* Students write down their answers, e.g., *cricket, golf*, and hold it up. Choose the two quickest pairs and ask them to call out their answers.
- Say *Let's play.* Give clues (*a sport you play on water; a sport with a bike; a sport you play outside; a sport you do inside; a sport with a small ball; a sport with a big ball*).

## 2

**Write the sports.**

- Students look at the three headings in the table. Give an example, e.g., *I've tried diving. I did it when I was on vacation.*
- Students write the sports on the correct lines. They compare their lists in groups of three and find out if they have tried the same sports.

## 3



**Do you like the sports in Activity 1? In pairs, say why or why not.**

- Show a picture of rugby. Ask *Which sport is this? (rugby).* Draw a smiley face on one side. Say *I like rugby because ...* Students suggest ideas, e.g., *it's exciting / it's a fast game.* Draw a sad face on the other side. Say *I don't like (rugby) because ...* Students suggest ideas, e.g., *It's easy to get hurt. / It's difficult to play.*

Say *When we talk together we can help our partner. We can ask questions or ask them to repeat things if it isn't clear.* Ask students what they could say, e.g., *Why do you think that? Sorry can you explain again?*

Ask them what a good discussion should include, e.g., *use interesting vocabulary, ask your partner questions.* Write the list on the board. Students copy it. Ask students to look at the list of sports in pairs and decide why people like them or not.

Put pairs together in groups of four. One pair discusses which sports they like or dislike. The second pair watches. They give feedback to the first pair using the list. Repeat with pairs swapping roles.

## Workbook, page 31

See pages TB187–204.

## Ending the lesson

- Put 11 cups or small boxes around the room. Write a letter under each one (C G A W S D R G C I B). Use a Ping-Pong ball (or ball made of paper). A student throws it into a box or cup. If they succeed, they lift it up to see the letter and name a sport that begins with that letter.
- When students understand the game, give out a second ball so that two can be circulated at once.

Vocabulary 1

1 1.21 **Read the TV guide. Match the words in blue to the pictures below.**  
 Then listen and check. Rugby is number 7.

Wednesday, October 9th				
	7:00	7:30	8:00	8:30
<b>Sport 1</b>	Rugby tonight: Wales vs. Australia		Deep diving: Daniel swims with sharks	
<b>Sport 2</b>	Small white ball: Exciting golf from around the world		Cricket chat: A review of today's cricket matches	
<b>U.S. Adventure</b>	Cycling: A woman, her bike, and America's biggest mountains	Ice hockey special: See the skaters on the ice for Russia vs. Canada	Surfing: Hawaii's best surfers surf the ocean's biggest waves	
<b>FIT!</b>	Be active boxing: Get your gloves on and get active	Gymnastics at home: Jump, dance, and stretch with Paul	Be active boxing: Get your gloves on and get active	Gymnastics at home: Jump, dance, and stretch with Paul
<b>AllStars</b>	Sports stars of tomorrow: Watch track and field stars run, throw, and jump to prepare for the Olympics		Snow idea: Snow skiers try waterskiing for the first time on Lake Tahoe	



2 **Write the sports.**

Sports I've tried: \_\_\_\_\_  
 Sports I haven't tried, but would like to try: \_\_\_\_\_  
 Sports I just want to watch on TV: \_\_\_\_\_

3 **Do you like the sports in Activity 1?**  
 In pairs, say why or why not.



I love bike riding. I go every week with my dad and my brother. It's a great way to see the country. Do you like bike riding?



Be ready to help your partner by repeating what you say or asking them questions.

For example:

- Why don't you like ... ?
- What do you think about ... ?
- How about ... ?

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Language presentation 1

1 Read Jim's blog. How many dogs can stand on a surfboard?

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## Jim's Big Blog

If you think that sports like golf or gymnastics aren't interesting enough, you might want to try something a little stranger. I've found three really unusual sports to tell you about.

### The world's three strangest sports

#### The Mud Olympics

The Mud Olympics is held every year in a small German town called Brunsbuettel. Around 50 teams from different countries meet and play soccer and other sports in deep mud. As you can see, the players get very dirty! Yuck! There are lots of prizes – and people love playing in the mud – but the main reason that the event is organized is to get money to give to charities.





#### Man vs. Horse

This athletics event is held in Llanwrtyd Wells in Wales. At the event, men and women race a horse for 35 kilometers. People often think that the horse will win easily – but the race is planned so that the horse and runners finish at nearly the same time. How's that done? Well, there are lots of mountains near Llanwrtyd Wells and horses are very slow at going down hills!

#### Dog Surfing

In this sport, the dog usually surfs with a person, but sometimes the dog surfs alone or two dogs surf on one board. Dog surfing competitions are organized by people all around the world. At one competition in the USA, someone took a picture of 18 dogs on a surfboard. That's the largest number ever! I wish I had taken that picture!



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2 Read the sentences and choose the correct event.

	The Mud Olympics	Man vs. Horse	Dog Surfing
1 Pets do this event on their own, in pairs, or with a man or woman.	A	B	C
2 Groups do the event together.	A	B	C
3 The event happens in an area where there are lots of hills.	A	B	C
4 People collect money at the event.	A	B	C
5 Competitions happen in many different places.	A	B	C
6 The person or animal who finishes this event first is the winner.	A	B	C

Focus on the **general meaning** of the text and don't worry if there are some words that you don't know.



## Language presentation 1

3

**Learning outcomes** By the end of the lesson, students will be able to read for general understanding and understand the simple present passive in a text.

**New language** *mud, team, player, competition*

**Recycled language** *golf, gymnastics, soccer, sports, surfing*

**Materials** 2–4 balls, map of the UK, picture of mountains, picture of mud (or jar of mud), large sheets of poster paper, markers, (optional: poster putty)

## Student's Book, page 32

### Warm-up

- Put students into two to four groups. Ask *What do we call a group in sports? (team). What do we call the people on the team? (player).* Ask the students to choose a team name. Say *We're going to have a competition. A competition is a game where there is a winner.* Students repeat *competition*.
- Get each team to put its chairs in a line, one behind the other with a space between them, and sit down. Give the student at the back of each line a ball. Students pass the ball down the line without the person in front turning around or looking (by putting their hands out behind their heads). If the ball is dropped it goes back to the start of the line.
- Once they understand, play again. This time each player calls out a sport before they pass the ball. They can't repeat a sport once it has been said by a player in their line.
- Extension** Repeat the game twice with the category of *clothes* then *computers*.

### Presentation

- Say *We're going to read Jim's blog about sports. But first let's check some words.* Put up a map of the U.K. Point to Wales. Ask *Which country is this? Ask What do you think it is like? Is it hot or cold? Is it green?* Students suggest ideas. Show them a picture of mountains and ask them what they can see. Tell them *Wales has a lot of mountains and hills.*
- Show a picture of mud (or bring some in a jar). Ask *What is it?* Students repeat. (*mud*)
- Say *Open your books at page 32. Remember we can understand a lot with a quick look.* Point to Jim's blog. Ask *How many sports does he write about? (three). Which one has lots of mud?* Students point. *Which one do you think is in Wales?* Students point.
- Point to the third picture (the dog surfing). Ask *What is happening? (the dog is surfing).* Say *Let's find out more.*

## 1 Read Jim's blog. How many dogs can stand on a surfboard?

- Ask students *How many dogs can stand on a surfboard?* Students suggest ideas. Say *OK. Let's read and find out.*

- Tell students to read the blog. Give up to five minutes but monitor for progress.
- Students compare in pairs. Check with the class.
- Ask students which sport they would like to see the most. As they offer ideas ask questions, e.g., *Why? Would you like to try it?*

**Key:** two dogs

Read the tip and remind students that they don't need to understand every word to get information. Say *You can find answers to questions even if you don't understand everything.*

## 2 ★ Read the sentences and choose the correct event.

- Tell students that they will read again to find out more information.
- Show them the questions. Students read and answer in pairs. Give up to five minutes but monitor for progress.
- Check answers. For each answer, ask students where they found a word or sentence that helped. (*1 the dog usually surfs with a person, but sometimes the dog surfs alone or two dogs surf; 2 around 50 teams ... play; 3 there are lots of mountains; 4 to get money to give to charities; 5 competitions are organized by people all around the world; 6 people often think that the horse will win easily*).
- Put students into pairs. Ask them to decide which sport they think is the most difficult and the easiest and why. Students discuss. Ask for their ideas.

**Key:** 1 C 2 A 3 B 4 A 5 C 6 B

## Workbook, page 32

See pages TB187–204.

### Ending the lesson

- Write *surfing* at the center of the board and add categories, e.g., *place, equipment, clothes*. Ask what students would include in each category. Students discuss.
- Give each group one of the other sports – *Mud Olympics* or *Man versus Horse* – and repeat.
- When they finish, compare ideas.

## 3

## Language practice 1

**Learning outcomes** By the end of the lesson, students will be able to use the simple present passive accurately.

**New language** *kick, goal, organize, plan*

**Recycled language** *cycling, gymnastics, track and field, water-skiing, surfing, diving, rugby, golf, cricket, ice-hockey, boxing, tennis, soccer, sports*

**Materials** a set of pictures (water skis, a soccer goal, a cricket bat, a surfboard, a tennis net, a boxing glove, a golf club, a bike, a snorkel, a rugby ball, ice skates), a picture of a soccer player with a ball, examples of mind maps (online), poster paper, markers, Mission worksheets (Teacher's Resource Book page 32)

## Student's Book, page 33

## Warm-up

- Hide a set of ten pictures around the room (*a soccer goal, a cricket bat, a surfboard, a tennis net, a boxing glove, a golf club, a bike, a snorkel, a rugby ball, ice skates*).
- Students work in pairs and choose a runner and a writer.
- The runner searches for the picture, then runs back to tell their partner what sport to write in a list, e.g., show them a picture of water skis and ask which sport to write. (*water-skiing*).

**Fast finishers** Students look at their list for one minute, then cover it. They test each other to see how many of the words they can remember.

## Presentation

- Hang or draw a picture of a player with a soccer ball on the right side of the board. Add the picture (from the Warm-up) of the goal on the left side (or draw one). Ask students what the pictures are. Ask *What does the player do with the ball?* (*kicks it into the goal*)
- Under the pictures write *The player kicks the ball into the goal*. Take down the picture of the player. Say *I want to write the same thing but not use the word "player."* How can I say it? (*the ball is kicked into the goal*). Write on the board.
- Draw a line in a different color between the word "ball" in the first and second sentences. Point to the first sentence and underline *player*. Say *We often say who does something*. Point to the second sentence. Say *But here the ball is the most important. What kind of sentence is this?* (*passive*)
- In the passive, highlight "is". Say *Which word is this?* Draw a box around "kicked." Say *What do we use here?* (*kicked*). Give other examples of past participles. Add an "s" to the word ball and point to "is". Say *The balls is ... ?* (*no, the balls are ...*). Change "is" to "are". Say *Yes, we use "is" or "are". This is passive.*


**Grammar look:** the passive (simple present)

- Ask a student to read the sentences at the top of the **Grammar look** box. Students choose the correct option in pairs.

**Key:** 1 We don't know 2 people all around the world  
 3 by 4 don't know 5 isn't

**Complete the activity on page 170.**

See page TB177.

**1**  **Complete the sentences. Use the words in parentheses and the passive in the simple present.**

- Students look at the pictures. Say *Which event is planned?* (*dog surfing*). Explain that the sentences describe the plans.
- Complete the first sentence together. Students complete the rest in pairs. Check answers with the class.

**Key:** 1 are discussed 2 are made 3 is given  
 4 are taken 5 are shared 6 are cleaned

**2**  **In pairs, say sentences and say which sport it is.**

- Tell students to read the facts again to find clues to ask their partners. They take turns to ask and answer about each sport in pairs. Monitor and check.



## Mission Stage 1

- Put students in groups of four. Give each group a photocopy of the Mission worksheet (Teacher's Resource Book page 32). Students work individually to choose some sports to compare and contrast them in the mind map. They write where the sport is played/practiced and show whether it is an individual or group sport.
- Groups compare whether they have done the same analysis, e.g., *Surfing is practiced in the sea. Ice-hockey is played on an ice-rink.*

**Extension** If possible, show students a picture dictionary or online picture dictionary and how to find words.

- Give out poster paper and markers. Students create mind maps in their groups. Encourage them to include pictures of some of the words. Monitor and support by suggesting additional words and checking spelling.

## Workbook, page 33

See pages TB187–204.

## Ending the lesson

- Students present their mind maps. Give them an example, e.g., *For soccer, we can pass the ball to another player. We can kick the ball. But in cricket, the ball is hit with a bat.*

Language practice 1

★ Grammar look: the passive (simple present)


“The race is planned so that the horse and runners finish at nearly the same time.”

“Dog surfing competitions are organized by people all around the world.”

- 1 Who plans the races in Man vs. Horse?  
**We don't know / The runners**
- 2 Who organizes dog surfing competitions?  
**We don't know / people all around the world**
- 3 Which word says who organized the dog surfing competitions? **the / by**

We use the passive when we **know / don't know** who does something or when it **is / isn't** important who does something.

page 170

- 1  Complete the sentences. Use the words in parentheses and the passive in the simple present.

How to plan a dog surfing competition



Ideas for the dog surfing event <sup>1</sup> are discussed (discuss). Plans <sup>2</sup> \_\_\_\_\_ (made) to be sure that the event is safe.



The dog surfers meet and the event starts. The winner of each competition <sup>3</sup> \_\_\_\_\_ (give) a prize – it could be a golden dog toy!

Photographs of the event <sup>4</sup> \_\_\_\_\_ (take) and <sup>5</sup> \_\_\_\_\_ (share) on the Internet.

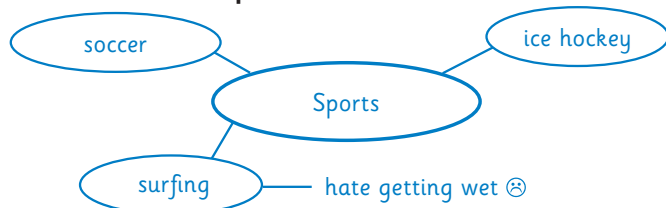


Dog food, balls, and other litter <sup>6</sup> \_\_\_\_\_ (clean) from the beach and everyone goes home.



★ Mission Stage 1

Make a mind map to compare your feelings about different sports.



- 2 In pairs, say sentences and say which sport it is.

It's held every year.

The Mud Olympics.

Yes!



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Vocabulary 2

1 1.22 Listen. Match the sports commentaries (1–4) to the photos (A–D).



2 1.23 Match the definitions (A–K) to the words (1–11). Listen and check.

- 1 goal
- 2 coach
- 3 train
- 4 surfboard
- 5 net
- 6 hit
- 7 racket
- 8 court
- 9 cyclist
- 10 track
- 11 helmet

**A** to practice a sport, often to prepare for a competition

**B** to touch something quickly and hard

1 is J.

**C** the place where you play sports like tennis

**D** you wear this to keep your head safe

**E** a person who bikes

**F** the thing people stand on when they surf

**G** something used to hit the ball in sports like tennis

**H** the thing in the middle of a tennis court that people hit the ball over

**I** a path used for races

**J** a point scored in a game like soccer

**K** someone who prepares a team to play sports

3 1.24 Listen again. Why are the numbers below important?

- three minutes
- 2–1
- 35 minutes
- \$1 million
- one point
- two meters
- ten
- eight

**Learning outcomes** By the end of the lesson, students will be able to use vocabulary about sports equipment.

**New language** *coach, train, net, hit, kick, racket, court, cyclist, track, helmet, stretch*

**Recycled language** *cycling, gymnastics, track and field, water-skiing, surfing, diving, rugby, golf, cricket, ice-hockey, boxing, tennis, soccer, sports, goal, surfboard*

**Materials** audio, (optional: colored paper cut into strips for matching task)

## Student's Book, page 34

### Warm-up

- Demonstrate a few movement verbs, e.g., *kick, hit, run, stretch, jump*. Complete the actions and say the words. Students copy and repeat. Ask the students if they know any other similar words. Write them on the board as they call out.
- Show a short warm-up routine using some of the words, e.g., *First jump three times then kick to the left and the right. Now use your hands to reach up high. Now stretch.*
- Students listen and follow the routine.
- Put students into groups of three. Each student describes and acts out a warm-up activity as the other students copy.

### Presentation

- Ask students to look at the four pictures. Ask which sport they think each one shows.
- Put students into pairs. Tell them they have three minutes to look at the pictures in detail and name as many things as they can see in the pictures. After three minutes stop the activity. Ask students to call out their words. Students repeat the words. For any words missed, add these yourself.

**Key:** A cyclist, track, helmet B court, racket  
 C soccer ball, goal, net, team  
 D surfboard, surfer, ocean

Say *Remember when we read we don't need to understand everything. And when we listen it is the same. If you listen for the most important words you can understand a lot.*

### 1 Listen. Match the sports commentaries (1–4) to the photos (A–D).

- Tell students they will hear four commentaries of events. Ask students *Where can you hear a commentary? (on TV or the radio)*. Ask *What kind of event is the person talking about? (sports)*. And *what do they talk about? (they describe what is happening)*. Play the audio.

- Students work in pairs and check answers. Play the audio again if necessary. Check answers.

See *audioscript online at cambridge.org/levelup*

**Key:** 1 C 2 D 3 B 4 A

### 2 Match the definitions (A–K) to the words (1–11). Listen and check.

- Ask students to look at the definitions A–K in pairs and try to guess the word. Now ask them to read the words in bold.
- Say *In which sport do you score a goal? (soccer)*. So *which card shows where you score a goal? (J)*
- Students work in pairs Check answers.

**Key:** 1 J 2 K 3 A 4 F 5 H 6 B 7 G 8 C  
 9 E 10 I 11 D

### 3 Listen again. Why are the numbers below important?

- Tell students to guess what they think the numbers might be. Students call out their ideas. Play the audio.
- Students check answers in pairs.

**Key:** A three minutes left in the game. B Team United are beating Team City two goals to one. C The surfing competition starts in 35 minutes. D The surfboard costs \$1 million. E If Tim wins one point, he'll win the competition. F The ball falls two meters outside the court. G The ten fastest cyclists in the world are racing. H eight cyclists fall down.

## Workbook, page 34

See *pages TB187–204*.

### Ending the lesson

- Write on the board: *tennis, soccer, cycling*. Put students into groups of three. Ask them to choose a sport to make a short commentary.
- Each group reads out its commentary while another group acts out the action.

## 3

## Language practice 2

**Learning outcomes** By the end of the lesson, students will be able to use modal verbs accurately.

**New language** *could, may, might, will, can*

**Recycled language** *cycling, gymnastics, track and field, water-skiing, surfing, diving, rugby, golf, cricket, ice-hockey, boxing, tennis, soccer, sports*

**Materials** a set of large cut-out shapes (enough for one per group of five students), e.g., racket / surfboard / goal / golf club / rugby ball, three large cards with words on them (*may be, might be, could be*), poster putty, markers and paper

## Warm-up

- Cut out large shapes from card or paper, e.g., *racket, surfboard, a goal, a golf club, a rugby ball*. Stick these around the walls. Students guess what the shapes are.
- Point to each shape and ask for their ideas. Encourage students to use *may* or *might*, e.g., *It might be a racket*.
- Students work in groups of five and choose a shape. They think of three unusual things they could use their shape for, e.g., *We could use the racket as snow shoes*.

## Student's Book, page 35

## Presentation

- Draw a racket shape on the board. Write *It is a racket*. Underline is. Say *But it might be a guitar, so we can't say "is". Should we change the sentence?*
- Stick three large word cards to the side of the board (*may, might, could*). Say *Which other word can we use if we aren't sure?* Invite a stronger student to stick the alternative word into the sentence. Other students can call out alternatives.
- Ask *Are we sure or are we guessing? (we're guessing)*. Say the sentence. Students repeat. Encourage the student to swap the cards again, e.g., replace *might* with *may*. Ask *Are we sure or are we guessing? (guessing)*. Say the sentence *It may be a racket*. Students repeat. Repeat the sequence for *could*.

## Grammar look: modal verbs

- Put students into pairs. Ask them to choose the correct option in each sentence. Check answers.

**Key:** 1 are 2 don't 3 do 4 aren't

**Complete the activity on page 171.**

See pages TB177–178.

## 1



## PRONUNCIATION

## Listen and repeat.

page 168

- Say *Listen and repeat*. Play the audio. Students repeat.

## Track 1.25

Boy: Should we watch the goal again?

Girl: She wouldn't be happy if her surfboard was stolen.

Man: The surfing competition will start in about 35 minutes.

- Students complete the activity on page 168.

See page TB175.

## 2

## Read the dialog and choose the correct words.

- Ask students to read the dialog quickly and find out what they are going to play. (*tennis or Ping-Pong*)
- Students read the dialog in pairs and choose the correct words. Monitor and check as necessary.
- Choose stronger students to act out their dialog.

**Key:** 1 Can we 2 I'd like to 3 can 4 bring 5 might

## 3

## Act out the dialog. Then act it out again, changing the underlined words.

- Ask all students to act out the dialog again in pairs.
- Point to the underlined words. Say *Let's change the words*. Encourage the students to suggest an alternative for "play tennis," e.g., *play soccer*. Put students into pairs. Students act out the dialog replacing all the underlined words.

## 4

## Choose a sport and write a short sports commentary. How many modal verbs can you use?

- Tell students to write their own commentary.
- Ask some students to read their commentary to the class. The others count how many modals are used.



## Mission Stage 2

- Remind students of sports they have read about: dog surfing, Man vs. Horse and Mud Olympics. Say *We are going to think of a new sport. What do we need to think about?*, e.g., *people, place, equipment*. If they don't suggest it, add *rules for the game*. Write these on the board.
- Put students into groups of four. Give out markers and paper. Students plan their game and create a picture of the game in action with labels/notes.

## Workbook, page 35

See pages TB187–204.

## Ending the lesson

- **SA** Ask students to complete their self-assessment (see Introduction).

Language practice 2

3

★ Grammar look: modal verbs

“Birch may have made a mistake.”  
 “This could be the most important point today.”  
 “The Silver Beach surfing competition will start in about 35 minutes.”

“Hugh hits it back well, but the ball might go into the net!”  
 “Can Waldek shoot?”  
 “Should we watch the goal again?”

- 1 Modal verbs **are / aren't** followed by the infinitive form of a verb without 'to' (e.g. *speaking, going, walking* etc.)
- 2 When you use *he* or *she*, you **do / don't** need to add an 's' to the modal verb.
- 3 To make a question, you **do / don't** change the order of the modal (e.g. *might, will, can*, etc.) and the subject (e.g. *I, you, he, she*, etc.).
- 4 There **are / aren't** *-ing* forms of modal verbs.

page 170

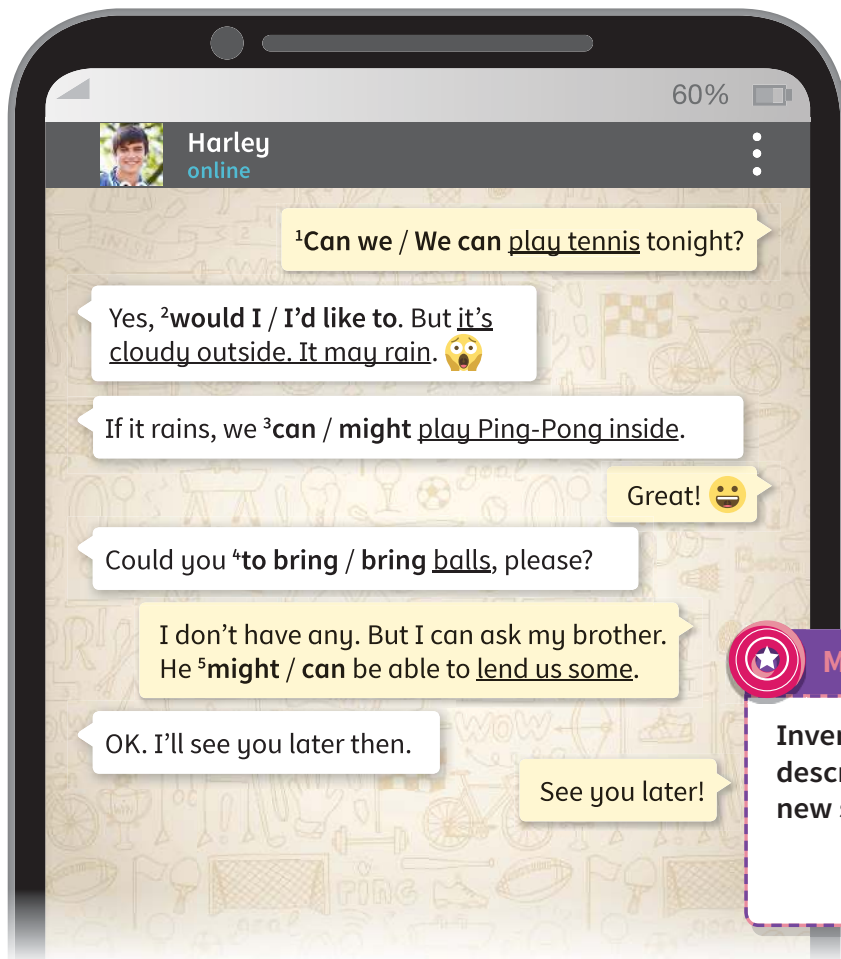
1 1.25 **PRONUNCIATION** Listen and repeat. page 168

2 Read the dialog and choose the correct words.

3 Act out the dialog. Then act it out again, changing the underlined words.

4 Choose a sport and write a short sports commentary. How many modal verbs can you use?

We're here at the lake to watch the waterskiing today, and we might be lucky with the weather ...



★ Mission Stage 2

Invent and describe a new sport.



3

## Literature

1 Look at the pictures. What kind of text is it? Do you like these kinds of stories?



## THE SPARTAN PRINCESS

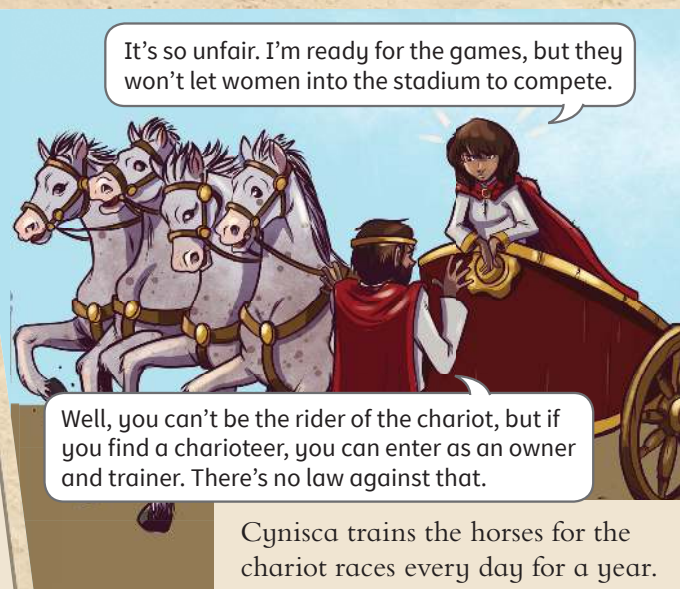
*In Ancient Greece, around 428 BCE ...*

Cynisca is a young Greek princess. She is a Spartan. It's hard being a Spartan. They are only interested in being very fit. Boys practice fighting and do athletics, and girls also do a lot of exercise. It isn't different for Cynisca even

though she's a princess. Her dad, Archidamus, King of Sparta, has encouraged her to do all kinds of sports since she was very young, such as riding and running just like her brother Agesilaus. Cynisca's favorite sport is chariot racing.



When the king dies, Cynisca receives half of his money. Agesilaus gets the other half and becomes King. Cynisca really wants to compete in the Olympics so she decides to buy the horses and the chariot she needs.



Cynisca trains the horses for the chariot races every day for a year.

36

Text type: A comic book

**Learning outcomes** By the end of the lesson, students will be able to read about sports in Ancient Greece and understand the main ideas of a text.

**New language** *riding, chariot, charioteer, race, stadium, statue, compete, king, princess*

**Recycled language** *competition, helmet, passives, modal verbs*

**Materials** audio, pictures of the Olympic Games, Ancient Greek sports, sports in the middle ages, current sports

### Warm-up

- Show students pictures of sports in the past (e.g., Ancient Greek discus throwers), the middle ages (e.g., archery), and sports now (e.g., track and field).
- Put students into groups of three and ask them to guess when each sport was played.
- Share ideas.
- Ask students which sport they think is the most interesting and if they know anything about them.

### Student's Book, page 36

#### 1 Look at the pictures. What kind of text is it? Do you like these kinds of stories?

- Ask students to look at the text and pictures. Say *What kind of text is it? Do you like these kinds of stories?*
- Students share their ideas.

**Key:** a comic book, students' own ideas

### Presentation

- Show pictures of recent Olympic Games. Ask students to describe what they can see. Ask if they know what the event is. (*the Olympic Games*)
- Ask *When did the Olympic Games begin? (thousands of years ago)*. Ask *Where did they begin? (in Greece)*. Tell students they are going to read a story about the Olympics.
- Say *Open your books at page 36*. Ask the students to look at the pictures and the title. Point to the picture of the Spartan king and his crown. Ask *Who is he? (the king)*. Point to Cynisca. Say *She is his daughter, so she is a ... (princess)*. Students repeat the words.
- Now point to the pictures and ask students for the words: *chariot, charioteer, stadium, statue*. Say each word clearly. Students repeat. Tell students *The story is about a race. What happens in a race? (people try to win by being fastest)*. Say *a race*. Students repeat.

- Ask students to find a picture of a race from the story. Students show the first picture of Cynisca racing her brother. Ask *What kind of race is this? (a chariot race)*
- Say *We can race against each other. So "race" is a verb and a noun. Another word for this is "compete."* Say *"compete."* Students repeat. Ask *"Compete" is a verb but what is the noun? (competition)*
- Put students into pairs. Ask them to look at the pictures and predict what happens in the story.
- Share their ideas, but don't confirm if they are correct or not.



### The Spartan Princess

- Tell students to read and listen to the first page of the story. Say *Find out what Cynisca wants to do. Why is it difficult?*
- Play the audio.
- Put students into pairs and ask them to compare their ideas. Check answers. (*she wants to race in the Olympics; she can't because she is a girl*). Ask *Can she go to the race? (yes, but as an owner and charioteer)*
- Now ask students to predict the end of the story. Students call out their ideas.
- Tell students to listen and read the end of the story on page 37. Say *Check if your ideas are correct*. Play the audio. Students listen and read.
- Put students into pairs and ask them to compare their ideas.
- Check answers. (*Cynisca enters and wins the race*). Ask *Why do people know about Cynisca? (there is a statue of her)*
- Put students into groups of six. Ask the students to read the story aloud – choose a stronger student per group to be the narrator. Allow students to assign the other roles.
- Monitor and support.

### Workbook, page 36

See pages TB187–204.

### Ending the lesson

- Tell students to close their books. Write some key words on the board: *King of Sparta, girls, horses, Stadium of Zeus, race, champion, statue*.
- Put the students into groups of three and ask them to look at the key words and retell the story using the words.
- Monitor as they work helping students as needed.
- **Extra support** Tell students to keep their books open and read if they need to.
- Ask students to recreate the story as a class. Point to the first key word and choose a student to begin the story. Work through each key word and choose a student to continue through the story until it is complete.

## 3

## Literature

**Learning outcomes** By the end of the lesson, students will be able to respond to a text using critical thinking and emotional intelligence, and understand the idea and benefits of perseverance.

**New language** *persevere*

**Recycled language** *riding, chariot, charioteer, race, stadium, statue, compete, king, princess, competition, helmet*

**Materials** audio, paper and markers, poster putty

#### Social and Emotional Skill: perseverance

- After reading the story, ask *Why couldn't Cynisca do what she wanted? (Women weren't allowed into the stadium.) What did she achieve in the end? (She found a different way and won the chariot race as the owner of a chariot.)*
- Ask *What qualities did Cynisca show? (strength and determination). We can learn a lot from her example of perseverance.*
- Students work in pairs. They think of a difficult situation that needs perseverance. One student is Cynisca and imagines what she could say. The other asks how Cynisca felt and what advice she can give.

#### Warm-up

- Put students into groups of three. Tell them to discuss something they found difficult and to talk about it and how they felt, e.g., *I'm really bad at singing. When I was young, I wanted to be in the choir, but I couldn't because my singing was terrible. I felt really miserable and decided to stop. But my sister told me we should sing for fun. I joined a group and I really enjoy it!*
- Ask students to share their idea. Be careful not to specify particular students if they are not comfortable; ask general questions, e.g., *How does it feel when you find something hard to do? What can you do?*

### Student's Book, page 37

#### Presentation

- Put students into pairs. Give each pair paper to sketch a word or sentence from the story, e.g., the statue (*"I, Cynisca who won with a four-horse chariot, put up this statue"*).
- Students create their images. Stick the images around the classroom like an art gallery. Tell the pairs to walk around and decide, for each picture, what word or sentence it shows. Ask each pair to stand by their picture. Ask other students to call out what the picture shows.

- Play the audio again. Students hold their pictures in the air at the point it appears in the story. Ask each pair to find three things that might be difficult for Cynisca. Students discuss in pairs.

**Key: Sample answers** She's a girl, so she couldn't enter the race; she has to train very hard; she isn't allowed into the stadium.

#### 2 In pairs, talk about the questions.

- Put students into groups of four. Ask them to look at the three questions and discuss. Monitor and support.
- Draw out the idea of perseverance and not giving up. Say *If something is difficult but we keep trying, we persevere. Say persevere.* Students repeat. Ask students to think of a time they persevered and discuss in pairs.

**Key: Sample answers** 1 She felt upset and angry because she's good at racing and can't do it because she is a girl. 2 She's a strong girl (determined) who keeps trying even if things are hard. She didn't give up when she couldn't enter the games. She found a different way to do it. 3 They might not get along well because she can win races and beat him, but he's a boy so has a lot of advantages. 4 Because Cynisca put it up herself; she was the only woman to win the prize.

### Workbook, page 37

See pages TB187–204.

#### Ending the lesson

- Put students into groups of five. Ask them to think of things that are difficult to do, e.g., *learning to swim*. Each group sends a member up to write their ideas on the board. If another group has put up the idea, they can't repeat it. Give each group a sticky note. Ask students to choose a group name and write it. Each group adds its sticky note to the board to claim one of the problems. Give them 30 seconds to choose a problem. Say *Go!* Each runner claims a problem. Now each group races to find three possible solutions to its problem.
- Say *Start now*. When the first group raises its hands, ask it to explain its three solutions.

3



No! Go faster when you turn! Look behind you as you do it. We only have a few months before the competition!

Cynisca finally finds a charioteer. He's perfect for the job. He's thin, tall, and young. She is a strong instructor.

*The summer of 396 BCE ...*

Finally, the day of the Olympic Games arrives. Cynisca travels with her brother and horses to the great stadium of Zeus at Olympia. The games are held here every four years. The streets are crowded. People come to watch and take part in the games from all over the world, from as far away as Spain and Turkey.



Can I come into the stadium? I'll put on a helmet and dress like a man.

No, it's too dangerous. If they catch you, they'll punish you.



You've won! You've won!

Cynisca sits outside the stadium and listens to the crowds shouting and screaming. The four-horse chariot race is always the most spectacular race in the Olympics.



My family and I were Kings and Queens. I, Cynisca who won with a four-horse chariot, put up this statue. I am the only woman in Greece to win this prize.

Cynisca wasn't able to take part herself in the Olympic Games, but she won the chariot race twice in 396 BCE and again in 392 BCE.

**2 In pairs, talk about the questions.**

- 1 How do you think Cynisca felt about not riding the chariot herself in the games?
- 2 What kind of person was Cynisca? How did this help her enter and win the Olympic Games twice?
- 3 What was Cynisca's relationship with her brother?
- 4 Why do you think there is a statue to remember Cynisca?



3

Cross-curricular

1 Look at the pictures. How do these activities help you prepare for a sports competition?



2 Listen and read the text. How many hours a day does each athlete practice?

Every four years, the Olympics is shown on TV. It takes years of training and hard work to compete at the Olympic Games, and there are many things that an athlete has to think about before they run around the track, hit a ball, or put on a helmet for that important race.

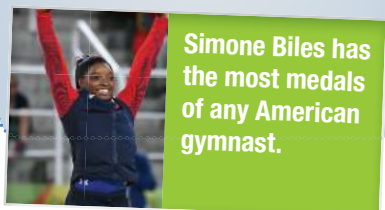


Gymnasts

**Training:** Gymnasts train for six hours a day. As well as this, they swim, cycle, and run to make their legs stronger. It's important that they stretch every part of their body before and after they practice or they might get injured.

**Food:** Gymnasts need to eat a lot of protein (like chicken and fish) and healthy snacks like bananas and strawberries.

**Rest:** They have one rest day a week and try to get a good night's sleep, too. It's difficult to train if you are tired.

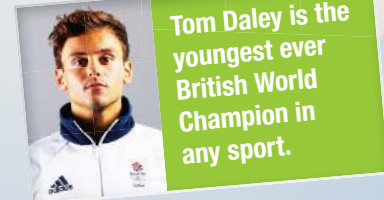
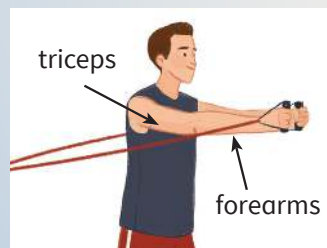


Divers

**Training:** Divers also train for about six hours a day, but before they get into the pool, they have to practice in the gym. They lift weights and do handstands to make their forearms strong. After training in the pool, they often put ice on their triceps to help them recover.

**Food:** Food is very important for divers. Cereal with lots of iron in is good and it's important in the evening to eat snacks with carbohydrates like toast with chocolate spread – this helps with energy levels.

**Rest:** After training all day, divers often have a massage and they are in bed by 10:30 p.m.



3 Read the text again and answer the questions.

- 1 How often can you watch the Olympic Games?
- 2 What do athletes need to do before competing?
- 3 Why should athletes stretch before and after training?
- 4 Why shouldn't athletes go to bed late?
- 5 How do athletes take care of their muscles?
- 6 Write examples of each of the food groups:  
 Protein: ... Iron: ... Carbohydrates: ...

**Learning outcomes** By the end of the lesson, students will be able to understand healthy lifestyles, including food and exercise, and read using critical thinking skills (analysis and application).

**New language** *protein, carbohydrates, iron, forearms, triceps, exercise band, scrambled eggs*

**Recycled language** *jump, train, compete, helmet, hit, race, gymnast, diver, passives, modals*

**Materials** food flashcards: one set per six students (*chicken, hamburgers, sausages, spinach, broccoli, peas, cookies, cake, cola, rice, pasta, bread*), poster putty

### Warm-up

- Put up a picture of some chicken, green vegetables, rice and cookies. Students say which they like best and why, e.g., *I like cookies because they taste good!*
- Put students into groups of six. Give each group a set of food flashcards (*chicken, hamburgers, sausages, spinach, broccoli, peas, cookies, cake, cola, rice, pasta, bread*). Ask them to decide which foods are healthy and divide the cards into two groups. (*all are healthy except cookies, cake, and cola*)
- Check answers by having one group bring its cards to the board and stick the pictures up on two sides of the board: “healthy” and “not so healthy.”

### Student's Book, page 38

#### Presentation

- Point to the cookies. Ask *Why are too many cookies bad for you? (They contain a lot of sugar)*. Point to the chicken. Ask *Why is it good for you? (It contains protein which makes our bodies strong)*. Students repeat *protein*. Ask for other foods with protein (e.g., *meat, eggs, milk*). Repeat with *spinach*. (*It contains iron which helps us stay healthy*). Students repeat *iron*. Ask for other food with iron (e.g., *green vegetables*).
- Repeat with *rice*. (*It contains carbohydrates which gives us energy*.) Students repeat *carbohydrates*. Ask for other foods with carbohydrates (e.g., *pasta, bread*).
- Say *Look at the pictures on page 38. What other ways to stay healthy can you see? (sleeping, exercise)*
- Mime stretching and ask *What am I doing? (stretching my muscles)*. Students repeat. Stretch out your arms and say *I'm stretching out my forearms*. Show this part of your arms. Say *forearms*. Students repeat. Flex your arms up and point to your triceps. Say *And now I'm working my triceps*. Say *triceps*. Students repeat.
- Ask the students to stand up and follow your instructions. Say *Stretch out your forearms. Now show your triceps*. Students complete the stretches.

### 1 Look at the pictures. How do these activities help you prepare for a sports competition?

- Students think about preparing for a sports competition. Tell them to look at the pictures and think about how each one might help.

**Extra support** Write a list on a handout or on the board with suggested answers to match to the pictures.

**Key** 1 Exercise makes you stronger. 2 Food has protein for strength and carbohydrates for energy.  
 3 Stretching helps your muscles.  
 4 Sleep helps your body rest and recover.

### 2 Listen and read the text. How many hours a day does each athlete practice?

- Tell students they are going to find out about how gymnasts and divers train. Students read quickly and find out how many hours a day each athlete trains. Allow four minutes but monitor for progress.
- Students compare answers in pairs. Check answers.

**Key:** about six hours a day

### 3 Read the text again and answer the questions.

- Students continue working in pairs and discuss the questions.
- Check with the class.

**Key** 1 Every four years 2 They train and work hard for years. 3 Stretching stops them getting injured.  
 4 It is difficult to train if you are tired. 5 They stretch before they train, they do different exercise to make them strong, they put ice on them to help them recover.  
 6 Protein: chicken, fish, scrambled eggs; Iron: cereal; Carbohydrates: toast

### Workbook, page 38

See pages TB187–204.

#### Ending the lesson

- Ask students to choose a famous sports star they admire. Tell them to talk about the person's life and the class will guess who it is. Give them time to practice what they will say in groups.
- Each group presents the daily routine of their personality. The class guesses who it is.  
**Extension** After the activity, students imagine they are writing a blog for the sports star. They create a blog to describe their day. If they have access to computers, they can add pictures and illustrations.

## 3

## Skills practice

**Learning outcomes** By the end of the lesson, students will be able to understand strategies for listening effectively and listen for key information.

**New language** *predict, camp*

**Recycled language** *surfing, surfboard, simple present passive*

**Materials** pictures of a beach and a forest

## Warm-up

- Put up the pictures of a beach and a forest. Put students into groups of four and say they are going to organize a summer vacation camp. Students choose a location.
  - Write on the board: *activities, food, entertainment*. Explain that each group should organize daytime activities, food, and evening entertainment for its camp.
  - Students plan in groups. Share ideas with the class.
- Extension** Students present their plans to the class and the class votes on the best summer camp at the end.

## Student's Book, page 39

## Presentation

- Ask students to listen to information about surfing and write down what you say. Tell them that you will speak quickly, so they can't write everything – just the important words.
- Write clues on the board: *place, number, name*. Ask students the kind of words they can listen for to get this information, e.g., *places (city or country names, oceans), numbers (one, two, hundred, etc.), names (people, animals)*. Tell them to write numbers and not words when they hear things like 20 or a thousand.
- Read sentences at normal speed: *Surfing is very popular. The oldest picture of surfing was found in Peru and is five thousand years old. Now people surf all over the world. A man named Kelly Slater, who is a surf champion, earned three million dollars one year from surfing. But surfing can be dangerous and many surfers are injured each year.*
- Read the sentences again. Students check in pairs.
- Students rebuild the text in pairs to create the same meaning. Accept the ideas if they create the general meaning. Ask students *Did you hear any numbers? (5,000 years old; 3,000,000 dollars)*. Ask *Did you hear a place? (Peru)*. Ask *Did you hear the name of a person? (Kelly Slater)*
- Discuss how clues or questions can help them predict then find answers more easily. Check “predict” (guess something using information they have).

1  1.29

### Look at the example answer and listen. What will the children learn?

- Ask them to read the question and think about the answer.
- Play the first part of the audio (*Good morning ... to Summer Surf Camp!*) then stop. Check answers.

See audioscript online at [cambridge.org/levelup](http://cambridge.org/levelup)

**Key:** Surfing

2  1.30

### Match the correct type of information (1–7) to the words in bold. There are two extra answers. Listen and check.

- Students predict the answers in pairs. Don't check or confirm.
- Play the audio and ask students to listen and match.
- Check with the class.

**Key:** 1 fruit 2 Hall 5 45 6 V-A-N-Y-A 7 stomach

Read the tip aloud. Explain that in this type of listening task they might have to write numbers. Ask *Which is easier to write – the number or the word for the number? ... (the number)*.

Tell students they might also hear words spelled out so they need to know the alphabet.

3  1.31

### Listen again and write the correct answer in each gap. Use the words in bold from Activity 2.

- Ask students to look at the completed example and the rest of the blanks. Students predict the type of word that might go into each blank, e.g., a name or a verb.
- Play the audio. Students listen and write their answers.
- Check answers.

**Key:** 6 fruit 7 Hall 8 45 9 Vanya 10 stomach

## Workbook, page 39

See pages TB187–204.

### Ending the lesson

- Put students into groups of four. Ask them to choose five of the words from the listening tasks. Each student takes turns testing their group with a word from their list. Their group tries to write down the words with the correct spelling.

**Skills practice**

3

**1** **Look at the example answer and listen. What will the children learn?**

**Surf Camp**  
 When: Summer



**2** **Match the correct type of information (1-7) to the words in bold. There are two extra answers. Listen and check.**

- |           |               |   |
|-----------|---------------|---|
| 1 A food  | 5 A time      | A Surfing might look hard and your <b>stomach</b> might hurt ...            |
| 2 A place | 6 A name      | B Your gym coach is Bob Vanya, that's <b>V-A-N-Y-A</b> .                    |
| 3 An age  | 7 A body part | C Half of your food needs to be water, <b>fruit</b> and vegetables ...      |
| 4 A price |               | D We think <b>45</b> minutes a day is enough!                               |
|           |               | E If you want help choosing your meals, I'll be in the Main <b>Hall</b> ... |

**3** **Listen again and write the correct answer in each gap. Use the words in bold from Activity 2.**

*Camp*

When: Summer

Food: <sup>6</sup> 50% water, \_\_\_\_\_ and vegetables  
 50% meat and sugars

Help with meals: <sup>7</sup> Main \_\_\_\_\_ after 6 p.m.

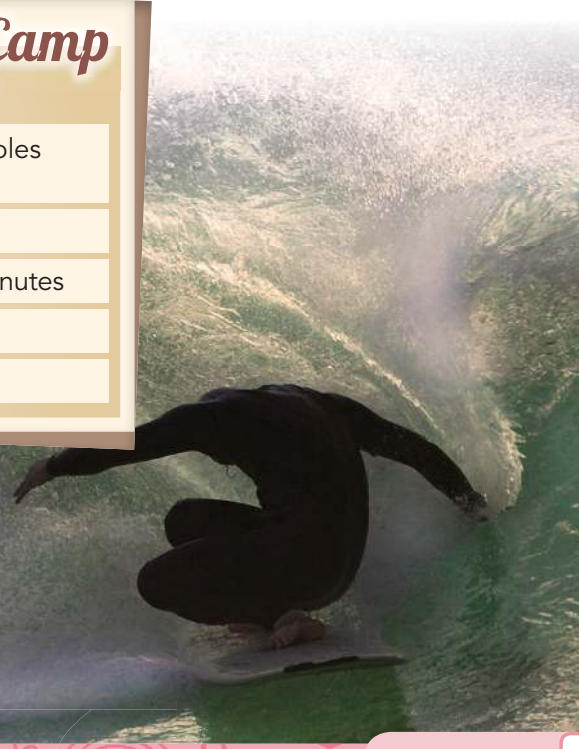
Use Gym: <sup>8</sup> After every lesson for \_\_\_\_\_ minutes

Name of coach: <sup>9</sup> Bob \_\_\_\_\_

First day: <sup>10</sup> \_\_\_\_\_ might hurt.



The answer could be a **word** or a **number**. You may also need to spell a **name**.



3

### Skills practice

#### 1 Read the text and answer the questions.

- 1 Who is Billy? Billy is Henry's friend.      3 What sport is he doing?  
 2 Where is he?      4 Who is he writing to?

From: Billy      To: Henry

Hi Henry,  
 How <sup>1</sup> are you? I'm trying a new sport called cricket. It's not like baseball, but it's very popular here <sup>2</sup> in India! I have <sup>3</sup> a great coach. His name is Kishan, and before he became a coach he played on a famous <sup>4</sup> team.

Yesterday our group practiced in the park. Kishan showed <sup>5</sup> us how to hold the bat and hit the ball. Later, Mom and I watched a match. Kishan <sup>6</sup> was playing with his new team and they won! Afterward Kishan said I could keep the ball!

I'll send you <sup>7</sup> some pictures after my lesson.

Write to me soon!  
 Billy

#### 2 Look at the underlined words in Activity 1. What type of words are they?

- verb
- pronoun
- indefinite article
- auxiliary verb
- preposition
- noun

#### 3 Complete the email. Use the words in the box.



From: Henry      To: Billy

Dear Billy,  
 Thanks (1) \_\_\_\_\_ your message. Cricket sounds like a lot of fun.  
 I'm on vacation with (2) \_\_\_\_\_ family in Sri Lanka, which is near India. We (3) \_\_\_\_\_ bike riding today and then I took my surfboard to (4) \_\_\_\_\_ beach in the afternoon.  
 Talk soon!  
 Henry

**Learning outcomes** By the end of the lesson, students will be able to understand strategies for reading effectively and read to find the correct structural words to complete sentences.

**New language** *noun, verb, article, preposition, pronoun, quantity*

**Recycled language** *surfing, surfboard, simple present passive*

**Materials** six large cards with words (*noun, verb, article, preposition, pronoun, quantity*), poster putty, a picture of sports in action (one picture per four students)

### Warm-up

- Put six large cards with word types (*noun, verb, article, preposition, pronoun, quantity*) around the walls. Ask students for an example of each word type, e.g., *cricket, play, a, on, she, some*.
  - Put students into three groups. Give each group a color: red/blue/yellow. Tell them they must listen for the words for their color, then stand by the correct word type.
  - Call out the groups then words, e.g., *blue – sport*. Blue students move to the correct word card (*noun*). Say the next group and word, e.g., *red – the (article); yellow – under (preposition)*.
  - Continue giving different words and speed up.
  - Possible words: *sport/the/under; it/many/play; an/organize/they; a lot / tennis / a; jump/she/camp*.
- Extra support** Give students words on cards with the word type in parentheses to call out the words and confirm if their classmates are correct.

## Student's Book, page 40

### Presentation

- Write on the board: *I really \_\_\_\_\_ basketball. It is \_\_\_\_\_ great game.* Point to the first blank and then the word *basketball*. Say *There is a noun at the end here, but a very important type of word is missing from the sentence. So, what do we need? (verb)*. Point to the second blank and say *We have a verb already (point to "is") and a noun (point to "game"). What do we need to go with the noun? (an article)*

### 1 Read the text and answer the questions.

- Ask students to decide what kind of writing it is. (*email message*). Ask them to read the questions, then read the text quickly and answer the questions. Tell them not to worry about the blanks. Give them 2–3 minutes.
- Put students into pairs to compare answers. Check answers.

**Key:** 1 Henry's friend 2 In India 3 Cricket 4 Henry

Ask a strong student to read the tip aloud. Ask *How many words go into each blank? (one)*. Say *What do we need to think about? (the type of word)*. Say *Let's try*.

### 2 Look at the underlined words in Activity 1. What type of words are they?

- Ask students to look at the text quickly. Ask *Who wrote this email? (Billy)*. Point to the underlined answers. Say *Let's remember what to do. First, we read quickly. Then ... (think about the type of word we need)*. Students match the words to the types.
- Put students into pairs to compare answers. Check answers.

**Key:** are = auxiliary verb, in = preposition, a = indefinite article, team = noun, us = pronoun, was = auxiliary verb, some = indefinite article

### 3 Complete the email. Use the words in the box.

- Tell students to look at the blanks in the first email. Remind them about using the whole sentence to help them think about the type of word that is missing.
- Put students into pairs to look at the list of word types and decide which goes into each blank. Check answers.

**Key:** 1 for 2 my 3 went 4 the

**Fast finishers** Students can choose another sentence from the email and write it, leaving out one of the words. They show it to another student who has to say what they think the missing word is.

## Workbook, page 40

See pages TB187–204.

### Ending the lesson

- Put students into groups of four. Give out pictures of different sports in action, e.g., a soccer player scoring a goal, a tennis player hitting the ball with a racket.
- Ask each group to write three or four sentences about their picture without using the name of the sport. Put the pictures up onto the board.
- Ask a student from each group to read their first sentence. The other students guess which picture is being described.

## 3

## Review

**Learning outcomes** By the end of the lesson, students will have used language from the unit to talk about sports and reviewed the language and skills from the unit.

**Recycled language** unit language

**Materials** 12 cards or pieces of paper per six students

## Warm-up

- Give groups of six students 12 blank cards or pieces of paper.
- Tell each group to write six verbs that describe actions (e.g., *run, stretch*). Students mix the cards up and place the pile face down. Tell each group to think of six sports and write them onto the other cards, then mix them and place them face down.
- Students take turns picking up a verb card and a noun card. They make a sentence using the two words. Tell them they get a point for each correct sentence and an extra point if they use a modal verb. Give an example, e.g., *I have "stretch" and "tennis". If you play tennis you have to stretch to hit the ball.*

**Fast finishers** Students mix the cards and repeat.

## Student's Book, page 41

### 1 Rewrite the sentences in the passive. Don't use the underlined word.

- Students look at the example sentence and answer. Ask which is active and which is passive. (*the second is passive*) Ask why we often use passive. (*when we don't know who does something or it isn't important*)
- Students look at the passive sentence. Highlight the subject of the sentence. Ask what comes next. (*is*). Ask what follows the "am/is/are" in a simple present passive. (*past participle*)
- Students write the sentences 2–5 in the passive form in pairs.
- Check answers.

**Key:** 2 Lots of different sports are played.  
 3 Soccer is played. 4 Tickets are sold to raise money for charity. 5 Prizes are given to the winners of the competition. 6 Lots of showers are needed at the event.

### 2 Write the sentences in the negative and question form.

- Ask *What happens to the verb to make a negative? (we add "not"; we don't add -s for he/she/it; we don't use "to" before the main verb).* Ask what happens to the order of the words in a question. (*the modal verb goes before the subject*)
- Students write the sentences in the negative and question form.
- Check answers.

**Key:** 2 I couldn't hit the ball. Could I hit the ball? 3 You shouldn't train every day. Should you train every day?  
 4 We can't go waterskiing here. Can we go waterskiing here? 5 You may not get a surfboard from that store. May I get a surfboard from that store? 6 I won't play ice hockey. Will I play ice hockey?

### 3 Choose ten words from this unit. Record the words using the steps below.

- Tell students to look at the flowchart. Say *Let's try.* Write *kick* on the board. Ask students if they can remember what it is and how they can find out if they can't remember. Tell them to look at the "find the meaning" part of the chart. Say *You can check the meaning in this unit or in a dictionary.*
- Ask the easiest way to show what it is or remember it. (*write a translation or write a definition*). Tell students to look at the "record its meaning" part of the flowchart.
- Look at the next part of the flowchart: "use it." Say *You can say the meaning to test a friend.* Say *Now let's do an example.*
- Tell students to choose three words from the unit and write a sentence for each, putting a blank where the word fits. Tell them to follow the flowchart. Students work alone.
- Monitor and check. Once they have finished, pair students. Their partner guesses the words from the meaning.

### Mission in action!

- Remind students of their Mission to create a new sport. They look at the pictures on the page and describe what they can see. Share ideas.
- Tell them they will think of a new sport, describe it, and get other students to play it. Ask them what they will need to think about. If you still have the mind maps from Mission Stage 2 show these again. Students suggest ideas. (*the equipment they need; the rules; how many people play*)
- Students work in groups and plan their sport.
 

**Extension** If students want to, they could put a summary with pictures onto a poster.
- Groups present their new sports to the rest of the class. Other students can ask questions or even try the sport – you might go outside to a sports field or playground.
- Students vote for the sport they like best.

### Workbook, page 41

See pages TB187–204.

### Ending the lesson

- **SA** Complete the self-assessment (see Introduction).

Review

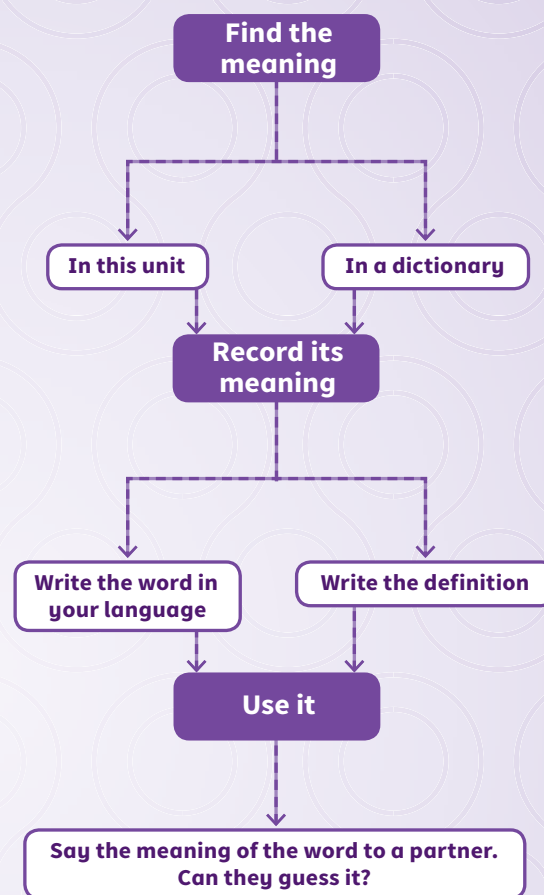
**1** Rewrite the sentences in the passive. Don't use the underlined word.

- 1 People hold The Mud Olympics every year.  
 The Mud Olympics are held every year.
- 2 People play lots of different sports.
- 3 People play soccer.
- 4 People sell tickets to raise money for charity.
- 5 Someone gives prizes to the winners of the competition.
- 6 People need lots of showers at the event.

**2** Write the sentences in the negative and question form.

- 1 You can play cricket well.  
 You can't play cricket well.  
 Can you play cricket well?
- 2 I could hit the ball.
- 3 You should train every day.
- 4 We can go waterskiing here.
- 5 I may get a surfboard from that store.
- 6 I will play ice hockey.

**3** Choose ten words from this unit. Record the words using the steps below.



**Mission in action!**

- Present the new sport.
- Play the sport and give tips.
- Vote for the best!

*How to win at my sport:*



- Don't forget a helmet! Then you won't be scared.
- You don't need to worry about the other players.

