

# MODULE 8 Sports life

## Unit 1

### Daming wasn't chosen for the team last time.

#### Listening and vocabulary

##### Preparation

- Introduce the concept of “Sports life” by putting students in pairs and setting a time limit of four minutes. Tell pairs to brainstorm as many sports as possible.
- After four minutes, tell students to categorise their sports under the headings “Team sports” and “Individual sports”.
- Discuss as a class and write all their sports on the board.
- Ask pairs to choose a sport from under each heading and brainstorm as many words as possible related to the sport. For example:  
Football — soccer, match, goal, score, kick, kick-off, player, goalkeeper, referee, whistle, defence, attack, forward, pass, run, miss, champion, save  
Golf — club, course, ball, walk, flag, hole, golfer, putt, hit, hole-in-one
- Put students in small groups to exchange their vocabulary and make group vocabulary posters for different sports.
- Tell students to illustrate their posters. Put them on the wall as a class display.

#### 1. Work in pairs. Look at the picture and describe it.

- Put students in pairs to describe the picture, referring to the basketball vocabulary poster, if the class has made one (see above). Tell them to describe what they can see and talk about what they imagine is happening, what the players can hear, what the players are thinking, and so on.
- Compare ideas as a class.

#### 2. Listen and complete the sentences.

- Tell students to read the sentences and guess what the missing words are.
- Elicit ideas and write them on the board.
- Play the recording for students to listen to and check their ideas.
- Tell students to complete the sentences, then listen to the recording again to check, if necessary.
- Check answers as a class.

#### Answers

- |                  |          |
|------------------|----------|
| 1. every         | 2. fifty |
| 3. International | 4. fans  |

#### Tapescript

**Dad:** When do you hold your basketball matches?

**Tony:** Every Saturday.

**Dad:** Who's allowed to play in the Beijing Schools Basketball Competition?

**Tony:** If a school team in Beijing wins a match, or scores over fifty points in a match, it can play in the competition.

**Dad:** And what's your team called?

**Tony:** BIG.

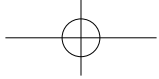
**Dad:** What does BIG stand for?

**Tony:** Beijing International Giants. I think we'll win the competition. And our fans think we're fantastic!

**Dad:** Well, good luck!

#### 3. Listen and read.

- Ask students to close their books. Tell them they are going to listen to Tony, Lingling and Betty talking about Tony's basketball team. Ask them to listen for the questions that Betty and Lingling ask Tony and write them down.
- Play the recording twice.
- Ask students to compare their questions with a partner, then check as a class.



Answers: There are eight questions — Who are you playing against? What does HAS stand for? Didn't they beat you last time? What was the score? When is the match? Do you think they'll win, Lingling? How many matches have you played against HAS this year? And how many have HAS won?

#### Now complete the table.

- Still with the conversation covered, students try to complete the table from memory.
- Ask students to compare their answers with a partner, then read the conversation to check the information.
- Check answers as a class.

#### Answers

Teams — HAS against BIG  
Score of last match — HAS 98 : BIG 52  
Time of next match — next Saturday at noon  
Lingling's favourite team to win — BIG

#### Everyday English

- Ask students to find the expressions in the conversation and work out the meaning from the context. Point out that “face” is a verb here, not a noun. Also point out that “No way” can express disbelief in a positive way as well as a negative way.
- Put students in pairs and tell them to write five two-line conversations, one conversation for each expression. For example:  
A: I'm sorry I'm late. I wanted to watch the end of the match on TV.  
B: That's no excuse! I've been here for two hours!  
A: My mother just won a singing contest on TV!  
B: No way! That's fantastic!  
A: Face the truth. We're going to miss the match. The traffic is terrible.  
B: Oh no! But I really want to see it!  
A: I want to beat Deng Yaping at table tennis.  
B: You've got no chance!  
A: I just got full marks in a maths exam.  
B: Nice work!
- Ask pairs to perform their conversations for the class.

#### 4. Complete the sentences.

- Ask students to read the sentences and complete them from memory.
- Ask students to check their answers by reading the conversation again.
- Check answers as a class.

#### Answers

1. he's training for the big match next week
2. it'll be a difficult match
3. win
4. try harder to win

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

- Tell students to read the words in the box and check meaning, encouraging students to work it out from context if they are unfamiliar with any of the words.
- Ask students to use the words to complete the passage.
- Allow them to compare with their desk partner before checking answers as a class.

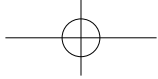
#### Answers

- |           |             |
|-----------|-------------|
| 1. memory | 2. decision |
| 3. noon   | 4. seats    |
| 5. kick   | 6. mad      |

#### Pronunciation and speaking

#### 6. Listen and decide which words are weak and which words are strong.

- Play the recording for students to listen to and decide which words sound weak and which sound strong to them. Tell them to circle the strong words.
- Ask them to tell you what they know about the words that are stressed in sentences in English. (The stressed words are usually the verbs, nouns, adjectives and some adverbs — the words that you have to hear to understand a message. The unstressed words are usually grammar words like prepositions — “for”, “in”, “to”, etc. — or words that you know from the context like “you”, “I”, “this”, etc.) Then ask them to look at the words they circled and tell you if they coincide with what they



have told you about stressed words.

- Play the recording again for students to check.

### Now listen again and repeat.

- Play the recording again for students to listen again and repeat. Point out that it is not just a case of making the information words strong. They should try to “weaken” the other words by dropping the tone and shortening them a little.

- Invite a few students to say the sentences for the class.

### Answers

(Strong words in bold)

1. Yes, I'm **training** for the **big match next week**.
2. It's **next Saturday** at **noon**, but if you **want** **good seats**, you should **come** by **11:30**.
3. He's **so mad** at us that he'll **try harder** to **win**, **just** to **show** we're **wrong**!

### 7. Work in pairs. Talk about your favourite sports teams or sports stars.

- Give students time to read the questions and think about their answers.
- Allow them to write their answers down. Monitor and help as necessary.
- Put students in pairs to talk about their favourite sports teams or stars.
- Invite a few pairs to talk for the class.

## Unit 2

He was invited to  
competitions  
around the world.

### Reading and vocabulary

#### 1. Look at the picture and the title of the passage in Activity 2. Say what you know about Liu Xiang and how he became a sports hero.

- Ask students to look at the picture and tell you who he is.

- Ask students if they know what sport Liu Xiang is famous for (hurdling).

- Elicit any information students know about Liu Xiang and write it on the board. Ask questions if necessary. For example:

Has Liu Xiang been in the Olympics?

Has Liu Xiang won any medals?

Has Liu Xiang ever suffered injury or defeat?

- Ask students what it takes to be a successful athlete (ability and hard work).

### 2. Read the passage and choose the sentence which best expresses the main idea.

- Ask students to read the passage and find out how much of the information on the board is in it.
- Discuss as a class.
- Tell students to choose the best sentence.
- Check the answer as a class.

### Answer

c

### 3. Match the years with the notes to complete the timeline.

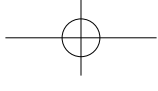
- Tell students to cover the passage on the previous page and read the timeline.
- Working with their desk partner, students try to match the years with the notes from memory.
- Ask each pair to compare answers with another pair, then play the recording for them to listen to and check.
- Check answers as a class.

### Answers

1983 — c;	1993 — e;	1998 — b;
2001 — a;	2004 — d;	2008 — g;
2012 — f		

### Learning to learn

- Read the tip together and check understanding.
- As a class, choose a passage from an earlier unit. Ask students to read the passage again and make notes, focusing only on the main details.



- Ask students to compare their notes with their desk partner.
- Discuss as a class.

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

- Tell students to read the words in the box and check meaning.
- Tell students to complete the passage using the words in the correct form.
- Allow them to compare their answers with their desk partner, then check answers as a class.

##### Answers

- |          |            |            |
|----------|------------|------------|
| 1. pride | 2. ability | 3. methods |
| 4. races | 5. Asian   | 6. courage |

#### Writing

##### 5. Write the notes in Activity 3 in full sentences.

- Ask students to cover the passage in Activity 2 and use the notes in Activity 3 to write complete sentences about events in Liu Xiang's life.
- Allow students to compare sentences with a partner before checking as a class.
- Ask students to dictate their sentences to you. Write them on the board for the class to correct together.

##### Answers

Liu Xiang was born in Shanghai in 1983.  
He started training at a sports school in 1993.  
His hurdling ability was noticed in 1998.  
He won his first international 110m hurdles race in 2001.  
He won the Olympic gold medal in 2004.  
He suffered a lot from his foot problem from 2008 on.  
He returned to first place in 2012.

##### 6. Look at the verb forms in the two sentences.

- Ask students to read the two sentences and tell you what the difference is in the verb patterns.
- Compare ideas as a class.

##### Now write sentences about table tennis player Zhang Yining. Use the correct verb form.

- Ask students to work with a partner and read the

first sentence in each pair, then complete the second one so that the meaning is the same, using the sentence pattern with "by".

- Ask pairs to compare sentences in groups of four.
- Check answers as a class.

##### Answers

Zhang Yining was noticed by Coach Wang Biling.  
Zhang Yining was asked to go to Beijing Shichahai Sports School by Wang Biling.  
A lot of Zhang Yining's time was taken up by her training programme.  
Zhang Yining was advised to study as well as train hard by her mother. / Zhang Yining was advised by her mother to study as well as train hard.

##### 7. Write a passage about Zhang Yining. Use the sentences you have written in Activity 6 to help you.

- Tell students to write a passage. Remind them to check their spelling and make sure that all their words are in the correct form.
- Nominate some students to share their passages with the class.

##### Possible answer

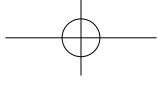
Zhang Yining was noticed by Coach Wang Biling. She was asked by Wang Biling to go to Beijing Shichahai Sports School. A lot of Zhang Yining's time was taken up by her training programme, but Zhang Yining was advised by her mother to study as well as train hard.

## Unit 3

### Language in use

#### Language practice

- Read the sentences with the class and check understanding.
- Remind students that this is similar to the sentences they encountered in Module 7 Unit 3, but



that these sentences are now talking about the past.

**1. Complete the conversation with the correct form of the words in the box. You need to use some words more than once.**

- Tell students to complete the conversation using the correct form of the words in the box. They can use the words more than once.
- Allow students to compare and discuss their answers.
- Check answers as a class.

**Answers**

- |               |               |
|---------------|---------------|
| 1. were; held | 2. were held  |
| 3. did; win   | 4. were won   |
| 5. did; win   | 6. was chosen |

**2. Complete the passage with the correct form of the words in brackets.**

- Ask students to work with their desk partner, and complete the passage with the correct form of the words in brackets.
- Check answers as a class.

**Answers**

- |             |                 |                 |
|-------------|-----------------|-----------------|
| 1. watched  | 2. were trained | 3. was recorded |
| 4. compared | 5. was used     |                 |

**3. Look at the pictures and tell the story with the help of the words and expressions under the pictures.**

- Ask students to work in pairs. Tell them to look at the pictures and discuss what is happening. They do not need to focus on the words at this point.
- When students have finished examining the pictures, direct students' attention to the second picture as a class (because this has the fewest words). Try to elicit the correct sentence from the given words (He was treated by a doctor./A doctor treated him.)

**Now work in pairs and find out more about this true event at the Olympics in London, 1908. Use the words and expressions under each picture to help you.**

- Tell students to continue working in pairs to find

out more about this true event and write a passage about it with the help of the words and expressions.

- Check the answer as a class.

**Possible answer**

An Italian marathon runner, Dorando Pietri, entered the stadium and took a wrong turn during the race. He fell down. He was treated by a doctor and he was helped across the finishing line. At first, he was given first place, and the American runner Johnny Hayes was given second place. But after a discussion, the American runner was given first place.

**4. Complete the sentences with the correct form of the words in the box.**

- Ask students to look at the words in the box and tell you if there are any words that cannot change form. (When "Asian" is an adjective, it cannot change form.)
- Ask students to read the sentences and complete them with the correct form of the words in the box.
- Check answers as a class.

**Answers**

- |                |                |
|----------------|----------------|
| 1. methods     | 2. decision    |
| 3. seats; race | 4. pride; neck |
| 5. Asian       | 6. ability     |

**5. Choose the correct answer.**

- Ask students to read the sentences.
- Remind them that sometimes (not always) the presence of the word "by" will indicate a passive structure.
- Ask students to choose the correct answer.
- Check answers as a class.

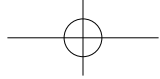
**Answers**

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

**6. Listen and check (✓) the true sentences.**

- Tell students to read the sentences and tell you if they know who Chen Zhong is. Tell them that the





sentences give them clues.

- Elicit information about Chen Zhong and write it on the board. Ask students if they can guess which sentences are true.
- Play the recording for students to listen to and check their ideas.

#### Answer

2. ✓

#### Tapescript

**Daming:** Hi, Betty. What are you doing?

**Betty:** Hi, Daming. I'm trying to find out about Chen Zhong for my project. She's very good at taekwondo.

**Daming:** Really? So, what have you discovered about her on the Internet?

**Betty:** Well, she was born in 1982, and she's from Henan. She was once a basketball player before she changed to taekwondo.

**Daming:** That is unusual, isn't it? I mean, to give up a popular sport like basketball to do taekwondo.

**Betty:** Yes, I think so too. And at first she didn't think it was the right decision: She found the taekwondo training very difficult. In fact, she almost gave up. But she was encouraged by her mother to continue with training, and in the end, she was successful.

**Daming:** Was she in the Chinese team at the Olympics?

**Betty:** Yes. She won a gold medal in Sydney and then another one in Athens. Look at the photo! She was cheered by everyone. She was so happy that she hugged her coach and wore the Chinese national flag on her shoulders.

#### 7. Listen again and choose the correct answer.

- Ask students to read the questions and choose the correct answer from memory.
- Students compare ideas with their desk partner.
- Play the recording for students to listen again and check their answers.
- Check answers as a class.

#### Answers

1. b      2. c      3. b

#### 8. Put the sentences in the correct order to make a conversation.

- Ask students to work individually to read the sentences in detail and put them in order.
- Check answers as a class.

#### Answers

a) — 6;      b) — 1;      c) — 3;      d) — 4;  
e) — 7;      f) — 5;      g) — 2

#### Around the world

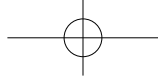
- Ask students if they ever watch the Paralympics and what they know about the event. Find out if they know of any of the sports that are included, and if they enjoy any of the sports more than others. If they do, find out why.
- Read the passage as a class.
- Ask students what they think attracts people to take part in the Olympic Games and the Paralympic Games, and what the best aspects of the games are.
- Tell students to look at the photograph and ask if they know what event it is. Then focus on the athlete on the left with the sunglasses (Kurt Fearnley; see Culture Box). Talk about his achievements.

#### Culture Box: Kurt Fearnley

The athlete shown on the left in the photograph is the Australian athlete Kurt Fearnley, who has participated in four consecutive Paralympic Games (2000, 2004, 2008, 2012). He is a wheelchair racer and he has won three Olympic gold medals, six Olympic silver medals and two Olympic bronze medals. He also holds gold medals from the World Championships and the Commonwealth Games.

#### Extension

- Ask students to find out about a Paralympic athlete or event and prepare a presentation or poster for the class.



### Module task: Doing a class sports survey

#### 9. Work in groups. Write questions in the table to find out about the sports that your classmates like to watch and do.

- Put students in pairs (Student A and Student B). Tell them to write five questions about sports to ask other students in the class. They can look at the suggestions in Activity 9 for ideas.

#### Possible answers

What sports do you like to do?  
How often do you do sport?  
Do you do different sports in winter and in summer and if so, which sports?  
Do you train hard for your sports?  
Do you prefer to do sport alone, or do you prefer team sports?

#### 10. Go around and ask as many students as you can. Write their answers in the table.

- Put all Students A in one group and Students B in another group. Tell students to ask at least five of the people in their group their questions and remember their answers.

- Monitor and help with vocabulary as needed. When students have spoken to one or two other students, stop the activity for a moment and write all the vocabulary you have helped with on the board, to share it with the whole class.

- Tell students to continue asking classmates their questions.

#### 11. Write up the results of your survey. Use words like *and*, *although*, *but*, etc.

- Ask students to write up their results.
- Encourage them to illustrate their work with pictures of sports.

#### Possible answer

Although most of the people I spoke to like sports, only half do any kind of sport. The most popular sport was basketball, but running and swimming were also chosen. Two people do sport four times a week but most people don't. One person does taekwondo, and she trains by herself every day, but she only trains with her club twice a week.