

# UNIT 3

## Talent



### UNIT OBJECTIVES

At the end of this unit students will be able to:

- understand information, texts and conversations about ability, sports activities, different sports people and issues in sport
- talk about abilities and achievements
- use appropriate phrases to make careful suggestions
- use appropriate phrases to keep to the topic of the conversation
- understand people talking about sports
- read and interpret data in a chart
- write an article that describes data

### UNIT CONTENTS

#### G GRAMMAR

- Multi-word verbs: transitive and intransitive, separable and inseparable
- Present perfect simple and continuous

#### V VOCABULARY

- ability and achievement: *ability, able, brilliance, brilliant, exceptional, outstanding, potential (to), skilled (at), successful, talent (for), talented (at)*
- Words connected with sport: *victor, victory, victorious, performance, performer, perform, trainer, train, training, athletic, athletics, athlete, competition, competitive, compete, competitor, championship, champion, profession, professional (adj), professional (n), lead, represent, world record, referee, awarded, spectators, cheer, pitch*
- Wordpower: verbs with *up*: *drink up, speak up, use up, add up, clear up, look up, pick up, bring up, turn up, put up with, keep up with*

#### P PRONUNCIATION

- Word stress
- Consonant sounds

#### C COMMUNICATION SKILLS

- Discussing ability and achievement
- Discussing sports activities and issues
- Making careful suggestions
- Keeping to the topic of the conversation
- Writing a description of data

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Ask students to choose a famous painting that most people will know. Put students into pairs and ask them to take turns to describe their painting to their partner without using the name of the painting. Students should try to guess the painting as quickly as possible. The student describing the painting must make it as difficult as possible, i.e. they don't give specific details too early. To extend the activity, students can swap pairs to describe and guess again. Take feedback as a class and find out which painting was most difficult to guess in the class.

- a Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. Students may need some new words, e.g. *hang a painting* (put it on the

wall), *ladder* (we use this to reach things that are high up), *abstract* (art which isn't realistic), *gallery* (a place where paintings are shown). If you wish, give students the information from the Culture notes below and check the meaning of *on display* (on show), *vandalise* (destroy, usually for fun), *restore/restoration* (bring back to the original condition).



#### CULTURE NOTES

The picture shows a painting called 'Black on Maroon' which was painted by artist Mark Rothko in 1958 and given to the Tate Gallery in London. More recently it was on display in the Tate Modern, also in London. In 2012 a Polish artist, Wlodzimierz Umaniec, vandalised it by painting his name and other things on it with a pen, causing a large amount of damage. Apparently, Umaniec was trying to draw attention to a new form of art called 'Yellowism' which is to create new art by changing an old piece of art. Umaniec spent two years in prison and it cost an enormous amount of money and took 18 months to restore the painting. In the photograph, people are rehanging the painting after its long restoration.

- b Write the word *Talent* on the board, or ask students to look at the title of the unit in their books. Elicit the meaning (an ability to do something). Tell students that the adjective is *talented* and ask if they know someone who is talented and what for. Read through the questions with the class and ask students to discuss them in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.



#### EXTRA ACTIVITY

In pairs, students tell their partner about these things:

- 1 *an exhibition they've been to and whether they thought the artist was talented or not.*
- 2 *a drawing or painting they remember doing as a child.*
- 3 *what sort of art they think will be popular in the future and why.*

Take feedback as a class and ask for examples from the conversations.

# 3A I'm not very good in the morning

## OPTIONAL LEAD-IN

Books closed. Write a four-digit number on the board, for example 5041. Let students look at it for a few seconds and then rub it out. Ask the students to write down the number. Check how many remembered the number correctly. Tell students you are going to test their memories. Continue writing more numbers on the board, each time increasing the number by one digit to test the students' memories (remember to make notes about the numbers yourself!). Find out which student can remember the longest number. Ask students how they remember numbers like this.

An alternative activity for a larger group could be to ask students to do the memory test in pairs.

Write *photographic memory* on the board and elicit what this is (people can remember things accurately after seeing them for only a moment). Ask if any of the students have this. Extend by asking whether they think this is good for language learning.

Finish the lead-in by writing four words on the board, for example *bear, cup, tree, star*, and ask students to remember them for an activity later. Then rub out the words and continue with the lesson. Ask students at the very end of the lesson if they can remember the words you wrote down.

## 1 LISTENING

**a** Ask the class when they last learned something new. If necessary, give an example of your own, for example *I started to learn Spanish a few weeks ago*. Write some examples of their learning experiences on the board. Elicit how easy/difficult it was for students to learn. Do not go into details at this stage as the students will have the opportunity to discuss their own learning experiences in more depth at the end of the lesson. Put students into pairs or small groups to discuss questions 1–5. Monitor and contribute to the discussions. Take feedback as a class, and ask for comments and opinions.

**b** **1.43** Tell students that they are going to listen to an experienced teacher talking about the sentences in 1a. Elicit or pre-teach *fix* (repair, find an answer to), *distracted* (lose concentration, think about something else), *motivation* (reason for doing something) and *effort* (trying to do something). Play the recording for students to listen for general meaning and decide if the teacher's comments are similar to theirs. Take feedback as a class, and ask if the students agreed with the teacher. Encourage them to give reasons for their answers.

### Audioscript

**NARRATOR** My teacher will get angry if I make mistakes.

**TEACHER** I don't really think that's the case. Teachers really do prefer students who try hard, you know, make an effort. It doesn't matter if they make mistakes. In fact, it's better if

they do because if we know what their mistakes are, we can help fix them.

**N** Children learn faster than adults.

**T** I guess you could say that children aren't as busy as adults – they probably have a bit less

At the end of this lesson, students will be able to:

- understand someone talking about learning new things
- understand a text about learning new things
- use a lexical set to describe ability and achievement
- understand people talking about their learning experiences
- use transitive and intransitive multi-word verbs correctly
- talk about personal achievements

going on in their lives. And that helps. They're less distracted and, you could say, a bit more open to learning. But adults – well, they often have really good motivation. They're often quite focused and they're really keen to learn. So this motivation can make them faster learners than children.

**N** I must practise every day in order to make progress.

**T** Well, in my experience you can practise too much! It's actually better to take two or three days off each week. The thing is our brains need a bit of a rest. It's like muscles when you're doing physical exercise – you need to rest them. So we need to rest our brains when we're learning and practising something new.

**N** If something seems very easy, I must be doing it wrong.

**T** Yeah, a lot of people believe this, but I think the opposite is true. In reality, if it's easy, it probably means you're doing it right. But if something's difficult or it's a physical activity that's causing you pain, then you're probably doing something wrong. Learning doesn't always need to be hard!

**N** Long practice sessions are best.

**T** It's much, much better to have shorter practice sessions. You've got to remember that most people get tired after about fifteen minutes and they need a short break. The thing is, though, during the fifteen minutes of practice, you really want people to concentrate on what they're doing – really focus. They'll get more benefit that way.

## 2 READING

**a** In pairs, students discuss the questions and report back on their discussions as a class.

**b** Read the headings in the text as a class. Elicit the meaning of *rhythm* (regular, repeated sound or action) and ask for examples of things that have a rhythm: music, heartbeat, routine, etc. Tell the class that the text is about learning and ask students to predict what information might be in the text. Students read the texts quickly to check against their predictions and match with the questions in 2a. Check answers as a class. If you wish, give students information from the Culture notes below.

### Answers

1 c 2 a 3 b

## CULTURE NOTES

Herman Ebbinghaus lived from 1850 to 1909 and conducted many experiments on himself in relation to memory, forgetting and learning. He was the first to describe both the *forgetting curve* (how quickly we forget things) and the *learning curve* (how fast we learn and retain information).

K. Anders Ericsson is a psychologist who is also an expert on memory. One of his interests is studying performance in fields such as music and sports. He has written and contributed to several books, including the *Cambridge Handbook of Expertise and Expert Performance*.

## VOCABULARY SUPPORT

*association* (C2) – connection, link with

*catch someone's attention* (B2) – attract attention/make someone notice

*coordination* – using different parts of the body at the same time and efficiently

*peak* (B2) – the top point

*there's a lot to be said for* – something has many advantages

- c** Put students into pairs. Students read the questions and find the information in the text to answer them. Pre-teach or elicit *stick with something* in question 5 (continue something even if it's difficult). Read and answer the first question with the class as an example. Monitor and help as necessary. Check answers as a class.

### Answers

- 1 Use mnemonics.
- 2 The afternoon class.
- 3 Yes, natural talent is not enough without practice.
- 4 No, you should study between 10 am and midday.
- 5 No, find an interesting book.
- 6 To become brilliant you need to work 2,000 hours more than anyone else.

## FAST FINISHERS

Ask fast finishers to think of one or two more questions that someone might ask if learning something for the first time.

## EXTRA ACTIVITY

Ask students to tell their partners any interesting memory techniques they use to remember information – from simple shopping lists to information for exams.

- d**  In pairs, students discuss the questions. Monitor and contribute to the discussions. Take feedback as a class, and ask students if they think their memory has improved/got worse as they have got older and to give examples. Students can also give their opinions on how they think memory changes as people become middle-aged and older.

## 3 VOCABULARY

### Ability and achievement

- a** Ask students if they can remember any of the words used to describe ability and achievement in the texts. Read through the task with the class. Ask students to read the sentences and answer questions 1–4 individually. Students compare answers with a partner.

### Answers

- 1 skilled, talented
- 2 successful
- 3 outstanding, exceptional, brilliant
- 4 in the future

## LANGUAGE NOTES

The word *potential* is also an adjective. As an adjective it has the meaning of *likely/possible*, for example *There are many potential benefits of practising for long hours.*

- b** Elicit the noun forms of the adjectives as a class. Ask students to give examples of sentences using the noun forms, for example *A good politician needs a lot of different skills. I'd love to be a singer but I don't have the talent. Nigel Kennedy is famous for his brilliance with a violin. Everyone has the ability to swim.*

### Answers

- 1 skill
- 2 talent
- 3 brilliance
- 4 ability

- c** Students complete the sentences with the correct prepositions. Check answers as a class.

### Answers

- 1 at
- 2 to
- 3 for
- 4 to

## CAREFUL!

Students often make mistakes with the verb pattern after prepositions, using the infinitive without *to* instead of verb + *ing*, e.g. *He's very talented at play* (Correct form = *He's very talented at playing*).

- d** Read through the task as a class. Give examples of people you know who match the descriptions with a reason for your choice. Give students five minutes to think of examples of their own and to note them down. Monitor and help as necessary.
- e**  In pairs, students tell their partners about the examples they have thought of. Monitor and note down good use of language and any common errors to deal with later in feedback. Take feedback as a class, and ask for examples with reasons. Extend by asking what students would like to be famous for themselves and why.

## 4 LISTENING

- a**  1.44 Ask students to look at the photos and describe them, saying what jobs the people have and what they're doing. Use the photos to elicit or pre-teach *test tube* (a small glass tube used in scientific experiments) and *saxophone* (musical instrument). Ask what the people need to use their memories for. Tell students they are going to hear the three people talking about their learning experiences. Ask students to read through the questions they need to answer. Play the recording for students to answer the questions. Check answers as a class.

### Answers

- 1 a Henry b Seamus c Fiona
- 2 Yes

## Audioscript

**SEAMUS** Ever since I was first able to read, I've loved comic books. I just think it's a brilliant way of telling a story. I've read literally thousands of them. But, at the same time, I discovered I was quite good at drawing. When I was about eight years old I started copying some of the pictures in comics and even my parents were surprised by how good my copies were. It wasn't long before I started making up my own stories. All of my friends were also really into comics, but none of them tried coming up with their own stories. But they quite liked reading mine, so I'd share the comics I wrote with them. This was helpful because it gave me a good idea of what worked and what didn't. I studied design at university and then got a job as a graphic designer. But all the time I was writing and drawing my own comics – comics for adults and children. I've just signed a contract with a major comics publisher in the USA and I can now give up my job as a graphic designer. I think my career in comics is beginning to take off ... well, I hope to do really well. Ten thousand hours? You bet. I've probably spent more time than that, but I loved every minute of it.

**FIONA** I'm a chemist and I've been lucky enough to get a research position at a university. I love chemistry because it's all about the things that make up the world we live in. I find it fascinating. It's funny, whenever I say that I'm a chemist, one of the first things people mention is the table of elements – you know, all the symbols for all the different metals and gases. They can never figure out all those symbols. Well, I have this system where the letter or letters remind me of the name of a person, and that reminds me of a face and something about the way he or she looks reminds me of the element.

One colleague pointed out that this wasn't a very scientific way of remembering these elements. In fact, some scientists look down on this kind of thing, but it works for me. I find all these ways of making your memory stronger really interesting and I think making associations to help you remember is really useful. I have to remember so much information in my research work, so I want to look into these techniques in more depth.

**HENRY** I'm a musician – I play saxophone in a band. We're just about to go on a tour so we're practising full-time to get ready. We've got so much to do before the tour – so much that it's getting us all down a bit. Apart from needing to practise playing together, we've got to write some new songs and learn some others. I read about this idea of learning different things at different times of the day, so we decided to try it out and see if it'd help. So now we focus on writing new material in the morning, and we also use that time to learn the words and music of some classic songs we want to play – actually studying the notes and remembering the words of songs. After lunch we play together – you know, do the physical learning. And I have to say it's working pretty well. We're putting in a lot of work and we feel we're using the time well. The songs are getting easier to remember and I think our playing in the afternoon is tighter – we're producing a better sound. The only problem is that some days we get a bit carried away in the afternoon and keep playing into the evening, which means we stay up late and aren't so good in the morning!

## VOCABULARY SUPPORT

*elements* (B2) – basic things that make up the universe

*musical note* (C2) – a musical sound

*symbol* (B2) – a picture or sign that represents something else

**b**  **1.44** Read through the task with the students.

Point out that they will have to make notes about the different things. Emphasise that they will not have time to write long sentences – just notes. Play the recording for students to listen again and make notes. Pause the recording at different points to give students writing time. Pause more often for weaker groups. Ask students to compare their notes with a partner.

### Suggested answers

- started when eight years old
  - friends were really into comics and enjoyed reading his stories
  - got a job as a graphic designer after university
- loves chemistry because it's about the things that make up the world
  - the letter or letters of the table of elements remind her of the name of a person, and that reminds her of a face and something about the way it looks reminds her of the element
  - the system is not a very scientific way of remembering elements
- practising full-time, getting them all down
  - morning: writing new material, learning words and music; after lunch: physical learning
  - working pretty well, songs easier to remember, producing better sound

**c**  Discuss the question as a class and encourage students to give reasons for their opinions.

## 5 GRAMMAR Multi-word verbs

**a** Read through the task and check answers as a class.

### Answers

- be into* means to be interested and involved in something, *come up with* means to think of an idea or a plan
- try out* means to use something to see if it works or you like it  
The multi-word verb *try out* is similar to the verb *try*.



### LOA TIP ELICITING

Dictate some sentences from the listening with gaps for the prepositions:

- I started making up my own stories.* (create something which isn't true)
- They can never figure out all those symbols.* (understand)
- Some scientists look down on this kind of thing.* (think somebody or something is not important)
- I want to look into these techniques in more depth.* (study further)

Ask students to complete the sentences with the correct prepositions. In pairs, they use the context in the sentences to work out the meaning of the multi-word verbs. Check answers as a class.

Read out the following sentence beginnings and elicit example endings:

- I'm never on time for my appointments, so I have to make ...* (up excuses for being late.)
- I'm hopeless at literature. I can never figure ...* (out the meaning of the poems I read.)
- Some clever kids can be really snobby. They look ...* (down on other kids who are less intelligent.)
- I'm fascinated by how the memory works. I want to look ...* (into some more theories.)

- b**  **1.45** Students read the information in Grammar Focus 3A on SB p.138. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that they write the object of transitive verbs in the correct position in the sentences. Tell students to go back to SB p.34.

**Answers (Grammar Focus 3A SB p.139)**

- a** 1 a, b, c 2 a, b, d 3 a, d 4 a, b, d  
**b** 2 Have you looked into the cause of the accident?  
3 I've been into jazz since I was at university.  
4 We've almost run out of food.  
5 I hate to let you down.  
6 I can't figure it out.  
7 I know I was wrong. Stop going on about it!  
8 Do you think this product will take off?

## 6 SPEAKING

- a** Tell students that they are going to tell each other about something they have put a lot of effort into. Read through the examples and questions they need to make notes about. Give students a few minutes to choose an activity or learning experience and make notes. Monitor and help with ideas if necessary.
- b**  Put students into small groups to tell each other about their chosen activity or learning experience. Remind them to use vocabulary, including multi-word verbs, from the lesson. Monitor and note down examples of good language use and any common errors to focus on during feedback. Take feedback on conversations as a class.
- c**  Discuss the question as a class.

### EXTRA ACTIVITY

Ask students if they can remember the list of words you gave them at the beginning of the lesson. It is likely that they will have forgotten about this, but they may equally well still remember the list. It is a good example of long/short-term memory.

### ADDITIONAL MATERIAL

-  Workbook 3A
-  Photocopiable activities: Grammar p.188, Vocabulary p.208

# 3B There are lots of good runners in Kenya

At the end of this lesson, students will be able to:

- understand texts about different athletes
- use a lexical set related to sport correctly
- understand people discussing a book about sports and talent
- use the present perfect simple and continuous correctly
- talk about sports issues

## OPTIONAL LEAD-IN

Books closed. In pairs, students write down the names of three famous sports people that they think the other students will know. They also write five clues for each one, starting with more difficult clues and ending with an easy one. Give an example of your own sports person for the class to guess. Clues could include things like:

*She has been number 1 in her sport for many years; she plays a sport with a racket; her sister is also a top sportsperson for the same sport; her name begins with S., etc. (Serena Williams, tennis player)*

Put pairs together. Tell students they have to guess the other pairs' sports person from each clue. The students giving the clues record how many clues the guessing pair needs in order to guess each sports person.

## 1 READING

- a Ask students to look at the photos and name the sports and the sports people, if they can. Go round the class and elicit the names of as many other sports as possible. If you wish, give students information from the Culture notes below.

### Answers

Rafael Nadal – tennis  
Jessica Ennis-Hill – running (heptathlon)  
Rory McIlroy – golf  
Eero Mäntyranta – skier  
Donald Thomas – high jumper  
Moses Masai – runner  
anonymous baseball player

## CULTURE NOTES

Rafael Nadal is a famous tennis player from Spain. He is said by many to be the most successful player in history on clay courts. He has won all of the world's top tennis competitions.

Jessica Ennis-Hill is a British athlete who is very good at many track and field events. She specialises in the heptathlon, and won the event at the 2012 Olympics.

Rory McIlroy is a professional golfer from Northern Ireland. He is one of three golfers to have won three major championships by the age of 25.

- b Put students into small groups. Read through the task and the items in the box with the class. Pre-teach *genetic make-up* (our natural abilities or what we inherit from our parents). Students discuss the questions. Monitor and contribute to the discussions. Take feedback as a class.

## LANGUAGE NOTES

Words for people who do sports often end in *-er* or *-or* (e.g. *player, runner, sailor*). There are exceptions (e.g. *athlete, gymnast*).

- c As a class, compare the choices of the different groups. Find out if the class can agree on the most important characteristics.

- d Ask students to read the text quickly to find the answer to the question. Check answers as a class.

### Answers

They all have a natural or genetic advantage that makes them good at their sport.

## VOCABULARY SUPPORT

*cell* (B2) – the smallest part of an organism

*genes* (C1) – we inherit these from our parents

*proportion* (C1) – a part of something

*spring* – a piece of curved metal that can

be pressed into a smaller space but then returns to its usual shape

*tribe* (B2) – a group of people who live together, often in isolated areas, with the same background and culture

- e Students read the text again to answer the questions. Students compare answers with a partner. Check answers as a class.

### Answers

Cross-country skiing. Eero Mäntyranta. Had an unusual gene – produced more blood cells than normal. Seven medals in Olympics.  
High jump. Donald Thomas. Unusually long legs and an exceptionally long Achilles tendon. Won the world championships.  
Distance running. The Kalenjin tribe. Long, thin legs and ankles. The world's best runners.  
Baseball. Baseball professionals. Remarkable eyesight. Can see a ball travelling at 150km an hour.

- f Discuss the questions as a class. If your class is large, put students into smaller groups to discuss the questions and ask for representatives to report ideas back to the class.

### Answers

genetic make-up and training and practice are mentioned

## 2 VOCABULARY

### Words connected with sport

- a Students work in pairs to match the words in italics with words in the texts. Check answers as a class.

### Answers

1 champion 2 performed 3 competitor 4 championships, training 5 victory 6 athletes 7 professional

- b  **1.46-1.47** Students complete the exercises in Vocabulary Focus 3B on SB p.156. Check the answers to Exercises a and b as a class. Monitor and help students in Exercise c and manage feedback in Exercise d. Check the answers to Pronunciation a. Play the recording for Exercises b and c, and monitor conversations in Exercise d. Tell students to go back to SB p.36.

**Answers (Vocabulary Focus 3B SB p.156)**

- a** 1 represent 2 spectators 3 led 4 awarded  
5 cheered 6 world record 7 referee 8 pitch  
**b** 1 world record, represent 2 cheered, pitch  
3 cheered, awarded

**Pronunciation**

Verb	Noun (event or activity)	Noun (person)	Adjective
compete	competition	competitor	competitive
	athletics	athlete	athletic
	victory	victor	victorious
	championship	champion	
train	training	trainer	
perform	performer	performance	
	profession	professional	professional

- b** compete competition competitor competitive  
athletics athlete athletic  
victory victor victorious  
championship champion  
train training trainer  
perform performance performer  
profession professional professional  
**c** athlete /'æθli:t/ athletics /æθ'letiks/  
victory /'viktəri/ victorious /'viktɔ:riəs/  
compete /kəm'pi:t/ competitor /kəm'petɪtə/

**3 LISTENING**

- a** **1.48** Tell students that they are going to listen to part of a radio programme about the book *The Sports Gene* (which the reading texts came from). Read through the questions with the class. Play the recording for students to answer the questions and check answers as a class.

**Answers**

- 1 She's a professional runner and trainer.  
2 She mainly agrees with them.

**Audioscript**

**PETER** This week on *The Book Show* we're talking about David Epstein's *The Sports Gene*, in which he claims that many sports professionals are so good simply because they're lucky enough to have the right genes. According to him, top athletes and other sportsmen are simply different from the rest of us. With us is athlete Barbara MacCallum, who is a professional runner and trainer. Barbara, you've read the book. Do you think Epstein is right – is it all about having the right genes?

**BARBARA** Well, I think he's right that genes are important. And of course we all know that many Kenyans are tall and thin and so on, and also as the book says they live at a high altitude – 1,000 metres – so they have more red blood cells. So these things are important. But I think there's much more to it than that.

**P** You've lived in Kenya yourself.

**B** Yes, I've lived in Kenya myself and I've trained with Kenyan runners, I've also worked with Kenyan children. And there really are lots of very good runners in Kenya. But it's not just about

having long legs. They also have a culture of running, everyone runs, even small children, so they have this background, they all see themselves as runners, as good runners. And if you're poor in Kenya, becoming an athlete is a way to change your life, so everyone wants to be a runner.

**P** And they run in bare feet. Does that help?

**B** Yes, it does. It gives you a much better running technique, so that's important too. So yes, I think it is partly genetic, but it's also to do with lots of other factors, like having lots of practice, lots of encouragement to run, believing in yourself, and also learning to run in the right way.

**P** So could I run as fast as a Kenyan?

**B** Well, yes, you could, but you'd have to start early in life and you'd have to get very fit.

**P** Well, I haven't run anywhere for years, so maybe it's a bit too late to start.

**B** Absolutely not, it's never too late. Start training now and you'll be amazed at what you can achieve.

**VOCABULARY SUPPORT**

*altitude* – height of something above sea level

*bare* (B2) – with no clothes

*factor* (B2) – something that influences a situation

- b** **1.48** Read through the questions with the class and then play the recording again for students to answer. With a weak class, you may need to play the recording again. Students compare answers with a partner. Then listen and check answers as a class.

**Answers**

- 1 a 2 a, b, c

- c** **1.49** Tell students they are now going to listen to the second part of the programme. Play the recording for students to answer the questions. Check answers as a class.

**Answers**

- 1 She's been playing tennis since she was a child and she's been a professional tennis player for ten years.  
2 She completely agrees with them.

**Audioscript**

**PETER** Thank you, Barbara. Well, also with us now is Marta Fedorova. Marta, you've been playing tennis since you were a child and you've been a professional player for ten years.

**MARTA** Yes.

**P** You've also read the book. Do you think he's right? Are some sports people naturally better? Or is it a question of technique and practice, as Barbara says?

**M** Well, yes, I've been thinking a lot about this recently. I used to think that it was mainly practice and technique that were important. You know, if you practise a lot, if you get fit, if you improve your technique, then you'll win. But after reading this book I'm not so sure. For example, I've played maybe 50 serious matches this year. And I've won about half of them. If I think about the people who beat me, they all have certain things in common physically. Short bodies but longer arms for example.

**P** Like you.

**M** Well, yes, I suppose so! And very good eyesight, obviously. And mostly aged 18 to 25. And these are things that you can't really change. So yes, there is something in it.

**P** So sport isn't as fair as we like to think?

**M** That's right, and that's really what he's saying in this book. When we watch the Olympics, for example, we think it's a fair competition between equals, but it isn't. We're watching a competition between very different types of people who have different natural advantages. So there will be people who need to train very hard to get where they are and others who don't need to train so much, and there will be some people who can naturally finish 40 seconds ahead of all the others, and so on. So fairness in sport doesn't really exist.

**VOCABULARY SUPPORT**

*equal* (B2) – a person who is the same as another

*fairness* (C1) – the quality of being fair/just

- d** **1.49** Play the recording again. Students note down answers and discuss the questions in pairs. Take feedback as a class.

**Answers**

- 1 They have physical things in common, like long arms or good eyesight, or being aged between 18 and 25.  
2 These are things which can't be changed, sport isn't always fair.  
3 Some people don't need to train as much as others because they have a natural advantage.  
4 Students' own answers.

### EXTRA ACTIVITY

Ask students to imagine that a third sports person is being interviewed on the programme and this person completely disagrees with the ideas in the book. In pairs, students note down some comments and examples this person might give for his/her opinions. Students swap partners and take turns to role-play the interviewer and sports person. Monitor and help with ideas, noting points about language to focus on in feedback. Take feedback as a class and, if appropriate, ask a few pairs to repeat their role plays. Deal with any language points you noticed.

## 4 GRAMMAR

### Present perfect simple and continuous

- a Individually, students match the sentences and uses and compare with a partner. Check answers as a class.

#### Answers

1 b 2 a 3 d 4 c

### LOA TIP CONCEPT CHECKING

Write these sentences on the board and ask concept questions to check students understand the different uses of the present perfect simple and present perfect continuous:

*I've met Jessica Ennis-Hill.*

Ask: *Has she met Jessica Ennis-Hill?* (yes)

*Do we know when she met Jessica Ennis-Hill?* (no)

*I've been training for the competition for six weeks.*

Ask: *Is he still training for the competition?* (yes, he is)

*When did he start training?* (six weeks ago)

*He's competed in the Olympic Games.*

Ask: *Has he competed in the Olympic Games?* (yes)

*Do we know when he competed?* (no, we don't)

- b  1.50 Students read the information in Grammar Focus 3B on SB p.139. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises. Check answers as a class. Tell students to go back to SB p.37.

#### Answers (Grammar Focus 3B SB p.139)

a 1 a2 2 b1 3 a1 4 b2 5 a1 6 b2 7 a2 8 b1

b 3 ✓ 4 We've given 5 ✓ 6 ✓ 7 I haven't heard  
8 have called

c 2 've been waiting 3 Have you been studying 4 hasn't said  
5 Have you cleaned 6 Have you been crying, 've been chopping

### CAREFUL!

Students sometimes have problems using the present perfect for a continuing state and use the present simple instead, e.g. *Live here for three years* (Correct form = *I have lived here for three years*).

When using the words *just*, *already* and *yet* with the present perfect simple, word order is often a problem, e.g. *Have already experience of working* (Correct form = *I already have experience of working*).

- c Read through the task with the class and look at the first example. Elicit other ways students could finish the sentence using the appropriate tenses, e.g. *I've forgotten the rules, I've lost my fitness level, I've been playing sports that use different muscles*. Students complete the rest of the sentences. Take feedback as a class.

#### Suggested answers

- 2 She's really fit. She's been running since she was ten years old.
- 3 Of course I can play chess. I've won many competitions.
- 4 Why don't you buy a new pair of skis? You've been using those skis for a long time.

- d Read through the task and the points students need to consider. Give students a few minutes to think about an activity and make notes about the points. Monitor and help as necessary.

- e  Put students into pairs or small groups to tell each other about their sport or activity. Encourage students to ask questions to extend the discussions. Monitor and note good use of language and any common errors to deal with during feedback. Take feedback as a class. Deal with any points you noted while monitoring.

## 5 READING and SPEAKING

- a Ask students to look at the photos and say what sport is pictured (baseball). Ask if any students have ever played or watched a game of baseball. Is it a popular sport in their countries? You may wish to elicit or pre-teach the phrase *case study* (detailed information about a person's life to show general ideas). In pairs, students read the texts to find similarities and differences. Take feedback as a class. Ask if students know of other famous sports people who have had bad injuries or been banned for taking drugs.

#### Answers

- 1 They were both very successful baseball players. They both had injuries.
- 2 Alex Rodriguez was banned from playing after taking steroids and is widely hated. Tommy John had a very successful operation which improved his performance and is regarded as a sporting hero.

- b Read through the task and the points students need to consider. Give students a few minutes to think about the questions and make notes about the points. Monitor and help with ideas where necessary.

- c  Put students into pairs or small groups to discuss the questions. Monitor and contribute to the discussions. Take feedback as a class, and ask for opinions from the different groups.

### FAST FINISHERS

Ask fast finishers to discuss this question:

*What punishments do you think should be given to sports people who get money for losing a competition on purpose?*

### ADDITIONAL MATERIAL

- ▶ Workbook 3B
- ▶ Photocopiable activities: Grammar p.189, Vocabulary p.209, Pronunciation p.239

# 30 Everyday English

## Who should we invite?

### OPTIONAL LEAD-IN

Books closed. Write the anagram *ATRENEBILOC* on the board and a clue, *birthday*. Students work in pairs to solve the anagram as fast as possible (*CELEBRATION*). If students find this difficult, give them the first letter *C*, then the last letter *N*.

Ask students to think of the best birthday celebration they have ever had (or been to). In pairs, students tell their partners about this and explain why it was memorable. Students report back on their partner's celebration and then take a class vote on the best celebration.

Alternatively, students think about the first birthday celebration or party they can remember.

## 1 LISTENING

- a** Elicit different celebrations (e.g. birthdays, anniversaries, marriages, etc.). Discuss the questions as a class.
- b** Students describe the photo and say who they can see. Ask them what has happened previously in the story. Students then speculate about questions 1 and 2.
- c** **1.51** Play Part 1 of the video or audio recording for students to check their ideas from 1b. Check answers as a class.

### Answers

- the supermarket
- They've both bought two bags of cheese (on offer).

### Video/Audioscript (Part 1)

- BECKY** So when are you going to tell your parents about your promotion?
- TOM** This weekend, I think. We're seeing them on Saturday, remember?
- B** Oh yes. Anyway, as I was saying – about Tessa ...
- T** Tessa, yes, your classmate ...
- B** She's just got this amazing natural ability.
- T** So have you.
- B** But I've been taking photos for years ...
- T** Very good ones too ...
- B** ... and I've gradually got better, but Tessa ...
- T** Maybe she's been practising for years, too. In secret! So what's for dinner then?
- B** Well, I got some cheese, some chicken and some salad.
- T** Cheese? You mean the one on offer?
- B** Yeah. Two for one – bargain.
- T** Yes, it was a bargain. That's why I got some.
- B** Well, I guess I know what we are having for dinner.
- T** Cheese on toast?
- B** Cheese on toast.

- d** **1.51** Tell students that when they listen again, they should tick which topics in the box Tom and Becky talk about. Read through the topics first. You may wish to elicit or pre-teach the word *colleague* (person you work with) and *promotion* (better position at work). Play the video or audio recording again for students to answer. Check answers as a class.

### Answers

photographs Becky has taken  
Becky's classmate, Tessa  
Tom's promotion  
dinner

At the end of this lesson, students will be able to:

- understand informal conversations about plans and celebrations
- differentiate between voiced and unvoiced consonant sounds
- use appropriate phrases to make careful suggestions
- use appropriate phrases to keep to the topic of the conversation
- plan a class party

- e** **1.51** Play the video or audio recording again for students to note down what the characters say about the different topics.

### Answers

photographs Becky has taken. She's taken very good photos and she's gradually got better.  
Becky's classmate, Tessa: amazing natural ability, maybe she's been practising for years  
Tom's promotion: He will tell his parents on Saturday.  
Dinner: cheese on toast

- f** **1.52** Play Part 2 of the video or audio recording for students to note down the plans that Tom and Becky discuss. With a weaker group, you may need to pause the recording at points for students to note down answers. Check answers as a class.

### Answers

the date, guests, the venue, the cake

### Video/Audioscript (Part 2)

- TOM** Anyway, as I was saying ... about the wedding. I was thinking we should start making some decisions if we want to get married in June.
- BECKY** Yes, you're right.
- T** So what do we need to think about?
- B** Well, the usual things: guests, a venue for the reception, the cake.
- T** So maybe the first thing to decide is ...
- B** ... who should we invite?
- T** I mean, do we want a large wedding with lots of guests or just a small one?
- B** How about ... how about we invite ... no one?
- T** What?
- B** We can just have a secret wedding. You know, go to Las Vegas in America – or something like that.
- T** Seriously?
- B** It's an idea ...
- T** Seriously Becky – don't you think it's a good idea to set a limit? Say no more than 80 guests?
- B** Yes, I suppose it is.
- T** OK.
- B** And ... Tessa!
- T** Sure – we can invite her.
- B** ... Well, yes ... but I was thinking ... we'll need a photographer.
- T** Well, yes.
- B** But don't you agree that Tessa would be perfect as the photographer?
- T** Um ... Becky ... that's kind of an unnecessary detail right now.
- B** Yes. Of course.
- T** To go back to the guests ...
- B** OK, so how many relatives, how many friends?

### VOCABULARY SUPPORT

*reception* (B2) – a party after a wedding

*venue* (B2) – a place for a special event or occasion

- g**  **1.52** Read through the questions and play the video or audio recording again for students to answer. Check answers as a class.

**Answers**

- 1 Who they should invite.
- 2 Tom seems to have the more serious attitude towards planning the wedding.

## 2 CONVERSATION SKILLS

### Keeping to the topic of the conversation

- a** Read through the conversation with a student and ask the class to underline the expression Becky uses to return to the original topic of the conversation. Check the answer as a class. Model the expression for students to repeat, copying the intonation.

**Answer**

Anyway, as I was saying

- b** Students join the words. Check answers as a class.

**Answers**

as I was saying ...  
to go/get back to ...  
just getting/going back to ...  
as we were saying ...

- c** Discuss the question as a class.

**Answers**

so, anyway

- d**  Put students into pairs. Read through the task and instructions for student A and B. Monitor the conversations and note down good uses of language and any common errors to deal with later during feedback. Do not interrupt the flow of the roleplays. Take feedback as a class, and ask for examples from the conversations, in particular for interesting ways that the students tried to change the topic of conversation.

 **FAST FINISHERS**

Ask fast finishers to think of other times when people might want to change the topic of conversation (for example, when they don't want to discuss something, when they are eager to talk about something else, when they are bored). Ask for these examples during feedback and if appropriate, ask students to role-play these situations for the class.

## 3 PRONUNCIATION

### Sounds and spelling: Consonant sounds

- a** Model the sounds in the box for the class. Students underline words that begin with those sounds. Check answers as a class.

**Answers**

- 1 I've gradually got better ...
- 2 ... guests, a venue for the reception, the cake.
- 3 Bt don't you agree that she'd be perfect ...
- 4 We'll need a photographer

- b**  **1.53** Tell students that some sounds are 'voiced' and some are 'unvoiced'. Explain that they can tell a voiced sound because they can feel a vibration in their throat if they touch it with their fingers. Encourage students to do this while they say the words *good* and *could*. Play the recording for students to identify which words begin with a voiced sound. Then ask the question about using the lips for /b/ and /p/.

**Answer**

voiced: better  
unvoiced: people  
We use the same lip position for both sounds.

- c**  **1.54** Play the recording for students to choose the correct words they hear in each pair. Students compare answers with a partner and then check answers as a class.

**Answers**

1 bill 2 goat 3 fan 4 leave 5 lap 6 bag

- d**  In pairs, students test each other on the words from the pairs in 3c. Monitor and help with pronunciation as necessary.

 **EXTRA ACTIVITY**

In pairs, students create more pairs of words, each including a voiced and unvoiced consonant. Students swap partners and test each other by saying one word from each pair and asking their partner which word it was. Take feedback as a class, and ask for examples of the word pairs.

## 4 LISTENING

- a**  **1.55** Tell students they are going to hear the next part of Tom and Becky's conversation. They need to listen for the main topic, not details at this stage. Play Part 3 of the video or audio recording for students to answer the question. Check the answer as a class.

**Answer**

3

**Video/Audioscript (Part 3)**

- TOM** So, if we just invite close family and friends ...
- BECKY** We'll have to invite Aunt Clare.
- T** Your mad Aunt Clare?
- B** We have to invite her.
- T** Of course, we could sit her next to my Uncle Fred.
- B** But he never says anything.
- T** Exactly – the perfect pair.
- B** Who else? What about the people you work with?
- T** Hmm – I don't know about that.
- B** We could always invite them to the evening reception.
- T** Don't you agree that it'd be easier not to invite them?
- B** But I would like to invite Tessa.
- T** As I said – that's fine. Anyway, I think we need to limit it to close friends and family members. Even the scary ones.
- B** I sort of get both excited and nervous when I think about it.
- T** It'll be fine. So the next question is where?
- B** Well, there's that lovely old hotel ... you know, near where my cousin lives.
- T** Oh ... 'Regent's Lodge'.
- B** Actually ... thinking about where ... after we're married. Where are we going to live?
- T** Hm. Good question.
- B** What you might call a necessary detail?

- b**  **1.55** Tell students that this time, they need to listen to note down what Tom and Becky say about the topics. Read through the topics with the class and play the video or audio recording again. Pause at different points to let the students note down any answers. If the group is strong, you will not need to pause. Check answers as a class.

**Answers**

- 1 Aunt Clare: she's mad
- 2 Uncle Fred: he'll sit next to Aunt Clare; he never says anything
- 3 Tom's colleagues: Becky suggests inviting them to the evening reception; Tom thinks it's easier not to invite them
- 4 Regent's Lodge: wedding venue; near where Becky's cousin lives; lovely old hotel
- 5 after they get married: where they will live

## 5 USEFUL LANGUAGE

### Making careful suggestions

- a**  **1.56** Elicit some phrases we can use to make suggestions: *let's/why don't we/I suggest*, etc. Tell students that in their conversation, Tom and Becky made some suggestions, and these were careful suggestions. Read the exchange with the class and elicit words they used. Play the recording to check answers.

**Answers**

- could always  
be easier

- b** In pairs, students read the options and choose the best answer. You may wish to elicit or pre-teach the phrase *subject-matter* (topic). Check the answer as a class.

**Answer**

- 1

- c** Read through the examples of careful suggestions with the class. In pairs, ask students to put the suggestions in the correct groups. Check answers as a class.

**Answers**

- 1 c, d, e
- 2 a, b

### LANGUAGE NOTES

The multi-word verb *put forward* collocates with *suggestion* and *idea*, for example *He put forward several ideas/suggestions at the meeting.*

### LOA TIP DRILLING

Model each suggestion from 5c, for students to repeat, paying attention to the intonation which makes the suggestions tentative. Students can also drill the examples in pairs.

### EXTRA ACTIVITY

In pairs, students think of endings of their own for the careful suggestions in 5c. Ask for examples as a class. Write one ending on the board as an example: ... *ask Tessa to design the invitations.*

- d** Students work in pairs, to find and correct the mistakes in the sentences. Check answers as a class.

**Answers**

- 1 Another idea might be to book a DJ for the reception.
- 2 Don't you think it would be a good idea to invite more people?
- 3 I thought maybe we could get married at home.
- 4 How does it sound if we only have a small cake?

- e**  Put students into pairs and assign A and B roles. Direct students to the appropriate pages to do the communication activity. Tell them not to look at each other's pages. Students do the role plays using the information in the activities. Monitor and note examples of good language use and any common errors to deal with later in feedback. Take feedback as a class, and deal with the points you noted.

## 6 SPEAKING

- a** Read through the points to consider, and give students a few minutes to think of ideas.
- b**  Put students into small groups to discuss the ideas and make suggestions, plans and discuss arrangements. Remind students to use language from the lesson to keep to the topic and make careful suggestions. Monitor and make notes for feedback. Take feedback as a class, deal with anything you noted during the activity and ask for ideas for the party. Take a class vote on the best party and ask for reasons.

### ADDITIONAL MATERIAL

-  Workbook 3C
-  Photocopiable activities: Pronunciation p.240
-  Unit Progress Test
-  Personalised online practice

# 3D Skills for Writing

## It doesn't matter what sport people choose

### OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give students two minutes to write down as many sports as they can. Take feedback as a class, and find out which pair has the highest number of sports.

Put pairs together to make small groups of four students. Students take it in turns to choose a sport and mime actions from the sport for the rest of the students in their group to guess. Ask for the best mimes to be repeated in front of the class.

## 1 SPEAKING and LISTENING

- a**  Ask students to suggest words connected with sports that might be useful during the lesson and write them on the board. Elicit places where different sports are played (a track, golf course, stadium, football pitch, tennis court, etc.) and the equipment needed for different sports (helmet, wetsuit, boots, gloves, etc.).

In pairs, students discuss the questions. Monitor and contribute to the discussions. Take feedback as a class. If you wish, give students information from the Culture notes below.

### CULTURE NOTES

Some of the weirdest sports in the world include the following.

**Chess Boxing:** contestants play chess for four minutes and then box for three with a one-minute break in between. The game ends with a checkmate or a knock-out.

**Fussballtennis:** a game of tennis on a tennis court, but with a football and no rackets!

**Toe wrestling:** players fight not with their hands and arms but with their toes. Before the game, opponents chant: 'One, two, three, four, I declare a toe war!'

- b** As a class, students look at the photos and describe them, saying which sports they can see, if they've tried any of them or would like to.

#### Answers

1 snowboarding 2 cycling 3 handball

- c**  **1.57** Tell students that they are going to listen to an interview with three sports people at a sports centre. Students need to listen to match the people and the sports from 1b. Play the recording and check answers as a class.

#### Answers

Lizzie: cycling  
Barry: snowboarding  
Patricia: handball

At the end of this lesson, students will be able to:

- understand the details of people speaking about different sports
- understand information in a bar chart
- understand an article describing data
- interpret a bar chart and write an article describing the data from it

### Audioscript

**REPORTER** This is Marco Forlan reporting from the multi-million pound Market Street Sports Complex. It's huge – it's got so many different courts for different sports – tracks for athletics and cycling. It's even got its own indoor snow slope. It's been up and running for a year now, so I've come down to see just how much use it's getting. So, Lizzie, you haven't been doing this long, have you?

**LIZZIE** No, just over six months.

**R** And before that?

**L** Well, nothing. I was one of those people who was pretty hopeless at sport at school. In basketball I could never catch the ball very well and I couldn't throw it far enough. And I've never been a fast runner.

**R** So you were always last to be picked for a team?

**L** Yeah, that was me! Everyone else was so much more talented and they looked down on me. But I wanted to do some kind of exercise, and, to be honest, I almost don't consider this a sport – it's just something I used to do to get to school. I train four days a week now and I do a mix of track and open road. It's my favourite part of the day.

**R** And in the future?

**L** Next month I'm going to compete in a race. It's just a small local one, but it gives me a goal to aim for. I've been training quite hard for the past six months now. I train here on the track, but also on the open road.

**R** Good luck with your race.

**R** Hey, Barry – that was quite an impressive jump.

**BARRY** Thanks.

**R** So how long have you been doing this?

**B** Just over a year. I took it up after I recovered from a foot injury. You see, I used to run marathons, but now I find it really uncomfortable to run long distances.

**R** And did you get started here at the centre?

**B** Yeah, that's right. In the beginning I was just having fun – you know ... And then I realised I was quite good at it. What I enjoy is ... it's mostly about skill and the way you use your whole body – it's not just about strength.

**R** And have you ever tried it out in the open?

**B** Yeah, last winter I went to France and had my first go on real snow. I met a lot of amazing people there including a few professionals. They told me that I've got a naturally good style.

**R** Any plans for the future?

**B** I'm going to compete in some championships this winter and I've just bought myself this new board. I just wish we had real mountains in England.

**R** That's a great-looking board. Have fun!

**R** That was a pretty energetic game, Patricia.

**PATRICIA** Yeah, it was fun.

**R** So you're new to the game?

**P** Yeah, I started about 9 months ago.

**R** How did you get into it?

**P** I took it up because I wanted a sport for myself. You see, I've spent the past six or seven years taking my two children to different sports events. They're older now and can get to sports practice on their own. So I had to figure out what I'd like to do.

**R** How did you decide?

**P** Well, I was always quite good at basketball, but I wanted to try something new. And I wanted a sport that would get me fit, and this certainly does. Once I'd looked into a range of options – the choice was easy.

**R** This is a fairly new sport in the UK ...

**P** Yeah.

**R** So how is it different from basketball?

**P** Well, you can actually take three steps with the ball – so long as you do it in three seconds.

**R** That's not long. And how often do you practise?

**P** Once a week and then we have a friendly game. I enjoy the social side of things as much as the competing. Next year my team's thinking about entering some championships.

**R** Well, I hope you continue to enjoy it.

### VOCABULARY SUPPORT

*slope* (B2) – the side of a hill, an area for skiing

*strength* (B2) – the noun from *strong*

*up and running* – working/happening

### LANGUAGE NOTES

Some adjectives form a noun with the ending *-th*, for example *strong* – *strength*. Other adjectives include: *long* – *length*, *wide* – *width*, *broad* – *breadth*.

- d** Tell students that this time, they need to listen for more detailed information. Read through the topics with the class. Play the recording for students to note down answers. Pause at different points to give students time. Students compare their answers with a partner before checking answers as a class.

#### Suggested answers

Lizzie: wanting to do exercise, not good at sports; been doing it just six months, trains four days a week on a track and on the open road; going to compete in small local race

Barry: finds it uncomfortable to run, initially he did it to have fun; been doing it just over a year – realised he's good at it; going to compete in championships this winter

Patricia: good at basketball and wanted a sport to get fit; been doing it for about nine months, practises once a week; her team is thinking about entering some championships

- e**  Discuss the question as a class. If you and the students are all the same nationality, ask if they know which sports are popular in other countries, e.g. cycling in France.

## 2 READING

- a** Tell students to look at the bar chart. You may wish to elicit or pre-teach the word *participation* (taking part in something). Give students a few minutes to look at the chart and read the information. In pairs, students decide if the sentences are true or false. Check answers as a class.

#### Answers

1 T 2 T 3 F – only the years 2005/2006 and 2012/2013 are shown. 4 F – three of the sports had more participation in 2005/2006.

- b** Ask students to read the article to check if the information given is the same as in the bar chart. Check the answer as a class.

#### Answer

yes

### VOCABULARY SUPPORT

*feature* (B2) – be an important part of

*glued to* (C2) – unable to stop watching

*percentage* (B2) – part of a total number

*statistics* (B2) – facts that give specific information

- c** Students read the article again to answer the questions. Check answers as a class. Ask the class if they agree with the writer's speculations about the reasons for the changes.

#### Answers

- No, there has been no rush by British people to get involved in sport.
- No, it represents a range of related sports.
- A decrease in the number of people swimming.
- The inclusion of BMX.
- People are getting involved in a wide range of sports.

### FAST FINISHERS

Ask fast finishers to underline and guess the meaning of any unfamiliar vocabulary in the article. Check their guesses during feedback.

## 3 WRITING SKILLS Describing data

- a** Remind students that paragraphing and organising are very important tasks when writing an article. Ask students to work in pairs to match the summaries and paragraphs. You may wish to elicit or pre-teach the words *interpret* (explain), *outline* (gives a brief description of) and *issues* (points). Check answers as a class.

#### Answers

1 c 2 e 3 d 4 a 5 b

- b** Tell students that it is good to vary the way changes in a chart are described in a report or article. They can do this by using different adjectives/adverbs and nouns. Ask students to complete the table individually and then check with a partner. Check answers as a class.

#### Answers

1 noticeable 2 change 3 slight/significant  
4 slight/significant 5 slightly/noticeably  
6 slightly/noticeably 7 hasn't decreased

### LANGUAGE NOTES

The spelling rule that we take away the *e* at the end of a verb when adding the endings *-able* or *-ably* does not apply to *notice*: *noticeable/noticeably*.

- c** Ask students to answer the questions in pairs. Check answers as a class.

#### Answers

1 back 2 a

- d** Tell students that the data in 1–4 is about sport in a British city. Students write their own sentences about the data using language from 3b. Check answers as a class.

**Possible answers**

- 1 The number of people playing tennis has increased slightly.
- 2 The number of football teams has decreased significantly.
- 3 Gym memberships have increased noticeably.
- 4 There has been a slight decrease in the number of volleyball teams.

## 4 WRITING

- a** Look at the bar chart and information with the class and discuss what it shows.

**Answer**

It shows what sport people who are above 14 years old do once a week in a specific sports complex.

- b**  Tell students that they are going to write an article about the data and the notes in 4a. Give students five minutes to discuss and plan their articles. Make sure that as far as possible you pair students of similar ability together, otherwise weaker students may be dominated and leave the writing to the stronger partner. Remind them to use the language and advice from 3b and c. Monitor and give help where necessary. Students then write their articles. Encourage students to use a variety of adjectives and adverbs when describing the changes. If students find it difficult to write in pairs, ask them to plan in pairs, and then write individually. Monitor carefully and encourage self-correction.
- c** Pairs swap articles to read and check against the questions. Take feedback as a class, and ask for comments on the articles. Students can vote on the most interesting article.



**EXTRA ACTIVITY**

Put students into pairs and ask them to use the information from this lesson to write a short article for a school's website to encourage students to do more sport. Monitor and help with ideas. Ask pairs to read out their articles to the class. The class votes on the most effective ones.



**LOA TIP REVIEW AND REFLECT**

Books closed. Ask students to work in small groups and note down what they learned about describing data in an article. Take feedback and ask when this information might be useful to them in a real-life situation (at university when doing a project or at work, understanding a newspaper article, etc.).

**ADDITIONAL MATERIAL**

 Workbook 3D

# UNIT 3

## Review and extension

### 1 GRAMMAR

- a** Write the following on the board: *I came an old book across last night* and *I love snowboarding! You should try out it, too!* Elicit what is wrong with the sentences. (*Come across* is an inseparable multi-word verb. *I came across an old book* is correct. *Try out* is separable. *You should try it out!* is correct.) Ask students to complete the exercise individually and then to compare answers with a partner. Check answers as a class.

#### Answers

1 pick it up 2 look down on me 3 get me down 4 is making it up 5 coming up with 6 figure it out

- b** Ask students: *What have you done this morning?* and *What have we been doing in this lesson?* Elicit examples of the present perfect simple and continuous. Students complete the conversations with the correct verb tenses. They then compare with a partner. Check answers as a class.

#### Answers

1 been doing 2 been sorting 3 finished  
4 seen 5 been doing 6 been studying

- c** Give students some time to think about possible answers to the questions. Remind them to use the present perfect tenses.
- d** Put students into pairs to have conversations starting with the questions in 1c. Monitor and note uses of language to look at during feedback. Take feedback as a class.

### 2 VOCABULARY

- a** Read through the task with the class and if necessary do the first as an example. Students complete the task individually. Check answers as a class.

#### Answers

1 We're looking for someone with the ability to lead a team of researchers.  
2 She's very skilled at designing things. / She's a very skilled designer.  
3 The members of the band are all outstanding musicians.  
4 He has the potential to become a very good politician.  
5 He's an exceptional goalkeeper.  
6 My sister is a brilliant cook. / My sister is brilliant at cooking.

- b** Students complete the sentences with the correct form of the words in italics. Check answers as a class.

#### Answers

2 competitor 3 athletics  
4 professional 5 performance 6 victorious



#### EXTRA ACTIVITY

In pairs, students look back through the unit and find five new words they have learned. They write gapped sentences using the new words for another pair to complete. Take feedback as a class, and ask for examples of the sentences.

### 3 WORDPOWER

#### Verbs with *up*

- a** Ask students in pairs to write down as many multi-word verbs with *up* as they can. Check these as a class. Ask students to look at the pictures and match them with the sentences. Check answers as a class.

#### Answers

1 d 2 a 3 c 4 b

- b** Tell students to match the examples in 1a with meanings a–c.

#### Answers

1 a 2 c 3 a 4 b

- c** Students do the task in pairs. Elicit ideas, but don't check answers at this point.
- d** 1.58 Play the recording for students to check their answers. Ask students what the problem was in each situation. Elicit other examples for each of the multi-word verbs used in the sentences.

#### Answers

*It* referred to the underlined ideas below.

1 He has dropped a glass and broken it.  
2 The student doesn't know the meaning of the word.  
3 She found Spanish grammar difficult to learn.  
4 Their lunch breaks are too short.

- e** Individually, students match the parts of the sentences. Check answers as a class.

#### Answers

1 Walk more slowly! I can't keep up with you.  
2 He's a very good father. His children really look up to him.  
3 We invited 50 people, but only a few turned up.  
4 He's so rude. I don't know why people put up with it.

- f** Ask students to match meanings a–d with the verbs in 3e. Check answers as a class.

#### Answers

a 4 b 1 c 3 d 2

- g** In pairs, students choose two multi-word verbs and plan a short conversation which includes both. They should copy the form of the conversations they heard in 3d and not say exactly what is happening or has happened. Monitor and help as necessary.



#### FAST FINISHERS

Ask fast finishers to make another conversation with two different multi-word verbs. Check these during feedback.

- h** Students act out their conversations. Nominate a few pairs to read out their conversations for the class and ask other students to guess the situation.

Photocopiable activities: Wordpower p.226



#### REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.