

GETTING STARTED

At the gym

THIS UNIT INCLUDES:

VOCABULARY

Sports and games

PRONUNCIATION

Sounds: /eə/ and /ɪə/

GRAMMAR

The past simple

Imperatives

COMMUNICATION

Talking about sports and games

Talking about sportspeople you like

1 Listen and read.

Duong: Wow! This gym is great!

Mai: Yeah, I really like coming here. The equipment is modern and the people are friendly. What sports do you do, Duong?

Duong: Well, I can do a little karate, and I play table tennis. Last week I played with Duy and I won for the first time.

Mai: Congratulations! How often do you do karate?

Duong: Every Saturday.

Mai: You're very fit! I'm not good at many sports.

Duong: I have an idea. You can come to the karate club with me.

Mai: No, I can't do karate.

Duong: But you can learn! Will you come with me on Saturday?

Mai: Well ... OK.

Duong: Great! I'll meet you at the club at 10 a.m.

Mai: Sure. Where is it? How do I get there?

Duong: It's Superfit Club, on Pham Van Dong Road. Take Bus 16 and get off at Hoa Binh Park. It's 15 minutes from your house.

Mai: OK. See you then.

Objectives

By the end of this unit, students can:

- pronounce the sounds /eə/ and /ɪə/ correctly in isolation and in context
- use the lexical items related to the topic 'Sports and Games'
- use the combinations: go, play, do + N/V-ing
- use the past simple
- use imperatives to tell sb to do sth or to give a direct order
- read for specific information about famous sportspersons
- talk about the activities/ sport(s)/ game(s) they do in their spare time
- listen to get information about the sport(s)/ game(s) people play
- write a paragraph about the sport/ game they like



GETTING STARTED

At the gym

Introduction

T may begin by asking Ss what sports and games they like to play and watch, what they do in their spare time ... Then ask them to look at the picture and guess what it shows or what the conversation between Duong and Mai might be about.

T Ask Ss questions about the picture:

E.g. Who do you see in the picture? ...

Where are they? What do you think they're talking about?

Play the recording. Ss listen and read.

a Answer the following questions.

1. What sports can Duong do?

2. Who is going to learn karate?

3. Why does Mai like going to the gym?

4. What happened last week?

5. Where are they going to meet on Saturday?

b Find these expressions in the conversation. Check what they mean.

1. Wow!
2. Congratulations!
3. Great!
4. See you (then).

c Work in pairs. Make a dialogue with the expressions. Then practise them.

Example: A: Wow! You've got a new bike.
B: Yes. My mum bought it for me. She wants me to keep fit.

Can you make a similar conversation?

2 Listen and repeat these words and phrases.

1. boxing
2. fishing
3. aerobics
4. chess
5. table tennis
6. karate
7. cycling
8. swimming
9. volleyball
10. tennis
11. skiing
12. running

3 Using the words in 2, name these sports and games.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Watch out!
Can you tell the difference between a sport and a game?



4 Work in pairs. Put the words from 2 in the correct groups.

Example: go swimming

play	do	go
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 Put the correct form of the verbs *play*, *do*, *go*, *watch* and *like* in the blanks.

1. Duong can _____ karate.
2. Duy is not reading now. He _____ a game of tennis on TV.
3. Michael _____ swimming nearly every day.
4. Phong doesn't play football. He _____ reading books.
5. Khang _____ volleyball last Saturday evening.

6 Work in pairs. Ask your partner these questions to find out how sporty they are.

1. Can you swim? A. Yes B. No
2. Do you play outdoors every day?
 A. Yes B. No
3. Do you get up early and do morning exercise?
 A. Yes B. No
4. What do you usually do at break time at school?
A. Play in the schoolyard
B. Sit in the classroom
5. What do you think of sports/games?
A. Very good/useful B. A waste of time

If your answers to the questions are mostly "A", you are sporty. If they are mostly "B", do more sport and try to be more active.

- a** Ss work independently or in pairs to answer the questions. Then, T may let them discuss in groups or as a class (they may refer to the conversation). T then checks their answers and gives explanations if necessary.

Key:

1. Duong can play table tennis and do karate.
2. Mai is (going to learn karate).
3. Because the equipment (there) is modern and the people are friendly.
4. Duong played with Duy and won (for the first time).
5. At the karate club.

- b** Colloquial expressions

Refer Ss to the conversation to find the phrases. Practise saying them together (play the recording again if necessary). Explain the meanings (or give synonyms/ Vietnamese equivalent) to Ss, then give some examples.

Key:

1. *Wow*: used to express surprise
2. *Congratulations*: used to congratulate Sb/ to tell Sb that you are pleased about their success
3. *Great*: used to show admiration
4. *See you*: used when you say goodbye

- c** Ask Ss to practise the short conversations in pairs before creating their short role-plays. More able Ss can try to extend the conversation.

- 2** Play the recording. Let Ss listen and repeat. Check and correct their pronunciation. Give them the meaning of the words. T may also ask them if these sports and games are played in Viet Nam.

- 3** Ask Ss to write the correct words in the spaces. Let Ss check their answers (in pairs or in groups).

Key:

- | | | |
|-------------|-----------------|------------|
| 1. cycling | 2. table tennis | 3. running |
| 4. swimming | 5. chess | 6. skiing |

Watch out!

Help Ss differentiate between a sport and a game:

A *sport*: an activity that you do for pleasure and that needs physical exercise

A *game*: an activity or a sport with rules in which people or teams compete against each other

- 4** Let Ss work in pairs and put the words in the correct group. Then, check their answers.

Key:

Play: chess, table tennis, volleyball, tennis

Do: boxing, aerobics, karate

Go: fishing, cycling, swimming, running, skiing

- 5** Allow Ss time to do the task individually. Some Ss may write the answer on the board. Then let the class comment and give them the correct answer. T may call some Ss to read the sentences.

Key:

- | | | | | |
|-------|----------------|---------|----------|-----------|
| 1. do | 2. is watching | 3. goes | 4. likes | 5. played |
|-------|----------------|---------|----------|-----------|

- 6** Let Ss work in pairs (or in groups) asking and answering the questions. Encourage Ss who finish early to think of more questions that could be on the quiz (they can share with the class later). Some/ all groups may report their results to the class. T may want to find out how sporty the class is by writing the results on the board.

A CLOSER LOOK 1

Vocabulary

1 Listen and repeat these words.

- | | |
|-----------------|--------------|
| 1. a ball | 5. goggles |
| 2. sports shoes | 6. a racket |
| 3. a boat | 7. skis |
| 4. a skateboard | 8. a bicycle |

2 Now write the words under the pictures.



1. _____ 2. _____



3. _____ 4. _____



5. _____ 6. _____



7. _____ 8. _____

3 What sports are these things for? Match the things in column A with a sport/game in column B.

- | A | B |
|-----------------|------------------|
| 1. bicycle | a. running |
| 2. ball | b. swimming |
| 3. sports shoes | c. cycling |
| 4. skis | d. ball games |
| 5. boat | e. skiing |
| 6. skateboard | f. tennis |
| 7. goggles | g. sailing |
| 8. racket | h. skateboarding |

Pronunciation

/eə/ and /ɪə/

4 Listen and repeat. Pay attention to the sounds /eə/ and /ɪə/.

- /eə/: where there fair pair prepare
- /ɪə/: here fear nearly idea volunteer

5 Read the words and say them aloud. Which one has /eə/ or /ɪə/?

- | | | |
|---------------|------------|-------------|
| 1. A. air | B. are | C. I'm |
| 2. A. physics | B. feather | C. aerobics |
| 3. A. stay | B. stair | C. stadium |
| 4. A. beer | B. bird | C. born |
| 5. A. show | B. share | C. shine |
| 6. A. sphere | B. spring | C. swim |

6 Listen to the sentences and choose the right words.

- Fair/Fine play is important in sports.
- Can you hold/hear me, mum?
- I haven't got any idea/fear.
- The stadium is near the square/statue.
- Beckham nearly/really missed the ball.
- The football fans cheered/chased loudly for their side.



A CLOSER LOOK 1

Vocabulary

- 1 Play the recording and let Ss listen. Play it again with pauses for them to repeat each word. Correct their pronunciation.
- 2 Let Ss work individually, putting the words in 1 under the right pictures. Then check their answers. Explain the meanings to them if necessary.

Key:

- | | | | |
|--------------|--------------|-----------------|------------|
| 1. a bicycle | 2. a ball | 3. sports shoes | 4. skis |
| 5. a boat | 6. a racquet | 7. a skateboard | 8. goggles |

- 3 Tell Ss to do the task independently first. Call some Ss to write their answers on the board, then check the answers as a class.

Key:

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

Pronunciation

- 4 Let Ss practise the sounds /eə/ and /ɪə/ together. Ask Ss to observe T for the correct pronunciation of these two sounds.
Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.
- 5 Allow Ss to work individually. Then let them check their answers in groups. T may call some Ss to write their answers on the board. Correct their mistakes. Let them read together as a class once or twice.

Key:

- | | | | | | |
|------|------|------|------|------|------|
| 1. A | 2. C | 3. B | 4. A | 5. B | 6. A |
|------|------|------|------|------|------|

- 6 Play the recording. Let Ss repeat sentence by sentence. Help them recognize the two sounds, then underline the words in the sentences. Play the recording again if necessary.

Key:

- | | | | | | |
|---------|---------|---------|-----------|-----------|------------|
| 1. fair | 2. hear | 3. idea | 4. square | 5. nearly | 6. cheered |
|---------|---------|---------|-----------|-----------|------------|



Audio script:

1. *Fair* play is important in sports.
2. Can you *hear* me, mum?
3. I haven't got any *idea*.
4. The stadium is near the *square*.
5. Beckham *nearly* missed the ball.
6. Football fans *cheered* loudly for their side.

A CLOSER LOOK 2

Grammar

The past simple

We use the **past simple tense** to talk about a finished action in the past. We often say **when** it happened.

Positive:

I/you/we/they/he/she/it + **V-ed** (played)

Negative:

I/you/we/they/he/she/it + **did not/didn't + V**
(did not/didn't play)

Questions and short answers:

Did + I/you/we/they/he/she/it + **V** (play)?

Yes, I/you/we/they/he/she/it + **did**.

No, I/you/we/they/he/she/it + **didn't**.

- We played some games last Sunday.
- My mother didn't go shopping yesterday.
- Did you join in the sports competition last week?
No, we didn't.

Watch out!

Many English verbs have irregular past forms:

Examples:

be: I/he/she/it + **was**
we/you/they + **were**

have: had

win: won

eat: ate

...



1 Complete the sentences with *did*, *was*, or *were*.

1. The 2012 Olympic Games ____ held in London.
2. - Who ____ the first man on the Moon?
- Neil Armstrong.
3. - I ____ at the gym last Sunday, but I ____ not see you there.
- No, I ____ at my aunt's house.
4. - ____ you climb Mount Fansipan when you ____ in Sapa?
- Yes, I ____ . It ____ tiring, but very interesting.

2 Write the correct form of the verbs to complete the conversation.

Nick: Hi there.

Sonny: Hello, Nick. Did you have a nice weekend?

Nick: Yeah, it (1. be) _____ OK. I (2. not do) _____ much. I just (3. sit) _____ at home and (4. watch) _____ TV. On Saturday afternoon, I (5. go) _____ fishing with my dad. How about you?

Sonny: Oh, I (6. have) _____ a good weekend.

Nick: Really? What (7. do) _____ you do?

Sonny: I (8. visit) _____ the museum with my family. Then we (9. eat) _____ at my favourite restaurant.

Nick: Did you watch football on Sunday?

Sonny: Oh, yeah. The player (10. score) _____ a fantastic goal.

3 Work in groups. Ask and answer questions about last weekend.

Examples:

A: Did you do any sport last weekend?

B: Oh yes, and I was exhausted.

A: Really? What did you do?

Imperatives

You use **imperatives** to tell someone to do something, or to give a direct order.

It's chewing gum.

Chew it.

Don't swallow it.



Remember!

Positive: **V**

Negative: **don't + V**



A CLOSER LOOK 2

Grammar

The past simple

Introduction

The past simple was already studied in Tiếng Anh 5, so T asks Ss to recall it and give examples.

T may ask them questions: *What did you do last Sunday? etc.*

Then, encourage Ss to talk about past actions.

T asks Ss to give the rule and use of the past simple themselves. Let them study the grammar box. T can give more examples (if necessary). Remind them to say when something happened (e.g. last Sunday, yesterday, last month)

Remember!

Explain to Ss that many English words have an irregular past form. Give them examples. Help them write the past form of the verbs they have learnt down in their notebooks so they can remember them.

- 1 Let Ss work in pairs to give the answers. T observes/helps when necessary and corrects Ss' mistakes.

Key:

1. were 2. was 3. was – did – was 4. Did - were - did - was

- 2 Let Ss do the task individually. T corrects their answers and may call on some Ss separately to say their answers for the class. T gives explanation if necessary.

Then call some pairs to read the conversation with the correct verb forms. Correct their pronunciation and intonation.

Key:

1. was 2. didn't do 3. sat 4. watched 5. went
6. had 7. did 8. visited 9. ate 10. scored

- 3 Divide Ss into groups of 4 or 5. Ss take turns asking and answering about their last weekend. Some more able Ss can report to the class about one of their friends.

T can ask Ss to give the rule for using each of the tenses they have learnt (the present simple, present continuous, and past simple). T writes Ss' rules down on the board. Then T tells Ss that they are going to learn one more tense, the imperatives. T writes the word 'imperative' on the board and asks Ss what they know about this tense.

Imperatives

T tells Ss the form and use of imperatives and gives some examples.

4 Write sentences to tell your friends what to do or not to do.



1. It's raining. _____ your umbrella.



2. Please _____.



3. It's late now. Please _____ up.



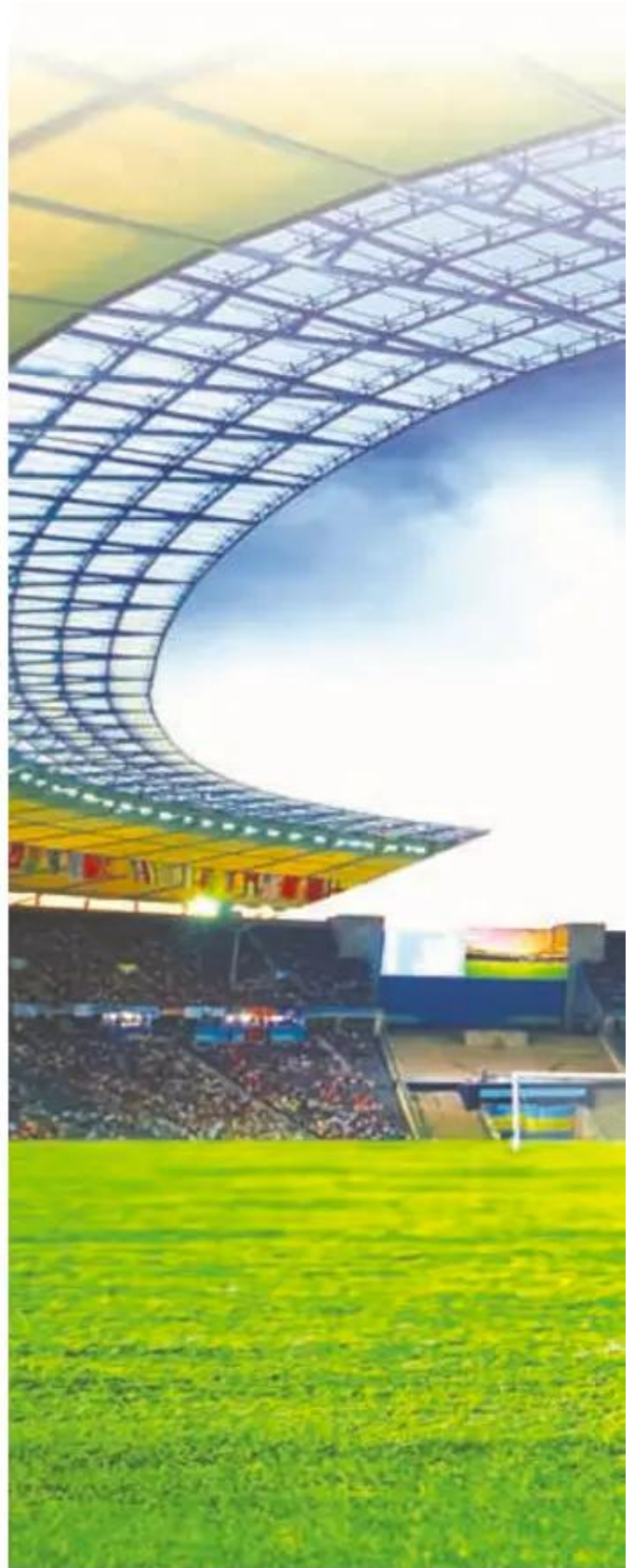
4. Exercising is good but _____ too hard.



5. It's cold. _____ on your coat.

5 Tell your friends what to do and what not to do at the gym.

- Examples:*
- Change your clothes.
 - Don't talk loudly.



- 4 Ss work independently, writing down the answers. Then let them work in groups to check and say the sentences aloud. T goes round and corrects mistakes/gives help when and where necessary.

Key:

1. Take your umbrella. 2. Please don't litter. 3. Please hurry up.
4. ... don't train too hard. 5. Put on your coat.

- 5 Let Ss work in pairs or in groups. Take turns telling their friends what to do and not to do at the gym. T gives help and lets them give as many sentences as possible.

Some possible sentences:

Pay your fee first.

Put on your trainers/ sports shoes.

Listen to the instructor carefully.

Don't litter.

Don't eat or drink at the gym.

Further practice:

If there is time, let Ss take turns giving an order or telling their friends to do an activity. T may want Ss to act out the orders.

T asks Ss to draw a picture illustrating one of the gym rules in the blank space at the bottom of the page. Make sure that Ss write the rule somewhere in the picture. (This may be done for homework or in Ss' notebooks.)

COMMUNICATION

Extra vocabulary
fit marathon ring
last achievement



1 Sports quiz.

Work in pairs. Do the quiz.

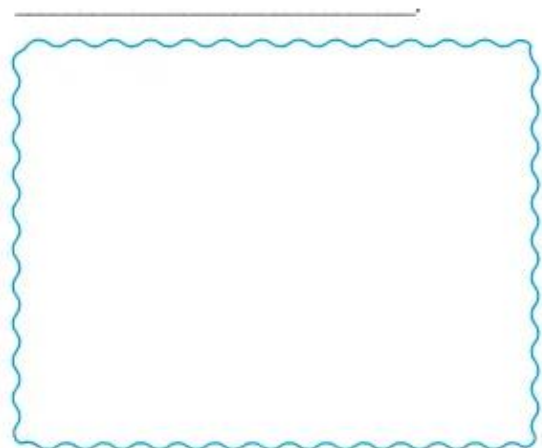
1. How many players are there in a football match?
2. How long does a football match last?
3. How often are the Olympic Games held?
4. Were there Olympic Games in 2011?
5. How long is a marathon?
6. Where were the first Olympic Games held?
7. Which sport happens in a ring?

2 In pairs, interview your partner using the following questions. Ask for more information.

1. What sports/games do you play in your free time?
2. What sports/games do you do at school?
3. Which sports/games do you like watching on TV?
4. Do you think you are fit? Would you like to get fitter?
5. Is there any sport/game you'd like to learn to play well?
6. Can you name three famous sportspersons?

3 Think of a sportsman/sportswoman you like. Draw a picture of him/her below. Talk about him/her with a partner. Use the following cues:

- his/her name
- the sport he/she plays
- his/her past achievements
- why you like him/her?



COMMUNICATION

First, have Ss read the new vocabulary after T. T tells Ss that the new vocabulary will appear in the tasks that follow.

T may tell Ss to look at the 5 interlocked rings and ask them what they represent. Explain to them that the five rings represent the five major regions of the world (Africa, the America, Asia, Europe and Oceania) and every national flag in the world has at least one of the five colours (blue, yellow, black, green, and red).

- 1 Ss work in pairs and find answers to the quizzes. Then T gives the correct answers.

Key:

1. There are usually 22 players (11 on each side).
2. It normally lasts 90 minutes (divided into two halves).
3. They are held every four years.
4. No, there weren't Olympic Games in 2011. (They were held in 2004, 2008, 2012 ...)
5. A marathon is 42.195 kilometres long (26 miles and 385 yards).
6. They were held in Olympia (in Ancient Greece) (in 776 BC).
7. Boxing does.

- 2 Give Ss plenty of time to work in pairs to ask and answer the questions. Encourage them to talk and raise as many questions as possible.
- 3 (In the previous lesson, T might tell Ss to prepare this task at home: draw his/ her favourite sportsperson/ a famous person in the world of sport/ famous or successful athletes in Viet Nam, find information and get ready to talk about them ...)

Divide the class into groups of four or five, encourage Ss to talk about their favourite sportsperson one by one.

If there is time, choose some Ss to present to the class.

SKILLS 1

Reading

1 Work in pairs. Discuss the questions.

- Do you know Pelé, The King of Football?
What is special about him?
- Where does he come from?
- What other things do you know about him?



Edson Arantes do Nascimento, better known as Pelé, is widely regarded as the best football player of all time. Pelé was born on October 21st, 1940 in the countryside of Brazil. Pelé's father was a professional football player and taught Pelé how to play at a very young age.

Pelé began his career at the age of 15 when he started playing for Santos Football Club. In 1958, at the age of 17, Pelé won his first World Cup. It was the first time the World Cup was shown on TV. People around the world watched Pelé play and cheered.

Pelé won three World Cups and scored 1,281 goals in his 22-year career. In 1999, he was voted Football Player of the Century. Pelé is a national hero in Brazil. During his career he became well-known around the world as 'The King of Football'.



2 Read the text quickly to check your ideas in **1**.

3 Read again and answer the questions.

- When was Pelé born?

- Why do people call him 'The King of Football'?

- When did he become Football Player of the Century?

- How many goals did he score in total?

- Is he regarded as the best football player of all time?

Speaking

4 How often do you go/do/play these sports/games? Tick (✓) the right column.

Sports/Games	Always	Usually	Sometimes	Never
1. jogging				
2. swimming				
3. badminton				
4. football				
5. morning exercise				
6. skipping				
7. chess				
8. cycling				
9. skateboarding				
10. skiing				

5 Work in groups. What kind of sports/games do you do most often? Why?

6 Work in pairs. Ask and answer the following questions.

- Do you like football?
- Do you play football or only watch it?
- What other sports do you play?
 - Do you play them well?
 - When and how often do you play them?
- Do you belong to any clubs?
- If you don't play sport(s), what do you often do in your spare time?

Report the results to the class.

SKILLS 1

Reading

- 1 T may begin by asking Ss to name the famous football players in Viet Nam. Tell them to work in pairs to discuss the questions. Encourage them to give their ideas (as many as possible).
- 2 Tell Ss to read the passage quickly and check their ideas. Set a strict time limit to ensure Ss read quickly for information.
- 3 Ask Ss to read the passage again, then answer the questions.

Key:

1. Pelé was born on 21st October 1940.
2. People called him 'The King of Football' because he is such a good football player.
3. He became Football Player of the Century in 1999.
4. He scored 1,281 goals in total.
5. Yes, he is.

Ss listen to T (or individual Ss) read aloud while they track the text with their fingers.

Further practice: if there is time, let Ss talk about Pelé (what other information they know about him, whether they like him or not, and why ...). Refer to other famous football players they know and ask them who they think the best football player is.

Speaking

- 4 Allow Ss time to read the table and tick the right column.
(T may refer to people in Viet Nam in general, asking them why they usually or never play or do this or that).
- 5 Let Ss work in groups asking and answering questions. They should refer to the table in 4.
- 6 Divide the class into groups of 4 or 5. Let them discuss their answers to the questions. When Ss finish, T asks one student from each group 'What is the most interesting thing you learnt from your discussion?'

Further practice:

In pairs, one student is an interviewer and other is a famous sports person. Ss role-play an interview. T and Ss can brainstorm possible interview questions before the activity.

SKILLS 2

Listening

- 1** Listen to the passages. Who are they about?
- 2** Listen to the passages again. Then write True (T) or False (F) for each sentence.
- Hai plays chess every Saturday. _____
 - 'Angry Birds' is Bill's favourite game. _____
 - Alice doesn't like doing sports very much. _____
 - Trung is very good at playing football. _____
 - Bill's dream is to create a new game. _____
- 3** Listen to the passages again. Fill in each blank to complete the sentences.
- Hai practises at the _____ three times a week.
 - Trung can _____ the guitar.
 - Alice likes _____ ice skating.
 - _____ is at Rosemarrick Lower Secondary School.
 - Trung _____ swimming on hot days.



Writing

Write about a sport/game you like. Use your own ideas and the following as cues.

- Name of the sport/game.
- Is it a team or an individual sport/game?
- How long does it last?
- How many players are there?
- Does it need any equipment?

SKILLS 2

Listening

- 1 Play the recording once only. Ask Ss to listen and say who the passages are about.



Audio script:

Hello. My name's Hai. I love sports. I play volleyball at school and I often go cycling with my dad at the weekend. But my favourite sport is judo. I practise at the judo club three times a week.

My name's Alice. I'm twelve years old. I don't like doing sport very much, but I like watching ice skating on TV. My favourite hobby is playing chess. My friend and I play chess every Saturday.

Hi. I'm Bill. I'm in grade six at Rosemarrick Lower Secondary School. After my lessons, I like to play computer game. The game I like best is 'Angry Birds'. I often play it for half an hour before dinner. I hope that I can create a new kind of computer game in the future.

My name's Trung. I've got a lot of hobbies. I like playing the guitar and I love to watch football on TV. I don't do much sport, but I often go swimming with my friends on hot days.

- 2 Play the recording again. While Ss listen, they have to write down T or F.

Key:

1. F 2. T 3. T 4. F 5. T

- 3 Play the recording the third time for Ss to fill the blanks.

Ss can share their answers before listening to the recording a final time to check.

Key:

1. club 2. play 3. watching 4. Bill 5. goes

Writing

First brainstorm with Ss for the necessary language. Allow Ss to refer to the reading and other sections for useful language. Note interesting expressions and language on the board.

Tell Ss to write a draft first, Ss should use the cues and their own ideas.

Then Ss actually write a paragraph of about 80 – 120 words about the sport/ game they like, covering as many ideas as possible.

Tell Ss to pay special attention to punctuation, structural elements, linking words ...

T may collect some Ss' writing papers and mark them, then give comments to the class.

LOOKING BACK



Vocabulary

1 Find one odd word or phrase in each line.

- | | | | |
|------------------|----------------|------------------|---------------------|
| 1. A. volleyball | B. badminton | C. bicycle | D. tennis |
| 2. A. playground | B. bat | C. racket | D. ball |
| 3. A. running | B. cycling | C. swimming | D. driving |
| 4. A. cartoons | B. sports news | C. winter sports | D. weather forecast |
| 5. A. sporty | B. intelligent | C. fit | D. healthy |

2 Read the four words in each line. Write the name of the game or sport the four words belong to.

Example: pool, breaststroke, dive, float: swimming

- pedals, wheels, ride, race: _____
- ball, kick, goal, referee: _____
- ring, rope, gloves, hit: _____
- table, paddle, serve, ball: _____
- basket, points, ball, court: _____

Grammar

3 Put the verbs in brackets in the correct form.

- The Olympic Games (be) _____ held once every four years.
- The first Olympic Games (take) _____ place in Greece in 776 BC.
- People (start) _____ to use computers about 50 years ago.
- What's that noise?
- The children (play) _____ tug of war.
- What _____ you (do) _____ last weekend?
- I (cycle) _____ round the lake with my friends.
Then I (watch) _____ TV in the afternoon.

4 What do you say in these situations?

- Your friends are making a lot of noise.
→ Please, stop _____.
- The boy is watching TV for too long.
→ _____ to play with your friends.
- Some children are feeding the animals at the zoo.
→ _____ the animals.
- The teacher wants the boys to stand in line.
→ _____.
- Your mother tells you not to tease the dog.
→ _____.

5 Fill in each blank with a word to finish the passage.

Sports and games play an important part in our lives. Everyone of us can (1) _____ a sport, or a game, or watch sports events on TV or at the stadium. When you listen to the radio early in the morning, you can always (2) _____ sports news. When you open a newspaper, you will always find information about some (3) _____, or an article about your favourite kind of sport. Television programmes about (4) _____ are also very popular, and you can watch something interesting nearly every day. Stories about (5) _____ men or women in the world of sport are often very interesting.

Communication

6 Match the questions in A with their correct answers in B.

- | | |
|---|---|
| A | 1. How often do you do karate? |
| | 2. Where do you go fishing? |
| | 3. Who did you play badminton with yesterday? |
| | 4. Which sport or game do you like best? |
| | 5. Who won our school's table tennis contest? |
| B | a. I do it once a week. |
| | b. I played with my sister. |
| | c. I like chess best. |
| | d. We did. |
| | e. We go fishing in the river near our house. |

Finished! Now you can ...	✓	✓✓	✓✓✓
• talk about sports and games			
• talk about things that happened in the past			
• tell someone to do something or give an order			

LOOKING BACK

As usual, this is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed and which areas need further practice.

Vocabulary

- 1 Ss do this task individually. T corrects their mistakes and lets them read the words correctly.

Key:

1. C 2. A 3. D 4. C 5. B

- 2 Let Ss repeat the words. Check their pronunciation. Tell Ss to write the answers in their notebooks. Then T corrects the mistakes.

Key:

1. cycling 2. football 3. boxing 4. table tennis 5. basketball

Grammar

- 3 Have Ss write their answers in their notebooks. T checks their answers.

Key:

1. are 2. took 3. started 4. are playing 5. did you do – cycled – watched

- 4 Ss work in pairs or groups to finish or write the sentences. T gives correction.

Key:

1. Please stop making noise. 3. Don't feed the animals. 5. Don't tease the dog.
2. Go out to play with your friends. 4. Stand in line, boys!

- 5 Ss do the task individually first. Then they can check their answers with a partner before discussing the answers as a class. T gives corrections. Have some Ss read the whole passage aloud (maybe sentence by sentence). The rest of the class should track the text with their fingers as the other Ss read.

Key:

1. play 2. hear 3. game(s) 4. sports 5. famous

Communication

- 6 Ss read the questions and answers once or twice (they can read aloud). Then match them.

Key:

1. a 2. e 3. b 4. c 5. d

Ss work in pairs and role-play the questions and answers. If there is time, have them write all sentences in their notebooks.

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties/weak areas and provide further practice as needed.

PROJECT

1 Read the passage about the game 'Blind man's bluff'.

What you need: A blindfold, an open space and 5 players or more.

Rules

1. Stand in a circle, pick one person to be the seeker. That person is blindfolded (or closes his/her eyes) and stands in the middle.
2. He/She has to try and touch the others. The other players should try to get as close as possible to the seeker without being caught.
3. When the seeker catches another player, he/she tries to guess who it is by touching that player's face and hair. If the seeker doesn't guess on the first try, other players can give hints.
4. When the seeker guesses the other's name, that person becomes the new seeker.



2 Choose one of the following sports/games (or one of your own) and write about it.

- Tug of war (rope pulling)
- Skipping
- Marbles

Cues:

Name of the game:

How many players:

Equipment: (ball/bat/stick ...)

Rules:

PROJECT

- 1 Have Ss read the passage carefully. Explain new words and anything difficult for Ss. Make sure they understand everything thoroughly.
- 2 Let Ss work in groups. Each group chooses a game or sport. Let them talk, then write about it.
If it is short of time, let Ss complete the project as homework with T's guidance.