



8

It's only a game

UNIT AIMS

Exam preparation in Unit 8:

- scan the text in an online article
- listen for specific information
- ask and answer questions
- use linking words
- use informal style in an email



TEACHER'S PRESENTATION KIT

- *Talk2Me* videos
- Speaking test videos
- Class and Workbook audio
- Workbook pages and answer key

UNIT OVERVIEW

Student's Book / Digital Student's Book 		Workbook / Online Workbook 
LESSON / EXAM TASK	EXAM SKILLS / LANGUAGE FOCUS	CONSOLIDATION
Reading Right/Wrong/Doesn't say	Scanning An online article	Workbook, pp 60–61, Exercises 1, 2, 3, 4, 5 Unit 8, Reading, Exercises 1, 2, 3, 4, 5
Grammar 1	Modals (1): ability, obligation, possibility	Workbook, p 62, Exercises 1, 2, 3 Unit 8, Grammar 1, Exercises 1, 2, 3
Vocabulary	Words connected with <i>sport</i> Word formation Collocations	Workbook, pp 62–63, Exercises 1, 2, 3 Unit 8, Vocabulary, Exercises 1, 2, 3
Listening  Multiple matching	Listening for important information	Workbook, p 64, Exercises 1, 2, 3 Unit 8, Listening, Exercises 1, 2, 3
Grammar 2	Modals (2): obligation, permission, advice	Workbook, p 63, Exercises 1, 2, 3 Unit 8, Grammar 2, Exercises 1, 2, 3
Speaking  Asking for and giving information	Asking and answering questions	Workbook, p 64, Exercises 1, 2, 3 Unit 8, Speaking, Exercises 1, 2, 3
Language in Use Multiple-choice sentences	Using linking words	Workbook, p 65, Exercises 1, 2 Unit 8, Language in Use, Exercises 1, 2
Writing An email	Informal style	Workbook, p 66, Exercises 1, 2, 3, 4 Unit 8, Writing, Exercises 1, 2, 3, 4
Progress check	Check language progress for Units 7 and 8	Workbook, p 67, Progress check and Cumulative progress Progress check and Cumulative progress

Additional material

PRESENTATION KIT 	TEACHER'S / STUDENT'S RESOURCE CENTRE 	TEST GENERATOR 
<i>Talk2Me</i> video <i>How much is ...?</i>	Unit 8 worksheets: <i>Optimise your grammar</i> (Standard and Higher), <i>Optimise your vocabulary</i> (Standard and Higher), <i>Talk2Me</i> video, <i>Say it right</i> Units 7–8 worksheets: <i>CLIL, Culture, Everyday English</i> (TRC only), <i>Grammar communication</i> (TRC only)	Unit Test 8 (Standard and Higher) Progress Test (Standard and Higher)



READING

Right/Wrong/Doesn't say | An online article

→ Student's Book, pages 80–81

SB

Lesson aims

- Focus on scanning
- Practise a right/wrong/doesn't say exam task

Lead-in

In pairs, ask students to look at the unit title **It's only a game** and brainstorm what the *it* in the question could refer to, e.g. *football, tennis, volleyball, cricket*. Explain that we sometimes say *It's only a game* when people get really excited about something, more than necessary – perhaps like the people in the photo celebrating their victory.

- 1 Ask students to think of different sports and to write them in the correct list.



Suggested answers

Team sports: cricket, football, rugby, volleyball

Sports you play alone: athletics, badminton, skiing, surfing, tennis

- 2 In pairs, students ask and answer the questions. Elicit answers from different students around the class and open out to a class debate about whether it's more important to enter sports competitions or to win them. Find out what sports prizes, if any, students have won.



Answers

Students' own answers

EXAM SKILL

Scanning

Ask students to read the tips.

- Elicit situations where students need to find a particular piece of information quickly within a large amount of text (*looking up words in a dictionary, a sports score in a newspaper, a train/bus timetable, etc.*).
- Remind students that scanning is a strategy for speed reading to find specific information in the text.
- Highlight key techniques, such as looking for numbers rather than words (*in 1989*) and then reading the sentence in which they appear.

- 3 Ask students to complete the exercise in a two-minute time limit. Students compare in pairs before you check in open class.



Answers

1 They need to practise for many years. 2 She was born in Venezuela. 3 Her dream is to be number one.

- 4 Ask students to complete the exercise. Check answers in open class.



Answers

1 c 2 d 3 a 4 e 5 b

OPTIMISE YOUR EXAM

Right/Wrong/Doesn't say

Ask students to read the tips.

- For this type of exam question, students need to read the questions carefully and underline the important information, then read the text quickly for gist to get the main idea of the text, and finally go back to the beginning of the text and read the relevant sections more carefully to answer the questions.
- Remind students that the questions always follow the order of the text, and a good exam technique is to stop after the first question and decide if the answer is *Right, Wrong* or *Doesn't say* and to continue like this until they have answered all the questions.
- Check students understand that marks are not deducted for incorrect answers, so they should not leave any questions unanswered.

Extra support

In a less confident class, prepare students before the exercise by reading through the sentences with them and helping them to identify the important information. If you wish, tell them that the answers to 1 and 2 are in paragraph 1, the answers to 3, 4 and 5 are in paragraph 2 and the answers to 6 and 7 are in paragraph 3.

▼ Exam task

5

2.18 Note: The reading text is also available on the audio CD. You may want to have students listen and read the text before doing the exam task.

Ask students to complete the exercise. Have students compare in pairs before you check in open class. Elicit evidence for the answers.

Answers

1 A (need to practise for many years before they are ready for the important competitions.)

2 C (The text says that ... sport stars need to practise for many years ..., but it doesn't say if they practise alone or for how long each day.)

3 C (The text says that Garbiñe's family moved to Spain and that she went to a special tennis school there, but it doesn't say this is the reason why the family moved.)

4 B (The text says that *She could hold a racket when she was three, so she started playing tennis.*, therefore she learnt before she arrived in Spain.)

5 B (... in 2012 she entered her first professional competition. Two years later, in 2014, she won a competition for the first time.)

6 A (... tennis players needn't spend all their time thinking about tennis. I like to ... hang out with family and friends ...)

7 C (The text says that Garbiñe ... couldn't go on holiday with her friends because she needed to play tennis., but it doesn't say anything about what she prefers to do.)

Fast finishers

Ask students to write an additional *Right/Wrong/Doesn't say* sentence for the text. They can then try out their sentences with the class after you check the answers to Exercise 5.



- 6 Ask students to complete the exercise. Students compare in pairs before you check in open class.

Answers

1 won 2 racket 3 throwing 4 hold 5 tired 6 practise 7 swim
8 unhappy

THINK

RESEARCH

CULTURE

LEARN

ME

If you have access to the internet, students can research this information in class. It could be a collaborative project with students working in pairs or groups. To avoid repetition, you may prefer to brainstorm sports heroes and then assign these yourself.

Homework

Assign students Reading exercises 1, 2, 3, 4 and 5 on pages 60–61 of their Workbook.

**GRAMMAR 1****Modals (1): ability, obligation, possibility**

→ Student's Book, page 82

**Lesson aims**

- Understand the correct usage of modals of ability, obligation and possibility
- Practise using modal verbs to talk about ability, obligation and possibility

Lead-in

Write these jumbled questions on the board and ask students to reorder them:

well / you / sports / what / play / ? / can
sports / ? / what / play / at all / can't / you

In pairs, students ask and answer the questions. Circle the words *can* and *can't* and elicit what kind of words they are and what they mean (*modal verbs; they are used to talk about abilities you have or don't have*).

Answers

What sports can you play well? What sports can't you play at all?

Grammar in context

Ask students to complete the task and refer them to information in the *Remember* box if they aren't sure. Check their answers.

Remind students that they can find more information in the Grammar reference, Unit 8, page 155.

Answers

1 b 2 a 3 d 4 e 5 c 6 f

Language note

Modal verbs 'help' other verbs to express a meaning. Point out that modal verbs have no meaning by themselves.

- 1 Ask students to complete the exercise. Check answers in open class.

Answers

1 couldn't 2 can 3 can't 4 Could 5 can't 6 couldn't

Extra support

Write *Present or past?* and *Ability or no ability?* on the board. Look at the sentences in Exercise 1 with the students and analyse each one, answering the questions. Check students understand the four possible options: *can* for present/ability, *can't* for present/no ability, *could* for past/ability and *couldn't* for past/no ability.

- 2 Ask students to complete the exercise. Students compare in pairs before you check in open class.

Answers

1 Can 2 can't 3 can 4 could 5 couldn't 6 needn't 7 can't
8 may 9 need to

- 3 Ask students to look at the photo and say what sport they can see (*athletics/running*). Ask them to complete the exercise. Have students compare in pairs before you check their answers in open class.

Answers

1 could 2 couldn't 3 could/may 4 could 5 couldn't 6 can't
7 needn't 8 may 9 need to 10 can

Fast finishers

Write these numbers on the board for students to find out what they refer to in the text: 15, 2nd, 1952, 5,000, 10,000, 42

Answers

15 the age Zátopek was when the factory sports coach told him to run in a race
2nd the position he came in that first race
1952 the year he participated in the Olympic Games
5,000/10,000 the distances in metres of the races he ran and won at the Olympics
42 the length of a marathon, in kilometres

THINK

RESEARCH

CULTURE

LEARN

ME

Students could write their sentences in class or for homework. In pairs or groups, students could compare their sentences and find out if they share abilities or not.

Homework

Assign students Grammar 1 exercises 1, 2 and 3 on page 62 of their Workbook.





VOCABULARY

Topic vocabulary | Word formation | Collocations

→ Student's Book, page 83



Lesson aims

Understand the correct usage of:

- words connected with *sport*
- forming nouns and verbs
- verb collocations

Lead-in

In small groups, students take turns to mime sports for the other students in their group to guess.

Words connected with sport

- 1 2.19 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

Answers/Audioscript

- 1 You need a very small white ball to play this game. *table tennis*
- 2 You can go swimming here. *pool*
- 3 You can do this sport on snow in the mountains. *ski*
- 4 You can watch a football game here. *stadium*
- 5 This is the person who is first in a competition or race. *winner*
- 6 You need a racket to play this game. *badminton*

- 2 2.20 Read the first sentence with students and establish that all three words, *team*, *coach* and *member*, refer to people. In multiple-choice sentences in language tasks, the exercise usually involves selecting which of the words given is correct in the specific context. Ask students to look for clues in the rest of the sentence to help them choose the correct word. Ask students to complete the exercise individually. Play the audio for students to listen and check their answers.

Answers/Audioscript

- 1 (B) The *coach* told us what exercises to do and helped us play better.
- 2 (C) Can you *ride* a horse?
- 3 (A) You need a *ticket* to go to the basketball game tonight.
- 4 (A) I can't go swimming because I haven't got my *swimsuit*.
- 5 (A) Ed was the *winner* of the 800 metres *race*.
- 6 (C) They played in a rugby *match* yesterday, and won 5-0!

Fast finishers

Ask students to explain what the incorrect alternatives mean and how they could be used, e.g. a *team* refers to a group of people who play a sport together, whereas a *member* is someone who belongs to a club or group: *Some members of the hockey team are friends of mine.*

Refer students to the Vocabulary reference, page 165, for more information on words connected with *sport*.

Word formation

- 3 2.21 Look at the first line of the table with students as an example. Ask them to complete the exercise. Play the audio for students to listen and check their answers.

Answers/Audioscript

- 1 surf 2 swimmer 3 run 4 player

- 4 Ask students to complete the exercise. Check students have spelled the words correctly.

Answers

- 1 swimmers 2 won 3 runners 4 player 5 surf

Mixed ability

Give less confident students the words in the correct form and ask them to put them into the correct sentences. Ask stronger students to complete the exercise as given and then brainstorm additional verbs/nouns for people which they already know, e.g. *act/actor, teach/teacher, write/writer*.

Refer students to the Vocabulary reference, page 165, for more information on word formation.

Collocations

- 5 2.22 Write *run* in the centre of the board. And ask students to tell you what might come after *run*, e.g. *a race, a marathon, 5,000 metres*. Remind students that learning combinations of words which are often used together (collocations) is a very effective way of learning vocabulary. Ask students to complete the exercise. Play the audio for students to listen and check their answers.

Answers/Audioscript

- 1 Greg *threw* the ball into the road.
- 2 My class *goes* swimming at the city pool every Wednesday.
- 3 Everyone can *enter* the competition but only one person can win.
- 4 In the summer, lots of people in England *play* cricket.
- 5 Do I need to practise a lot before I *climb* a mountain?
- 6 Emil Zátopek was very happy when he *won* the 5,000 metres race at the Olympic Games.

Refer students to the Vocabulary reference, page 165, for more information on collocations.

Homework

Assign students Vocabulary exercises 1, 2 and 3 on pages 62–63 of their Workbook.



LISTENING

Multiple matching

→ Student's Book, page 84

**Lesson aims**

- Listen for specific information
- Practise a multiple-matching exam task

Lead-in

Recycle the collocations from the previous lesson.

Call out a verb (*climb, enter, go, play, throw, win*) and ask students to work in pairs or small groups to think of a grammatically correct sentence using the verb and an appropriate collocation. Repeat with other verbs.

- 1** In pairs, students ask and answer the questions. Elicit answers from different students around the class. Ask students which verb usually collocates with each of the sports they mention.

Answers**1** table tennis, volleyball**2 and 3** Students' own answers**EXAM SKILL****Listening for important information**

Ask students to read the tips.

- Remind students that in listening exams it is not necessary to understand everything to be able to complete the task. If students prepare before listening by reading the questions carefully, they will then have an idea of what the recording is going to be about and can relax and will understand a lot more.
- In listening exams students usually have 30 seconds before the first listening to prepare – in tasks like the one in Exercise 2, it can be useful to think of vocabulary which they expect to hear in connection with the topic, e.g. *running – athletics, a race, a stadium, winner; windsurfing – water, sea, (bad/good) weather, etc.*

- 2** 2.23 Play the track for students to listen and complete the exercise. Elicit answers from students around the class.

Answers**1 e 2 d 3 b 4 a 5 c**

- 3** 2.23 Play the track again for students to identify the other sports the people talk about in the conversation.

Answers**1 football, rugby 2 volleyball 3 fishing 4 swimming 5 tennis****Optional extension** 2.23

Write these questions on the board. Play the track again for students to answer them.

- What sort of sports does Dan enjoy?
- Where did Lorna go cycling?
- Does Chris often go windsurfing?
- Why didn't Lily enjoy going running?
- Was Pete good at playing badminton before?

Answers

1 Sports where you run around. **2** In the mountains. **3** No, it was his first time. **4** Because it was cold. **5** Probably not, because someone taught him how to play.

OPTIMISE YOUR EXAM**Multiple matching**

Ask students to read the tips.

- Explain that in this type of task there are often distractors, i.e. items which look like they could be correct answers but in fact are not needed. In Exercise 4, for example, there are five days of the week but there are eight sports. Some or all of the distractors may be included in the recording, so students need to remember that they might hear a word that they don't actually need to use in an answer.
- Remind students that they will usually hear the recording twice, so they shouldn't panic if they aren't sure of some of the answers after the first listening. They should check carefully in the second listening that the answer they have chosen is correct and that they haven't been tricked by a distractor.

▼ Exam task

- 4** 2.24 Play the track for students to listen and complete the exercise. Ask students to compare their choices. Then, play the track again, pausing after each section. Check answers in open class.

Answers**1 C 2 B 3 E 4 F 5 A****Extra support**

Give students a copy of the audioscript. Play the track again and ask students to identify the distractor (*On Tuesday, it was raining so we couldn't play tennis.*).

THINK | RESEARCH

CULTURE

LEARN | ME

Ask students to discuss the questions. Point out that there are no right or wrong answers. Open out to a class discussion if there is time and find out if any students in the class have been on a summer camp.

Homework

Assign students Listening exercises 1, 2 and 3 on page 64 of their Workbook.





GRAMMAR 2

Modals (2): obligation, permission, advice

→ Student's Book, page 85

SB

Lesson aims

- Understand the correct usage of modals of obligation, permission and advice
- Practise using modal verbs to talk about obligation, permission and advice

Lead-in

Write these sentences on the board:

In English lessons, I need to ... Can I go ...? If you feel ill, you should ...

Model a possible completion for the first sentence, e.g. *In English lessons, I need to listen carefully.* In pairs or small groups, students try to complete the sentences in as many different ways as possible. Elicit answers around the class. Circle the modal verbs in the sentences and elicit the function of each (*need to* = to talk about obligation, *can* = to talk about permission, *should* = to give advice). Explain that in this lesson students will be learning about modal verbs and their functions.

Grammar in context

Ask students to complete the task. Refer them to the information in the *Remember* box. Check their answers. Ask students to think of personalised sentences of their own, using the modals in the box. Elicit a few examples around the class.

Remind students that they can find more information in the Grammar reference, Unit 8, page 156.

Answers

1 a 2 c 3 d 4 e 5 b

Language note

Students have to be able to use a limited range of modal and semi-modal verbs for exams at this level.

On page 82 of their Student's Book, students saw how *can/can't* and *could/couldn't* are used to talk about ability. In this lesson, they will see that these same modals are also used to say that something *isn't* or *wasn't allowed*. Be prepared to give students further explanations and examples to help them distinguish *ability* (something that you are able to do because you have a natural talent, or that you have taught yourself to do) from *permission* (something that is allowed because the rules or another person say that this is acceptable).

The verb *have to*, like *need to* is a semi-modal verb and can be problematic.

- In terms of form, negatives and questions are formed with the auxiliary verbs *do/does* or *did/didn't*, not with the addition of *n't* to the end of the verb.
- Students may mistakenly use the negative *don't have to* to talk about things that are not allowed, so you need to clarify that in these cases the opposite of *have to* is *can't* (*In football you can't touch the ball with your hands.*)
- The negative *don't have to* is used to talk about things which are not necessary to do, but which you can do if you choose.

- 1 Ask students to complete the exercise. Check in open class.

Answers

1 has to 2 don't have to 3 don't have to 4 had to 5 have to

Mixed ability

Tell students five things you *have to* and *don't have to* do as a teacher, e.g. *I have to correct my students' homework. I don't have to work at weekends.* Ask weaker students to work in pairs and write sentences about what they *have to* and *don't have to* do as students. Ask stronger students to work in small groups and take turns thinking of a job and making five sentences about it with *have to* and *don't have to*. The other students in their group have to guess the job. In both cases, walk round monitoring students for good use of language and errors to go over at the end of the activity.

- 2 Ask students to complete the exercise. Have students check in pairs before you check their answers in open class.

Answers

1 have to 2 have to 3 should 4 don't have to 5 have to
6 shouldn't 7 Should

Extra support

In a less confident class, help students with the exercise by giving them the verb they need for each gap in the positive. They can then focus purely on the form the verbs to complete the gaps, i.e. positive or negative (third person in the case of *have to* in Exercise 3), rather than which verb they need in each case. You may choose to use the same technique in Exercise 3 if you feel that combining all three verbs in one exercise will be too much for your students.

- 3 Ask students to complete the exercise. Students compare in pairs before you check in open class.

Answers

1 has to have 2 can't do 3 should/could bring 4 shouldn't bring
5 don't have to bring 6 should give 7 don't have to arrive
8 can come 9 have to leave 10 don't have to do

Fast finishers

Students try to expand the first paragraph of the text in Exercise 3 with additional ideas of things they should or shouldn't take to the camp, e.g. *You can bring a mobile phone, but you should leave it in your locker during the day.*

THINK | RESEARCH | CULTURE | LEARN | ME

Ask students to discuss the questions in pairs. If students don't belong to a club, and if you have access to the internet, they can look up information about the clubs in their area and share it with the class.



Homework

Assign students Grammar 2 exercises 1, 2 and 3 on page 63 of their Workbook.

Assign students the Flipped classroom tasks on page 86 of their Student's Book if you'd like them to prepare for the next lesson. To complete this task, students need to watch the *Talk2Me* video which can be found on the Resource Centre.



SPEAKING

Asking for and giving information

→ Student's Book, page 86



Lesson aims

- Ask and answer questions to exchange information
- Practise an information exchange exam task

The *Talk2Me* video in this unit focuses on sports. People talk about sports they could do when they were five, popular sports at school and sports they would like to do at school.

Students answer some comprehension questions and then listen out for phrases for agreeing, partially agreeing and disagreeing.

The video can be used in one of two ways:

Flipped classroom

Flipped classroom option

Using this approach, students watch the video and complete the exercises for homework. This prepares students for the speaking lesson by introducing them to the topic and the key phrases to use in the exam task. Teachers who use this method will find they have more class time to spend on activating the target language and developing fluency for the final task.

Talk2Me worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Classroom option

- Ask students to spend a minute or two reading the questions. Play the *Talk2Me* video for students to complete the exercise. Play the video again, if necessary, before checking their answers.
- Play the *Talk2Me* video again, so students underline the phrases in the *Phrase expert* box. Pause the video from time to time if necessary. Check answers in open class.

Talk2Me worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Answers

The transcript and answer key for the *Talk2Me* video exercises and Worksheet can be found on the Teacher's Resource Centre.

Lead-in

Create a word web to revise and extend the vocabulary in this unit. Write *SPORT* in the middle. To the right, draw a circle with the word *VERBS* in it, and to the left draw a circle with the word *EQUIPMENT* in it. Invite students to come up and write a sports-related word in one of the circles.

EXAM SKILL

Asking and answering questions

Ask students to read the tips.

- Point out that in this lesson, they will practise forming the kinds of questions they will need to use in an information exchange task.
- In this part of the exam, candidates can show their ability both to formulate *Wh-* and yes/no questions correctly and to answer these appropriately. They may also receive extra credit for good sentence stress and pronunciation.
- Students are expected to ask and answer questions with a relatively high level of grammatical accuracy. Examiners will be checking that students use appropriate word order and auxiliary verbs where necessary in their questions. In their replies, students will need to answer yes/no questions with complete short answers, not just 'yes' or 'no'.

- 3 In pairs, students ask and answer the questions. Elicit answers in open class.

Answers

Students' own answers

Language note

All the questions students are required to formulate in exercises 4 and 6 follow standard word order. Remind students of the standard word order pattern, QASi, by writing the following table on the board and talking them through some of the questions from the *Talk2Me* video:

Question word	Auxiliary verb	Subject	Infinitive
<i>How often</i>	<i>do</i>	<i>you</i>	<i>do sports at school?</i>
<i>What sports</i>	<i>would</i>	<i>you</i>	<i>like to do at school?</i>
–	<i>Do</i>	<i>you</i>	<i>like sport?</i>

- 4 Ask students to complete the exercise. Check their answers.

Answers

1 What time does it start? 2 Can I buy a ticket online? 3 Have they got a website? 4 How much does it cost? 5 Is it open after school? 6 Do I have to take a racket?



- 5 Ask students to complete the exercise. Check their answers.

Answers

a 2 b 4 c 5 d 1 e 6 f 3

Extra support

Review the relationship between yes/no questions and short answers by looking at questions 2, 3, 5 and 6 in Exercise 4 and their corresponding answers in Exercise 5. Highlight how the auxiliary and the subject in each question relates to the short answer.

OPTIMISE YOUR EXAM**Asking for and giving information**

Ask students to read the tips.

- Using preparation time effectively is a key part of this task. Students should look at the prompts and read through the information given. Point out that they will not have enough time to write out everything they are going to say, and that it is better to read through everything and anticipate what they have to say, than to write the first two questions and then run out of time.
- Being able to deal with minor problems of understanding is also expected in exams at this level. Students should not be afraid to use appropriate expressions (*I don't understand, I'm sorry. Can you say that again?*) to ask for repetition and clarification, both between themselves and with the examiner.

▼ Exam task

- 6 In pairs, students ask and answer the questions. Remind them to think about correct word order in both questions and short answers, and to ask each other to repeat questions as necessary with appropriate phrases. Walk round, monitoring students for good use of language and errors to go over at the end of the activity.

Suggested answers**Student A's questions**

What's its name? / What's it called? Where is it? Is it open on Sunday evening? Does it sell tennis rackets? Can I buy things online?

Student B's questions

When are they? Are there classes for children? What's the price? / How much are they? Do I need a bat? What's the telephone number?

SAY IT RIGHT

Rising intonation in questions

For the *Say it right* pronunciation activity and instructions, go to the Teacher's Resource Centre.

**Homework**

Assign students Speaking exercises 1, 2 and 3 on page 64 of their Workbook.

**LANGUAGE IN USE****Multiple-choice sentences**

→ Student's Book, page 87

**Lesson aims**

- Focus on using linking words to join parts of a sentence
- Practise a multiple-choice sentences exam task

Lead-in

Put students in pairs. Have them take turns to imagine they are a popular sports personality. Their partner asks them a series of questions to find out which sports personality they are. Make sure the students asking the questions use the modal verbs they have learnt so far in this unit (*can, could, need to, have to*, etc.).

1

- In pairs or as a group, students ask and answer the questions. Elicit ideas from different students around the class.

**Suggested answers**

Students' own answers

EXAM SKILL**Using linking words**

Ask students to read the tips.

- Stress that learning to use linking words is important not only for exams, where they are often tested in open-cloze and multiple-choice sentences exam tasks, but also in writing tasks.
- Check students understand that they will be working in this section with different kinds of linking words, but that grammatically they are all used to join two sentences to make one.

Language note

The first group of linking words presented here (*and, or, but*) are generally only used in the middle of sentences. Although some people do start sentences with them, it is not normally considered to be correct. The linking words in the second and third groups can be used either in the middle of sentences or at the beginning by inverting the clauses and adding a comma (*The match had finished before I got to the stadium. > Before I got to the stadium, the match had finished.*)

2

- Students complete the exercise individually. Check answers in open class.

Answers

1 before 2 because 3 when 4 until 5 but

**Extra support**

Students often have problems and confuse *before* and *after* so focus their attention on item 1 and ask: *Which do you do first? Do sport or eat a big meal? (do sport)*. Then write this sentence on the board for students to complete: *It is better to do sport _____ you eat a big meal.* and elicit the conjunction that completes it (*before*).

▼ OPTIMISE YOUR EXAM**Multiple-choice sentences**

Ask students to read the tips.

- In the exam, students should always read the text for general understanding first. They will do this in Exercise 3. Remind them that when they have finished the task, they should read the text again and make sure it makes sense with all the answers in place.
- This type of exam task is a test of vocabulary, and linking words are frequently tested. Students will need to look carefully before and after each gap to help them decide on the correct answer.
- Remind students that marks are not deducted for incorrect answers so they should not leave the answer sheet blank for any questions. If they don't know the answers, they should eliminate any options they know are not correct and make a guess.

- 3** Ask students to complete the exercise. Check their answers.

Answer

1 C (... organises sports events in areas where people haven't got the money to go to a sports centre ...) 2 B (These events ... often happen in the streets ...)

Extra support

Have students cover the options under the text and demonstrate the second bullet point from the *Optimise your exam* box. Point to the first gap and elicit from the class possible words to complete the sentence. Write all the possibilities on the board and repeat the process for all items.

Students then look at the options in their books and see which of them are also on the board. Tell them that even if the words are different, the technique is very useful because they have already thought carefully about the meaning of the words needed in each gap without being distracted by the four options.

▼ Exam task

- 4** Ask students to complete the exercise. Students compare in pairs before you elicit answers in open class.

Answers

1 B 2 A 3 B 4 C 5 A 6 C 7 C 8 A 9 C

If you have access to the internet, students can research this information in class. Alternatively, they could prepare it for homework, asking parents, grandparents, etc. what they played when they were younger. They can then present their findings at the start of the next lesson.

Cultural note

StreetGames started life in England in 2005 when a group of workers in local community regeneration programmes decided to found a charity to encourage young people to do more sport and physical activity, particularly in disadvantaged inner city areas. In 2009, it expanded into Wales and in 2011 a new programme called *Us Girls* was added to target young women and encourage them to participate in sport.

A Homework

Assign students *Language in Use* exercises 1 and 2 on page 65 of their Workbook.

**WRITING****An email**

→ Student's Book, pages 88–89

**Lesson aims**

- Focus on informal style
- Plan and write an informal email.

Lead-in

Play *Hangman* with some of the vocabulary from the unit. Suggested words: *competition, racket, badminton, winner, because, cricket, skiing, table tennis, surfer*.

- 1** In pairs, students ask and answer the questions. Elicit answers from different students around the class.

Answers

Students' own answers

EXAM SKILL**Informal style**

Ask students to read the tips.

- In writing exams, students need to demonstrate a basic understanding of the concept of 'register', i.e. using formal or informal language depending on what they are writing and who is to read it.
- Point out that informal style does not mean incorrect English. Although emails tend to be less formal in style than paper-based communication, students should still avoid the use of 'text-speak', e.g. acronyms such as 'LOL' or smileys.

For more information on email writing, refer students to the Writing reference, page 171.



It's only a game

8

OPTIMISE YOUR EXAM**An email**

Ask students to read the tips.

- In writing exams, students are asked to write a short email to a friend, including pieces of specific information. In Exercise 6, for example, they are required to answer three questions their friend has asked. If they only answer two, they will lose marks.
- Top marks will be given to candidates who include all the information they were asked to, and use an appropriate style. In Exercise 6, students need to make sure they use informal language, if possible including examples of contractions and phrasal verbs, and start and finish their email appropriately.

▼ Exam task

- 6**
- Ask students to complete the exercise.

Answers**1** up **2** off **3** on **4** back **5** in**1** the amount of time **2** the person who teaches
3 the clothes you need to wear

- 7**
- Plan**
- Ask students to complete the writing plan. You may want to look at students' plans to check them and give advice and suggestions for improvement before they take the next step.

- 8**
- Write**
- Students write their email in 25–35 words. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.

- 9**
- Check**
- Students complete the checklist before they hand in their email.

**Homework**

Assign students Writing exercises 1, 2, 3 and 4 on page 66 of their Workbook, and Progress check 8 on page 67.

**Answers PROGRESS CHECK Units 7–8****Exercise 1****1** are, going to **2** am/'m going to **3** am/'m going to
4 Are, going to **5** am/'m going to **6** will **7** am/'m going to
8 Will **9** will **10** am/'m not going to**Exercise 2****1** B **2** A **3** B **4** C **5** A**Exercise 3****1** could **2** couldn't **3** may **4** can't **5** should **6** can **7** shouldn't
8 don't have to **9** can **10** has to **11** don't have to **12** may**Exercise 4****1** and **2** play **3** in **4** going **5** to **6** before **7** but **8** make
9 because **10** go**Exercise 5****1** do **2** take **3** climb **4** win **5** go **6** throw **7** make **8** ride**Exercise 6****1** tennis **2** cricket **3** swimming **4** volleyball **5** surfing

- 2**
- Ask students to complete the exercise. Check the answers in open class and write the contractions on the board to make sure students have written them correctly.

Answers**1** I'd **2** Sally's **3** They'll **4** weren't **5** didn't **6** Who's
7 I'm **8** We've**Fast finishers**

Ask students to think of all the other contractions they know. Students then share the additional contractions with the rest of the class when everyone has finished.

- 3**
- Ask students to complete the exercise. Have students compare in pairs before you check their answers in open class.

Answers**1** up **2** off **3** on **4** back **5** in**Language note**

Note that the phrasal verbs in this exercise belong to three different categories. As they are being taught purely for meaning and to demonstrate that phrasal verbs are a feature common to informal style, this should not cause any difficulties, but if you give students additional examples with the verbs, make sure they always follow the structure established in Exercise 3, i.e. verb + particle (+ object).

Get up is a phrasal verb with no object, and is unlikely to cause a problem. *Get off (the bus)*, *get back (home)* and *go in (the pool)* are all non-separable phrasal verbs and the object always comes after the particle. However, *put down* could be problematic as the object can go between the verb and the particle (*put her trainers down*) or after the particle (*put down her trainers*) when it is a noun, but it has to go between the verb and the particle when it is a pronoun (*put them down*).

- 4**
- Ask students to complete the exercise.

Answers**1**, **2**, **5**

- 5**
- Students complete the exercise and then compare their answers in pairs. Check in open class.

Answers**1** Hi, Write soon **2** go out **3** everyone's **4** everyone's got to**Mixed ability**

Ask more confident students to turn their backs to the board and complete the exercise. Write the answers on the board in jumbled order for less confident students to match to the categories. When both groups have finished, pair stronger students with weaker ones to compare their answers.