

# MODULE 3 Sports

## Unit 1

Nothing is more enjoyable  
than playing tennis.

### Listening and vocabulary

#### Preparation

- Elicit or act out one or two sports (e.g. running, tennis) and ask the students to guess. Then write "Sports" on the left of the board.
- Write "Description" on the right of the board.
- Put the students into groups to brainstorm sports and the words they know to describe them (e.g. interesting, dangerous).
- Hand out chalk to the groups and ask them to write their descriptions on the board for the whole class to give feedback on.
- Look at the board and check the words with the class. Ask the students to demonstrate or explain the words they wrote that others don't know.

#### 1. Listen and number the sports as you hear them.

- Look at the words in the box with the class. Repeat them for pronunciation and stress.
- Play the recording while the students just listen to the pronunciation first.
- Play the recording again and ask the students to number the sports in the box.
- Ask the students to check their answers with their partners.
- Play the recording once more for them to check.
- Elicit the sports in order.

#### Answers

2, 1, 3, 6, 5, 4

#### Now match the words with the pictures.

- Ask the students to look at the pictures and match each one with the correct sport.
- Ask them to check their answers in pairs.

#### Answers

- |               |               |                 |
|---------------|---------------|-----------------|
| a. basketball | b. volleyball | c. table tennis |
| d. football   | e. baseball   | f. tennis       |

#### Tapescript

**Betty:** What sports do you like, Daming?

**Daming:** My favourite sport is basketball.

**Betty:** Oh, that's an American sport. Americans like baseball too, but football is more popular than baseball in most countries.

**Daming:** Well, football is more exciting than baseball. Baseball is boring. What sports do you play?

**Betty:** Volleyball and tennis. Tennis is fun.

**Daming:** I like table tennis. It's a faster game than tennis.

**Betty:** I'll play table tennis with you.

**Daming:** OK. I go swimming too. Do you like swimming?

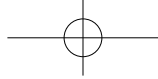
**Betty:** Yes, I do. It's relaxing.

#### 2. Look at the sports in Activity 1 and talk about them. Use the words in the box to help you.

- Ask the students to look at the words in the box. Check and demonstrate the meaning of the new words and then ask them to repeat the words chorally and individually.
- Ask them to describe the sports with the words in the box. For example:
  - What's table tennis like?
  - It's safe and relaxing.
- Point to different sports on the board to prompt open pair questions and answers.
- Elicit some examples in open pairs.

#### 3. Listen and read.

- Tell the students they are going to listen to and



read a conversation among Tony, Daming and Betty.

- Write three gist questions on the board and tell them to look for the answers as they listen and read:

1. What are Tony, Daming and Betty doing together?
2. Are they enjoying it?
3. What are they talking about?

- Play the recording while the students listen.

- Put them in pairs to discuss the answers to the questions.

- Play the recording again for them to check.

- Elicit answers from the whole class.

- Tell the students to go through the text in more detail and ask a few more questions for them to answer:

1. Who is playing in the match?
2. How did Tony hurt his knee?
3. Has the match finished yet?

- Elicit answers from the whole class.

#### Now check (✓) the true sentences.

- Ask the students to read the sentences and guess the answers.

- Ask them to listen and read again, and underline the key information in the conversation.

- Ask the students to decide if the sentences are true or false, and to think about why.

- Elicit answers from the whole class in full sentences, giving reasons if they are false.

#### Answers

1. ✓      3. ✓      5. ✓

#### Extension

- Elicit comparisons of two sports. Start with tennis and table tennis. For example:

- Is tennis faster than table tennis?
- No, it isn't. It's slower.

- Make another comparison.

- Is table tennis more expensive than tennis?
- No, it isn't. It's cheaper.

- Elicit why some comparatives are “-er/ier” and some are “more”.

- Put the students in pairs to ask and answer. Tell them to pay attention to the comparatives.

- Elicit some examples from the class in open pairs.

#### 4. Complete the sentences with the words in the box.

- Read through the words in the box. Ask the students to repeat them chorally and individually.

- Ask them to read and complete the sentences on their own.

- Ask them to check their answers with a partner.

- Elicit full sentences from the whole class.

#### Answers

- |            |             |            |
|------------|-------------|------------|
| 1. matter  | 2. mind     | 3. miss    |
| 4. already | 5. Olympics | 6. stadium |
| 7. hurt    |             |            |

#### 5. Complete the passage about yourself. Use the words in Activity 1 to help you.

- Tell the students to think about the sports they like and don't like and why.

- Ask them to read the passage and complete it individually. Remind them to use the words in Activity 1 to help them.

- Ask them to talk about their answers in pairs to see if they have anything in common.

- Elicit answers from the class.

#### Possible answers

- |             |                 |             |
|-------------|-----------------|-------------|
| 1. football | 2. table tennis | 3. swimming |
| 4. baseball | 5. volleyball   |             |

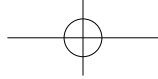
#### Pronunciation and speaking

#### 6. Listen and notice how the speaker links the words.

- Ask the students to read the sentences. Point out the linking signs under the letters.

- Elicit what types of letters they link, i.e. a consonant links to a vowel.

- Play the recording and tell the students to listen carefully for the linked sounds.



- Ask the students to repeat the linked parts chorally.

#### Now listen again and repeat.

- Play the recording again and tell the students to repeat the whole sentences slowly. If they have difficulty repeating the whole sentences, help them “back chain” or practise by starting with the final word and working back until they repeat the whole sentences. For example:

ago→minute ago→a minute ago→scored a minute ago→Spain scored a minute ago.

- Nominate some students to read the sentences. Notice whether they link the words correctly.

#### 7. Work in pairs. Talk about the sports you like.

- Draw a table on the board. Then draw two pictures representing sports in it.
- Ask the students to copy the table and quickly draw pictures representing sports they like in each box.
- Ask the students to look at the example conversation and notice how to make comparisons.
- Point to your pictures on the board and ask “Which sport do you like better, running or playing tennis?” Then elicit answers. (e.g. I like running better. It’s cheaper than playing tennis.)
- Put the students in pairs. Tell them to use their tables to point, ask and answer about their sports. Tell them to use the new words for comparisons.
- Ask a few pairs to present their conversations.

## Unit 2

### This year we are training more carefully.

#### Reading and vocabulary

#### 1. Work in pairs. Talk about the pictures. Use the words and expressions in the box to help you.

- Tell the students to look at the two pictures and think about what they both show. Elicit that in

Picture a they are playing a match and the blue team won, and in Picture b they are training.

- Go through the words and expressions in the box with the class. Check if they know the meaning of all the words and expressions. Elicit the meaning or explain by giving examples. (e.g. The blue team beat the red team./The blue team played against the red team./A coach is a sports teacher who helps a team to play better.)

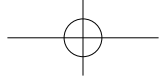
- Tell the students to talk about the pictures in pairs, using the words and expressions in the box.

#### 2. Read the passage and complete the table.

- Tell the students to look at the title of the passage by Daming and ask them what they think the passage is about. Ask them to guess what sport he is training for.
- Elicit some ideas from the class.
- Write some general pre-reading questions on the board for the students to focus on while they are reading.
  1. Why is Daming going to school on Saturday?
  2. How does the team practise this year?
  3. Why is it good to have fans around?
- Ask the students to read the whole passage, check their guesses and answer the questions. Tell them they can work in pairs and check the meaning of any unknown words and expressions (e.g. warm up = practise slowly at first to get your body ready to play) by asking or with a dictionary before reading.
- Elicit answers to the questions from the class.
- Tell the students to look at the table after the passage. Then read the passage again, underline the key information and complete the table.
- Elicit answers around the class or have the students check their answers in pairs.

#### Answers

What	Why
We arrive <u>as early as we can</u> .	So we have time to warm up.
We are training <u>harder</u> than <u>usual</u> .	The other team beat us last year. This year we want to do better.



What	Why
It is <u>more difficult</u> to practise in winter.	The days are short and the weather is cold.
Our coach is <u>pleased</u> .	We are playing better as a team now.

### 3. Complete the passage with the words in the box.

- Read the words in the box with the class and check the meaning.
- Ask the students to read the passage first and then complete it on their own.
- Have the students check their answers with their partners.
- Elicit answers from the whole class by asking the students to read the passage in full sentences.

#### Answers

- |             |            |           |
|-------------|------------|-----------|
| 1. practice | 2. short   | 3. usual  |
| 4. coach    | 5. against | 6. chance |

### 4. Put the words in the box into pairs with opposite meanings.

- Read through the words in the box with the class.
- Ask the students to match the opposites in pairs. Tell them to do the ones they think are easy first.
- Write half of the words on the board. Give out chalk to five students and ask them to come up and write one opposite each at the same time.
- Check the answers with the class.

#### Answers

carefully — carelessly; difficult — easy;  
early — late; quickly — slowly

### Writing

#### 5. Complete the sentences so they are true for your school basketball team.

- Ask the students how many of them play in the basketball team or support the basketball team at school and what they know about the team. If they do not play for or support the team, tell them to guess or make up their answers in this activity.

- Tell the students to look at the sentences and guess what types of words are missing in the gaps that they need to complete. Remind them they can go back to the reading passage in Activity 2 for help.

- Tell the students to work in pairs and discuss the rest of the sentences.

- Ask the students to complete the sentences individually.

- Elicit answers in full sentences from the whole class.

#### Possible answers

1. It is Saturday and the school basketball team arrives to practise/train with the coach.
2. The practice starts at 9 o'clock but they arrived early to warm up.
3. Last year they were careless/lost all the matches.
4. This year they are playing well.
5. The coach is pleased because they are training hard.  
The coach is not pleased because they are not playing well.
6. So they now have a better/worse chance of winning.

#### Learning to learn

- Ask the students to read through the information and check if they understand the difference between the past tense expressions and the present tense expressions.

- Check if they know which tenses to use with each set of expressions. Tell them to use different tense expressions to make comparisons.

#### 6. Add some more details about your school basketball team. Write a passage.

- Elicit what type of details will help make the passage more interesting (e.g. Saturday morning, not just Saturday).

- Advise the students to add some descriptions about the weather, the people in the team or their opinions.

- Tell the students to write their own passage. When they have finished, tell them to swap passages with a partner and get them to check each other's work. Go around the class and monitor, giving help



where necessary.

- Ask some volunteers to share their passages with the whole class.

#### Possible answer

It is Saturday morning and the school basketball team is training hard. The practice starts at 9 o'clock but they arrived early to warm up. It's quite cold but they don't care. Last year the team lost all their matches because they didn't train hard and they were sometimes careless when they passed the ball. This year they are playing well and practising carefully. The coach is pleased with them because they are training hard and that means they now have a better chance of winning.

## Unit 3

### Language in use

#### Language practice

##### Preparation

- Read the sentences in the box with the whole class.
- Ask the students "When do we use 'more' to make a comparative, instead of adding '-er' to a word?" Then elicit the different rules to make comparatives.
- Ask the students to practise the sentences chorally and individually.

#### 1. Work in pairs. Look at the pictures and talk about the sports. Use the words in the box to help you.

- Put the students into pairs and ask them to quickly identify the sports in the pictures. Tell them to say whether they play the sports and which are their favourites.
- Go through the words in the box with the students and ask some questions around the class about the sports in the pictures. (e.g. Is table tennis popular?) Then elicit answers.
- Ask the students to talk about the sports in pairs

by asking and answering questions. Tell them to describe the sports with as many words in the box as possible.

- Elicit sentences from each pair.

#### Now compare the sports.

- Ask the students to look at the words in the box and elicit how they make their comparative forms. Write the examples on the board.
- Tell them to look at the pictures and complete the sentences on their own. Then check answers with their partners.
- Elicit answers in full sentences.

#### Possible answers

2. Tennis is more difficult than table tennis.
3. Basketball is safer than football.
4. Football is more dangerous than basketball.
5. Swimming is more relaxing than baseball.
6. Baseball is more exciting than swimming.

#### 2. Complete the sentences with the correct form of the words in brackets.

- Read through the sentences with the students. Elicit the comparative forms of the words in brackets.
- Review the rules to make comparatives. Elicit which words take "-er" and which words need "more" to make a comparative.
- Tell the students to complete the sentences individually and then check the answers in pairs.
- Elicit answers in full sentences from the whole class.

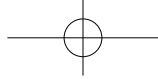
#### Answers

- |                   |                  |
|-------------------|------------------|
| 1. harder         | 2. better        |
| 3. more carefully | 4. more exciting |
| 5. more expensive |                  |

#### 3. Complete the sentences with the correct form of the words in brackets.

- Read through the examples with the students. Talk about the missing words in each.
- Tell the students to read the sentences first and





decide if the word in brackets needs to be changed.

- Ask them to complete the sentences individually and then check answers in pairs.
- Elicit answers in full sentences from the whole class.

#### Answers

- |          |          |                      |
|----------|----------|----------------------|
| 1. hard  | 2. cheap | 3. slowly; carefully |
| 4. early | 5. easy  | 6. late              |
| 7. badly |          |                      |

#### Extension

- Tell the students about a famous football player. (e.g. He's a quick runner.) Ask the class to repeat. Then ask what "quick" is describing.
- Say "He runs quickly." Ask the class to repeat. Then ask if "quickly" is describing the runner or the way he is running. Elicit that the words with "-ly" describe the verbs or actions.
- Ask half the class to say "He's a quick runner." Ask the other half to say "He runs quickly."
- Prompt the students to practise the same way with other adjectives (e.g. loud singer, quiet speaker) and then change.
- Tell the students that sometimes the words don't follow the rules and they just have to learn these (e.g. fast runner — runs fast, good singer — sings well, hard worker — works hard).

#### 4. Complete the passage with the correct form of the words in brackets.

- Ask the students to read the passage quickly to find out what it is about.
- Ask them to read it again and decide if the missing words are comparing two things or just describing something. Then complete the passage.
- Elicit answers by asking the students to read out the passage line by line.

#### Answers

- |                             |                 |
|-----------------------------|-----------------|
| 1. more expensive           | 2. more popular |
| 3. slowly                   | 4. boring       |
| 5. exciting/more exciting   | 6. badly        |
| 7. more dangerous/dangerous |                 |

#### 5. Listen and choose the correct answer.

- Ask the students to read the questions and predict what the recording is about.
- Play the recording. Ask the students to check whether their predictions are correct.
- Play the recording again for the students to answer the questions.
- Tell the students to ask and answer in pairs to check their answers. Then play the recording once more for them to check.
- Elicit answers in open pairs with the students asking and answering around the class.

#### Answers

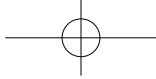
- |      |      |      |
|------|------|------|
| 1. b | 2. c | 3. b |
| 4. b | 5. a |      |

#### Tapescript

Bang! Everyone started to run quickly. The students around the playground all shouted loudly. "Come on, come on!" Children from eight different classes all ran fast. They were in the girls' 800 metres. At first, Sandy from Class 1 ran faster than any other girls. After two minutes she was still in first place. But later, Joy from Class 4 got faster and faster. Sandy ran more slowly and she looked tired and sad. Something was wrong with her foot. Joy was first.

#### 6. Read the passage and complete the sentences.

- Ask what sport the passage is about and if it is popular. Tell the students to read to find the answers.
- Elicit some ideas about the sentences from the class.
- Tell the students to read the sentences first. Then read the passage again and underline the key information to help them complete the sentences.
- Ask them to complete the sentences individually and then check answers in pairs.
- Elicit answers in full sentences from the whole class.



### Answers

1. running slowly
2. slower
3. comfortable sports clothes and good running shoes
4. more fun
5. the healthier

### Around the world: The marathon race

- Ask the students to look at the picture and say what they can see.
- Ask them to read the information and talk about what they have understood with the whole class.
- Encourage them to find out more information or stories about the marathon race after class.

### Culture box: *The Olympics*

The Olympic Games started in Athens with the first summer Olympics in 1896. They take place every four years in different cities around the world. In 1936 they were in Berlin in Germany, in 1968 they were in Mexico City, and in 2008 they were in Beijing.

The Winter Olympics are always in mountainous places where people can be sure of snow for the skiing and winter events. The first Winter Olympics were in France in 1924. They have been held in Austria, Switzerland, Norway, the US, Canada and Japan as well as many other places.

### Module task: Making a sports poster

#### 7. Work in groups. Talk about your favourite Olympic sports and choose one for your poster.

- Put the students in groups. Ask them to read through the example conversation and get familiar with the topic.

- Ask the students to work in their groups and ask and answer about their likes and the reasons, reminding them to use the model they have practised.

- Go around the class and monitor, offering help if necessary.

- Ask the students to choose their favourite Olympic sports for the poster.

#### 8. Make a poster. Find a photo for your favourite Olympic sport and include it in the poster.

- Ask the students to write down their answers to the questions in Activity 7 and sort out the information they want to include in their posters.

- Tell them to describe the sports they like as shown in the example poster, using the information they've sorted out.

- Ask them to make their posters. Remind them they can draw and add photos or pictures in their posters. Encourage them to make the posters creatively.

#### 9. Show your poster to your classmates.

- Ask the students to pass the posters around and ask for advice about any changes they could make to improve them. For example, making and decorating a border, and making sure the headings are clear and attractive.

- Get the students to give a presentation to another group about their poster, describing their sport and why they chose it.

- Stick their posters on the wall and ask the students to walk around and read them.