

6

- Go through the Exam Tip.

Exam TIP

Identifying the key points

- To identify key points, students underline phrases that show preference in each description, e.g. *He / She'd like to ...*, *He / She'd prefer to ...*, *He / She's not interested in ...*, *He / She hates ...*, etc.
 - Students should also look for synonyms of words in the descriptions and the main text, e.g. *teacher = instructor*, along with similar ideas expressed in different ways, e.g. *hates boats = wouldn't like rowing or motorboats; hasn't got money = can't do expensive lessons, won't rent or buy equipment*.
 - Remind them that only five texts need to be matched to descriptions, so three won't be used. Students should attempt to eliminate descriptions that don't include all the details mentioned in the main text.
- Students underline the key words in the descriptions, then compare their ideas in pairs. Get feedback.

ANSWERS

- wants to, meet people, doesn't want to buy or rent
- wants, organised class, all year round, hasn't got a lot of money
- loves swimming in the sea, hates noisy boats, loves surfing, watersport
- can't swim, isn't good at ball sports, outdoor sport, on her own, meet up with other people occasionally
- good at gymnastics, doesn't want to do outdoor sport, enjoy himself, hates exams and tests

7

6.1 ▶

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this.

Exam TASK

Matching people to texts

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *combination* (a mix of two or more things), *rowing* (moving a boat with oars – a long stick with a wide, flat end), *kneel* (sit on your knees), *paddle* (a stick with a wide flat part at one or both ends used for canoeing, kayaking, etc.), *skates* (boots with a long thin blade or wheels on the bottom), *life jacket* (a vest which helps you float in the water) and *shoot* (throw or kick a ball towards a goal). Students give reasons for their answers.

ANSWERS

- 1 H 2 C 3 A 4 D 5 E

- In pairs, students discuss the questions.
- Get feedback. You could ask students if they prefer team sports or sports you can do on your own, and why.

your ideas

EXTENSION: Students write a short text about their favourite sport. They should talk about why they like it, and say where and how often they do it. When they have finished, they could swap texts with a partner and discuss what they have written.

6.1 ▶

As reading text on page 67.

Vocabulary

 page 68

sports and sports equipment; finding the wrong options; multiple-choice cloze

1

- Ask *Which sports in the box are indoor?* (gymnastics, judo, yoga) *Which are outdoor?* (cycling, running, skiing, snowboarding, tennis, volleyball) *Which can be both?* (athletics, basketball, swimming, cycling, tennis, volleyball and yoga).
- Students match the sports to the verbs, then compare their answers in pairs. Get feedback.

EXTENSION: Write *go*, *do* and *play* on the board. In small groups, students brainstorm all the sports they can think of that collocate with the verbs. Get feedback. Groups get a point for each sport they mention that no other group has thought of. The winning group is the one with the most points at the end of the activity. Point out that usually *go* is for outdoor sports, *do* is for indoor sports, and *play* is for sports involving a ball.

ANSWERS

go: cycling, running, skiing, snowboarding, swimming
do: athletics, gymnastics, judo, yoga
play: basketball, tennis, volleyball

2

- In pairs, students ask and answer the questions.
- Get feedback. Ask one or two pairs to share their ideas.

ANSWERS

Students' own answers

3

- Elicit sports that can go with each word in the first question, e.g. *football pitch*, *tennis court*, and establish that these are places. Students find the other place in the box (track).
- Students complete the word groups, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EXTENSION: Students write a sentence for each of the words in the box, then compare their answers in pairs.

TEACHING TIP: Tell students that as there are no rules for these types of collocations, e.g. *why we say baseball bat* but *tennis racket*, etc., it is a good idea for students to record them in the collocations part of their notebook and try to memorise them.

ANSWERS

- | | |
|---------|--------------|
| 1 track | 5 tournament |
| 2 stick | 6 athlete |
| 3 net | 7 goal |
| 4 team | |

4

- Students choose the correct words, then compare their answers in pairs.
- Get feedback.

ANSWERS

- | | |
|----------------------|-------------|
| 1 racket, court | 4 stick |
| 2 track | 5 bat, runs |
| 3 pitch, goal, goals | 6 stadium |

5

- Go through the Exam Tip.

Exam TIP

Finding the wrong options

- Write the following example on the board: *We play tennis on an outdoor ____ at the park.* and give *pitch, point, court* and *racket* as answer options.
 - Ask what type of word is missing (a noun describing a place) and which ones they think are obviously wrong and why (*point* and *racket* are not places).
 - Ask how they can decide between the two remaining options (collocation: you need to know the name of the place you play tennis on, which is *court*. A *pitch* is where you play football and rugby). ★
- Students think about which options could be wrong or don't make sense in the gaps, then compare their answers in pairs. Get feedback.

POSSIBLE ANSWERS

- 1 B, D 2 B, D 3 A, C 4 B, C, D 5 B, D 6 A, C

6

Exam TASK

Multiple-choice cloze

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Ask students to explain how they chose their answers.

ANSWERS

- 1 C 2 A 3 D 4 A 5 C 6 B

- In pairs, students discuss the questions.
- Get feedback. Students give reasons for their answers. You could ask students which sports on the page they think are safe or dangerous, and why.

your ideas

Grammar

page 69

zero and first conditional

GRAMMAR GUIDE: Zero and first conditional

Use

- We use conditional sentences to talk about actions and situations that need to happen in order for other actions or situations to also happen.
- Conditional sentences have at least two clauses: the *if*-clause, which describes the condition, and the main clause, which describes the result of the condition if it happens.

- There are four types of conditionals: zero, first, second and third.

We use the **zero conditional** to talk about:

- possible conditions + results that are certain or always true;
If you kick the football into the net, you get a point.

We use the **first conditional** to talk about:

- possible conditions + possible results;
If they win the match, they'll be champions.
If you don't want to play, we could go for a walk.
- possible conditions + requests or orders;
If you need help, call me.
If this light goes red, don't touch anything.

Form

| | If-clause | Main clause |
|--------------|--|---|
| zero | present simple <i>If you win the Olympics,</i> | present simple <i>you get a gold medal.</i> |
| first | present tense <i>If you win the match,</i> | will + infinitive <i>we'll celebrate.</i> |
| | present tense <i>If I'm annoying you,</i> | imperative <i>just say so.</i> |
| | present tense <i>If your foot is hurting,</i> | can / could / may / might + infinitive <i>some rest might help.</i> |

- We can use *unless* in the *if*-clause instead of *if ... not*.
*You won't win **unless** you work harder.*
Unless you're on a high mountain, water boils at 100°C.
- We can use *when* in the *if*-clause instead of *if*.
When you win the Olympics, you get a gold medal.
- The *if*-clause can go before or after the main clause. When it goes first, we use a comma after it. There's no comma after the main clause.
If you win the match, we'll celebrate.
We'll celebrate if you win the match.

1

- Students complete the rules, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *get fit* (become healthy) and *coach* (a person who organises and manages a sporting team).

ANSWERS

- a first b zero c zero d first

REMEMBER

- Write the following sentences on the board and ask students to add the commas:
If we get to the game early we'll get the best seats. (comma after *early*)
If you get the basketball into the net you score two points. (comma after *net*)
When I grow up I want to be a professional tennis player. (comma after *up*)
- Ask what *How can we write these sentences without commas?* (write the main clause first) Elicit *We'll get the best seats if we get to the game early; You score two points if you get the basketball into the net; I want to be a champion tennis player when I grow up.* ★

2

- Students choose the correct options, then compare their answers in pairs.
- Get feedback. You could ask students to identify which sentences are zero conditional (2) and which are first conditional (1, 3, 4).

FAST FINISHERS: Students rewrite sentences 1 and 3 using *may*, *might* or *could*.

- 1 If you see Ken tomorrow, could you tell him about the match?
3 You might / may not pass your exam if you don't work hard.

ANSWERS

- 1 see, will you tell 3 won't pass, don't work
2 score, always celebrate 4 practise, might get

3

- Students complete the sentences, then compare their answers in pairs. Remind students that for some sentences, they can use a modal other than *will*.
- Get feedback. Ask students to identify the type of conditional structure and match the sentences to the uses (a and b) in Exercise 1 (1 b; 2 a; 3 a; 4 b; 5 a; 6 b).

EXTENSION: In small groups, students practise chains of first conditional sentences. Give the first sentence, e.g. *If you study hard, you will pass the exam*. The first student makes the *if*-clause with your main clause, and completes the sentence, e.g. *If you pass the exam, you will go to university*, and so on. After a few minutes, start the chain with a new first conditional sentence. Award a point for each correct sentence, two points for each correct sentence with *unless*. The team with the most points is the winner.

ANSWERS

- 1 win
2 will / could / may / might be
3 won't / may not / might not improve
4 get
5 will / could / may / might have
6 take

4

- Students choose the correct meaning and option, then compare their answers in pairs.
- Get feedback. You could ask students to write three sentences with *unless* and then rewrite them with *if*.

ANSWERS

a, if ... not

5

- Ask students to identify the *if* clause in the first sentence and elicit how we change this clause so that it works with *unless* (we change *don't say* to *say*.)
- Students complete the sentences, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 Unless you say sorry for shouting at the coach, you might lose your place in the team.
2 Unless Stella starts practising, she won't play in the match.
3 If you don't do exercise, you won't get any fitter.
4 If they don't leave right now, they'll miss the start of the competition.

6 6.2 ▶

- Students skim the conversation and say what it's about (joining a gym). Students complete the conversation, then compare their answers in pairs.
- Play the recording. Students listen and check their answers.
- Get feedback. Ask students to identify the types of conditional sentences used for each gap. (1 zero; 2 – 4 first; 5 zero; 6 first).

ANSWERS

1 join 2 visit 3 will find 4 want 5 pay 6 'll ask

6.2 ▶

- A: Hello. I'd like to find out about joining the gym, please.
B: We have a special offer on at the moment; if you join today, you only pay £25 per month for the first six months.
A: Does that include the classes?
B: Yes, it does. If you visit our website, you will find a full list of all our classes.
A: OK, thank you. And if I want to bring a friend to a class, how much will it cost?
B: It usually costs £2 per class, unless you pay today. There is a free 'friends' invitation' today, so you can bring someone to the class for no charge.
A: Great! I'd also like to look at the gym, please.
B: Yes, of course. If you wait a moment, I'll ask one of our instructors to show you around.
A: Thank you!

Listening page 70

checking spelling; gap fill

1

- Elicit some ideas about what the people in the photo are doing.
- Students cross out the wrong options, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *limits* (the most of something you can do), *deal with* (manage), *carry on* (continue), *cope with* (handle or manage something difficult) and *success* (the act of achieving a goal). Remind students to add the phrasal verbs in item 3 to their notebooks.

ANSWERS

1 limits 2 incredible 3 carry on 4 windiest 5 success

2 6.3 ▶

- Get students to say the alphabet as a class, modelling any difficult letter pronunciation as necessary. Write the complete alphabet on the board as a reference, then ask students to practise saying it in pairs.

- Explain that when a speaker says *double* before a letter, they mean to write that letter twice, e.g. *carry* = c-a-double r-y.
- Play the recording. Students listen and write the words, then compare answers in pairs.
- Get feedback. You could ask students to ask and answer questions in pairs, to spell their name and surname to each other.

ANSWERS

1 Bennett 2 Chile 3 Jigsaw Lane 4 Paul Cezanne

6.3 ▶

- 1 My name is Mr Bennett. That's B-E-double N-E-double T.
- 2 He lives in Chile. That's C-H-I-L-E.
- 3 The shop is in Jigsaw Lane. That's J-I-G-S-A-W.
- 4 This was painted by Paul Cézanne. That's C-E-Z-A-double N-E.

3

- Go through the Exam Tip.

Exam TIP

Checking spelling

Students find words from the lesson with double letters, e.g. *success*, *challenging*, *carry*, and practise spelling them with a partner.

- Show students the Exam Task. Ask *What will you be listening to?* (some information about a race) *What is the name of the race?* (The Four Deserts Race) *How many gaps do you complete?* (six).
- Students think about what information could go in each gap, then compare their ideas in pairs.
- Get feedback. Students give reasons for their answers. They could write the possible type of word next to each gap to help them during the task.

SUGGESTED ANSWERS

1 place 2 number 3 type of weather 4 verb
5 animal 6 object

4 6.4 ▶

Exam TASK

Gap fill

- Play the recording. Students complete the Exam Task, then compare their answers in pairs, focusing on the spelling of items.
- Get feedback. Ask students to spell the words in each gap.

ANSWERS

1 The Atacama 3 winds 5 whales
2 250 4 breathe 6 beds

6.4 ▶

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. Look at Questions 1 to 6 now. You have 20 seconds. You will hear some information about a race in extreme parts of the world.

Hello, I'm reporting for *Sports Life* and today I'm standing in the Atacama Desert, that's A-T-A-C-A-M-A, in Chile, South America. The Atacama Desert isn't a hot desert, but it is very dry. In fact, it's the driest place on Earth. One of the most challenging races in the world starts right here – the Four Deserts Race. Competitors in this incredible race have to run through four deserts on four different continents!

Let's take a look at some of the difficulties the runners could have. Now, each part of the race is 250 kilometres long and takes seven days. Runners have tents and medical care, but they have to carry all their own clothes and food.

After the Atacama Desert, competitors go to the Gobi Desert in China. Like the Atacama, it can be boiling hot during the day here, but after the sun goes down, temperatures can drop to below freezing with strong winds. In the mountains there's even snow sometimes. So, competitors need lots of different kinds of clothes for this part of the race!

What happens after the Atacama and Gobi? The next part of the race is in Egypt, in the famous Sahara Desert. One of the main problems for the runners here is the sand. It's everywhere! Strong winds can blow the sand into sandstorms and it can be hard to breathe.

And now to the final desert that runners have to cope with – Antarctica! Many deserts are hot and sandy, but this one is covered in snow and ice. The conditions might be very difficult, but runners have the chance to see some amazing wildlife. Of course, there aren't any polar bears in Antarctica, but they'll see seals and whales and they might even have some penguins join them on the race! The difference between this desert race and the others is that athletes won't need a tent for this part of the race as they have beds on a ship that travels with them, and they also have food provided.

Well, these deserts are all very hard environments, but I'm sure competitors in the Four Deserts race will have an amazing experience.

EXTENSION: Students research another sporting activity that happens in extreme conditions. They should say what the sport is, give a brief description of it, and add additional information that they find exciting, interesting, dangerous, incredible, etc. They could present their activity to the class in the next lesson.

Speaking page 71

giving opinions; picture discussion

1

- In pairs, students discuss the questions.
- Get feedback. Elicit the meaning of *competitive* (really wanting to win a sport, game, etc.) and *argument* (reasons to support a particular idea).

2

- Elicit that whether something is an advantage or disadvantage is a personal decision.
- Students decide if the items on the list are advantages or disadvantages, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students write three more advantages and disadvantages for different sports, e.g. Advantages: *It keeps you fit. It makes you think. It's very exciting;* Disadvantages: *It needs a lot of practice. It's hard to find a place to do it. The rules are confusing.*

SUGGESTED ANSWERS

a A b D c D d D e A f D g A h A

3

- Students order the list items from Exercise 2.
- Get feedback. Students give reasons for their answers.

ANSWERS

Students' own answers

4

- In pairs, students compare their lists from Exercise 3. Encourage them to discuss the similarities and differences between their ideas and give reasons for their priorities. Get feedback.

ANSWERS

Students' own answers

5

- Go through the Exam Tip.

Exam TIP

Giving opinions

- Tell students they can give examples to support their opinions, e.g. *I think water-skiing is dangerous because you move very fast. For example, if you fall in the water, you could get hurt.*
 - Elicit some phrases to disagree politely, e.g. *I think your idea is OK, but I prefer ..., I see your point, but I suggest ... because ..., etc.*
 - Elicit phrases to present their final choice to the examiner, such as *We've decided to choose ... because ..., Our choice is ..., as we think that ..., etc.*
- Students skim the Exam Task. Ask *What is the situation?* (A friend wants to take up a new sport and needs advice.) *What will you be doing in the task?* (talking together about the activities and choosing the best one for your friend.) *How many sports are in the task?* (five).
 - Students could make notes about the advantages and disadvantages of each sport.

6

Exam TASK

Picture discussion

- Go through the expressions in the Useful Language box.
- In pairs, students complete the Exam Task, deciding on the best activity.
- Get feedback. Ask one or two pairs to share the activity they chose and why.

- In pairs, students discuss the questions.
- Get feedback. Ask one or two pairs to share their ideas. You could take a class vote on whether indoor or outdoor sports are the most popular.

your ideas

Vocabulary page 72

Sports clothes

1

- Elicit examples of sports equipment from earlier in the unit, e.g. *racket, bat, stick* and write them on the board. Students give other examples if possible.
- Students match the words to the photos, then compare their answers in pairs. Get feedback.

ANSWERS

- | | |
|-------------|--------------------|
| 1 helmet | 4 trainers |
| 2 tracksuit | 5 swimming costume |
| 3 gloves | 6 ice skates |

2

- In pairs, students think of two sports for each item of clothing, then compare their ideas with another pair. Get feedback.

FAST FINISHERS: Students write sentences about the sports they have chosen, e.g. *You wear a helmet when you go cycling. You also wear one to skateboard and snowboard.*

EXTENSION: In pairs, one student describes the equipment used to do a sport without saying what it is (e.g. *You wear trainers and you use a racket.*) and their partner tries to guess the sport (*tennis*).

SUGGESTED ANSWERS

- 1 cycling, mountain biking
- 2 running, aerobics
- 3 boxing, baseball
- 4 running, tennis
- 5 swimming, scuba diving
- 6 ice-skating, ice-hockey

Verb + noun collocations

3

- Elicit some sports collocations from earlier in the unit, e.g. *play cricket, go swimming, do yoga.*
- In pairs, students match the verbs with the nouns, then compare their answers in pairs.
- Get feedback.

MEDIATION SKILLS

- Making information more accessible by presenting it in a visual way is mediation.
- Presenting sports collocations in a mind map will help many students remember the different sets of collocations.
- Students can be given further practice of this mediation skill by asking them to use visualisation methods to explain concepts. This could include time lines, diagrams and flow charts.

EXTENSION: Students make mind maps for sports collocations. They write a verb from Exercise 3 in a circle, e.g. *ride*, then write nouns that collocate in a circle around it, e.g. *a horse, a bike, a motorbike, a skateboard*. Each verb (1–8) will be at the centre of a new diagram, and students should think of other nouns that they know that collocate with this verb. Get feedback and write lists on the board for students to check.

ANSWERS

1 g 2 a 3 d 4 f 5 c 6 h 7 e 8 b

Word building

4

- Elicit the difference between *adjectives* and *adverbs* (adjectives describe nouns and adverbs describe verbs, adjectives and other adverbs). Ask *What do adverbs often end in? (-ly)*.
- Students complete the table, then compare their answers in pairs. Get feedback.

ANSWERS

| | | |
|-------------|--------|------------------|
| 1 compete | 4 dive | 7 professionally |
| 2 dangerous | 5 fit | 8 strong |
| 3 deep | 6 free | |

5

- Ask students to briefly describe the photo (a man is diving in the sea; he's looking at fish, he doesn't have any oxygen) and skim the text to say what it is about (free diving).
- Students complete the text, then compare their answers in pairs. Get feedback.

ANSWERS

| | | |
|---------------|-----------|----------------|
| 1 competitive | 4 divers | 7 professional |
| 2 fit | 5 depth | 8 dangerous |
| 3 strong | 6 freedom | |

- In pairs, students discuss the questions.
- Get feedback. Students give reasons for their answers. You could ask students why they think that free diving is a dangerous sport.

your ideas

Grammar page 73

second conditional

GRAMMAR GUIDE: Second conditional

Use

We use the second conditional to talk about:

- conditions that are not true now + unlikely results;
We would play better if we had a coach.
(we haven't got a coach)
- conditions that we consider unlikely in the future + results we don't expect to happen;
You would play better if you trained harder.
(I don't think you will train harder)
- imaginary conditions + consequently impossible results;
If days were longer, we could play until late.
- to give advice.
If I were you, I wouldn't play for that team.

Form

| If-clause | Main clause |
|--|--|
| past simple / continuous <i>If you were annoying me,</i> | <i>would</i> + infinitive <i>I'd tell you.</i> |
| past simple / continuous <i>If I had the equipment,</i> | <i>could</i> / <i>might</i> + infinitive <i>I could have better results.</i> |

- We normally use *were* for all persons.
*If he **were** here, he'd tell you what happened.*
- We can use *unless* in the *if*-clause instead of *if ... not*.
*I wouldn't enter the race **unless** I had a better bike*

1

- Elicit or teach *Wimbledon* (an international tennis competition, held in London every year).
- Students complete the rule, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students rewrite Sentences 1 and 2 without commas. (1 *I would eat healthier food if I were you.* 2 *I'd be famous if I won Wimbledon!*)

ANSWERS

a past simple b would

2

- Students match the sentences from Exercise 1 with the uses, then compare their answers in pairs.
- Get feedback. Ask *How do we know that sentence 1 is advice?* (because there is a suggestion in the main clause).

ANSWERS

1 b 2 a

3

- Students complete the rule, then compare their answers in pairs. Get feedback.

EXTENSION: Write the following prompts on the board: *If I went on holiday, ...; If I joined a gym, ...; If I had lots of money, ...; If I owned a car, ...; If I lived in Hawaii, ...* Students complete the sentences, then compare their ideas in pairs. ⚡

ANSWER

could

4

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *sports centre* (a place where people do sport or train for sport) and *grades* (marks for assignments or exams).
- You could ask students to match the sentences to the uses of the second conditional in Exercise 2. (1 a; 2 a; 3 a; 4 b; 5 a; 6 b).

ANSWERS

| | |
|---------------------|---------------------|
| 1 lived | 4 practised |
| 2 would / could buy | 5 would / could get |
| 3 didn't enjoy | 6 wouldn't feel |

5

- Students rewrite the sentences, then compare their answers in pairs. Get feedback.

ANSWERS

1 If I had a bike, I wouldn't get the bus to the football club.
2 If he did some exercise, he would get fit / fitter.
3 If she was / were better at running, she would get chosen for teams.

- 4 If we had some money, we could buy new team uniforms.
- 5 If we had enough players, we wouldn't have to cancel the match.
- 6 If my friends had tickets, they could come into the stadium.

6

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *cupboard* (a place or piece of furniture used for storage) and *medal* (a metal disc given as a prize in a competition, as an award, etc.).
- Students give reasons for their answers and identify the type of conditional used in each sentence.

FAST FINISHERS: Students write two short conversations similar to the ones in the activity, then read them out to each other in pairs.

ANSWERS

- | | |
|------------------------|---------------------------|
| 1 were, wouldn't play | 4 'll / will make |
| 2 will he win | 5 would you do, would run |
| 3 open, 'll / will see | 6 were, would you play |

TEACHING TIP: Revise the general concepts of the conditional sentences students have learnt so far: zero, first and second. Remind them that a conditional sentence describes two events that are connected: one doesn't happen without the other.

- It has two parts: an *if* clause and a main clause.
- The *if* clause describes something that may or may not happen, e.g. *If we take ice out of the freezer ...*
- The main clause describes the result of the *if* clause if it happens, e.g. *... it melts*. The main clause can't happen without the *if* clause, so it depends on it.
- A quick reference you could give students for remembering the use of zero, first and second conditional sentences and the basic differences between them is:
zero conditional – scientific facts
first conditional – likely conditions
second conditional – unlikely conditions

Writing pages 74–75

giving reasons and examples; organising your essay; writing an opinion essay

Learning FOCUS

Giving reasons and examples

Write or perform the following conversation:

A: I'm right.

B: No, you're wrong. I'm right.

A: You don't know anything. You're wrong. I'm right.

B: No, you don't know anything. I'm right.

- Ask *Are these two people ever going to understand each other? Why should you always present your arguments when you give your opinion in any situation?* ★

1

- Elicit the structure for giving reasons which appears in the example answer. (*I think that ... as*).
- Students write sentences, then compare their answers in pairs. Encourage them to use a variety of phrases from the Learning Focus box. Get feedback.

SUGGESTED ANSWERS

- 2 I think that every child should learn to swim as they need to be safe in the water.
- 3 Individual sports are important. For example, they encourage independence.
- 4 I believe that playing computer games is a good idea because it improves coordination and helps you concentrate.
- 5 I think that walking regularly is good for your health as it keeps you fit and makes you feel calmer.

2

- Students underline phrases, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *selfish* (not wanting to share things, doing things only for yourself).

ANSWERS

I think ... because, In my opinion ..., I also believe ..., For example ...

3

- Students decide which points the writer mentions, then compare their answers in pairs.
- Get feedback. Ask students which words and phrases in the essay helped them find their answers. (*2 helps you keep fit; 3 make new friends; 6 learn how to communicate with each other*).

ANSWERS

2, 3 and 6

4

MEDIATION SKILLS

- Facilitating collaborative interaction with peers is a mediation skill. Students encourage their partner to share their opinions and give reasons for and against the four statements.
- Students read statements and discuss their interpretations, thinking of reasons to agree or disagree with each one. They should help each other formulate reasons or examples.
- Elicit phrases for responding positively, and agreeing and disagreeing politely and write these on the board. (e.g. *That's a good idea. I agree. I think that's true, but ... Why do you think ... ?*)
- Remind students to add phrases for collaborating to the relevant page in their notebook.
- This mediation skill can be applied to any exercise that involves discussing ideas and reaching a conclusion, including exam collaborative tasks and some Live Well Study Well projects.
- In pairs, students think of reasons for and against the statements, then compare their ideas with another pair.
- Get feedback. Encourage pairs and groups to explain their reasons.

POSSIBLE ANSWERS

1 For: Sport stars entertain millions of people and are incredible at their job.

Against: Many sports stars make millions, but they don't do really important work.

2 For: If children try harder at sports, they might try harder at everything.

Against: If children become too competitive, they may become stressed.

3 For: Academic work is important for the job world.

Against: Many subjects can benefit a child in life, so they should study all of them at school.

4 For: Children might think that it's OK to hit someone.

Against: If parents are around when children watch boxing, the parents can explain that it's just a sport.

5

- Go through the Exam Tip.

Exam TIP

Organising your essay

- Elicit the basic structure of an essay (introduction, main paragraphs, conclusion) and explain that in an opinion essay, students should organise their writing further into an introduction paragraph with their first (and main) point and a reason / example, second and third paragraphs with reasons / examples and a conclusion.
- Ask students to look back at the model essay on page 74 and identify the main focus of the essay and main point of each paragraph, phrases from the Useful Language box and the opinion expressed in the essay conclusion.
- Students read the Exam Task. Elicit the essay question (What do you think about competitive sports?).
- Students plan their essay, then compare their ideas in pairs. Remind them that they should make notes rather than write whole sentences.
- Get feedback. Choose one or two students to share their plan.

6

Exam TASK

Writing an opinion essay

- Go through the Useful Language box.
- Students complete the Exam Task. Remind them to include reasons or examples for each of their three points, and leave five minutes at the end of the task to check their answer. Get feedback.

7

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: Pairs read each other's essay and tick the things their partner has included using the Reflection Checklist.

Video

Mounted archery page 76

Useful vocabulary

ancient (adj): very old, from the past
damage (v): to break or make something useless
goat (n): an animal with horns, kept for milk and meat
herd animal (n phr): a type of animal that lives with many other similar animals
horseback (n): being mounted on a horse
mounted (adj): riding an animal, usually a horse
secret (n): something that few people know about
sheep (n): an animal kept for wool, meat and milk
shoot (v): send something away from you at a fast speed

- Refer to page 29 for tips on how to use the Useful vocabulary box.
- Ask students what they know about Japan, e.g. its capital city, cuisine, customs and traditions, etc. Ask if they'd like to visit Japan and why / why not.

Before you watch

1

- Elicit a brief description of what the man in the photo is wearing and doing.
- In pairs, students find the items in the photo.
- Get feedback. Ask *Have you seen this sport before? What two things does the athlete have to do at the same time? (ride the horse and shoot an arrow) Have you been to any similar competitions? Would you like to? Why? / Why not?*

ANSWERS

archer: the person on the horse
arrow: the object that the person is shooting at the target
bow: the object that the person is holding
target: the black and white diamond with the red circle

While you watch

2 3 ▶

- Play the video. Tell students not to answer the questions, just watch to get the general idea of the topic.
- Play the video again. Students choose the correct options, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *connection* (a link or relationship with another person, animal or thing).

ANSWERS

| | |
|--------------|--------------|
| 1 equipment | 5 protect |
| 2 easy | 6 training |
| 3 shoot | 7 connection |
| 4 an ancient | 8 successful |

3 ▶

Archery is a popular sport around the world. It involves using a bow to shoot arrows at a target.

This man is preparing his bow and arrows for a competition. The equipment can be very expensive, but also very beautiful. It's important to look after the bow carefully and avoid damage by heat or damp. The string is attached to the bow just before the competition. If it is left on the bow, both the bow and the string can be damaged.

These people are taking part in a competition in Indonesia, where mounted archery is becoming increasingly popular. The archers have to take an arrow and shoot it at a target – while riding on horseback!

It is an ancient skill that has been practised for thousands of years. Archery on horseback started in the area between Turkey and Iran and Mongolia. Traditionally, the skill was important in daily life. It was used to hunt for food and to protect herd animals, such as horses, goats and sheep, from attack by wolves. Of course, it was also very important in battle. It is a difficult skill and requires huge amounts of training.

Bambang Minarno explains that the whole movement of the archer is done without using the eyes, from taking arrows, placing the arrows in the bow, and controlling the horse without looking.

The connection between human and horse is the most important thing.

It's important for the archer to get used to the feel of his or her horse. Some mounted archers believe this will help the archer read the horse's mind, and that this is the secret to the skill of a successful archer.

This is a challenging sport, but its popularity has been growing around the world in recent years. Now competitions take place in Europe, the US and Australia, as well as in many Asian countries, and teams travel from around the world to take part in the International games.

After you watch

3

- Students complete the summary, then compare their answers in pairs.
- Play the video again. Students watch and check their answers.
- Get feedback. Choose students to read the complete sentences aloud.

EASIER: Students read the sentences and predict the part of speech which goes in each gap (1 adjective; 2 noun; 3 verb; 4 noun; 5 noun; 6 noun; 7 noun; 8 noun; 9 noun), then do the task.

ANSWERS

| | | |
|-----------|-------------|--------------|
| 1 ancient | 4 arrow | 7 connection |
| 2 hunting | 5 horseback | 8 secret |
| 3 protect | 6 control | 9 mind |

- In pairs, students discuss the questions and give reasons for their answers. Get feedback.
- Ask students if they can think of any other sports where you have to do more than one difficult thing at the same time.



EXTENSION: Students research and write a short text about an ancient sport or sport event. They should say whether it's dangerous or exciting, whether they would like to try it or not and why.

Review page 154

For ideas on how to use the review section with your students, see page 30.

ANSWERS: VOCABULARY

1

- 1 skiing / snowboarding, snowboarding / skiing
- 2 Swimming
- 3 basketball
- 4 running
- 5 yoga

2

- | | | |
|---------------|----------|--------|
| 1 racket | 3 courts | 5 net |
| 2 tournaments | 4 track | 6 runs |

3

- | | |
|--------------------|-------------|
| 1 helmet | 3 trainers |
| 2 swimming costume | 4 tracksuit |

4

- | | |
|----------|----------|
| 1 scored | 3 joined |
| 2 sail | 4 ride |

ANSWERS: GRAMMAR

5

- | | | |
|-------------|--------------|----------|
| 1 I'll come | 3 they train | 5 you do |
| 2 we attack | 4 won't | 6 unless |

6

- | | | |
|---------|---------------|----------|
| 1 would | 3 Wouldn't it | 5 would |
| 2 were | 4 was | 6 wasn't |

7

- 1 were
- 2 train
- 3 had
- 4 could ask
- 5 won't / will not take up
- 6 look
- 7 joined
- 8 'd / would be