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Niamh Humphreys , Melissa Thomson
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UNIT 1 SPORT FOR ALL

LEARNING AIMS

- **Skills:** discuss and create texts about doing sport
- **Grammar:** learn and practise the present simple and the present continuous, adverbs of frequency and gerunds
- **Vocabulary:** learn and practise words and phrases for sport and sports equipment, places and people
- **Critical thinking:** identify problems and solutions related to sport
- **Exam practice:** Reading Part 2, Listening Part 1, Speaking Part 4

THE CHALLENGE

Nothing should stop young people doing the sport they want to.

You will:

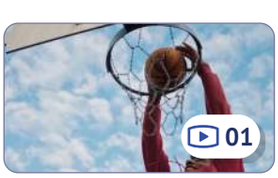
- **Stage 1 Think:** find out what stops some teenagers doing sport.
- **Stage 2 Prepare:** decide on one group of teenagers you would like to help.
- **Stage 3 Develop:** plan how you can help them.
- **Stage 4 Present:** present your solution.



1 **Look at the photo. In pairs, discuss the questions.**

1 What do you think is interesting about this photo?
2 Do you know what sport this is?
3 Do you think it is important for all young people to do sport? Why? / Why not?

2 **Watch the video. What sports are mentioned? Why do some teenagers not do these sports?**



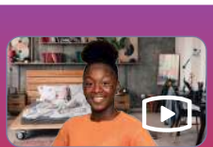
CHALLENGE 1 2 3 4

Think

Discuss the questions with a partner.

1 What stops some teenagers doing sport?
2 Which groups of teenagers sometimes find it difficult to do the sport they want? Why?
3 What problems can you help with? Make a list (e.g. raising money for equipment, making everyone feel welcome).


Documentary


Grammar


Grammar


Speaking

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VOCABULARY

SPORTS

1 1.1 **Go to the digital activity and match the sports to the photos. Listen, check and repeat.**

athletics · diving · gymnastics · handball · horse riding · ice hockey · jogging · paddle boarding · parkour · roller skating · windsurfing · yoga





2 PRONUNCIATION **Go to the digital pronunciation activity.**

3 Creative Thinking **Look at the reasons people give for not doing sport. Match the reasons (1–4) to the problems (a–d).**

1 The sports club is in an old building with stairs and very small changing rooms. I can't use it.

2 The rugby club and the football club are for boys, and I'm just not interested in ice skating and gymnastics.

3 I don't think I could be successful at water sports. No one who looks like me does those kinds of sports.

4 How could I learn windsurfing? Lessons are expensive, the equipment is expensive …

a clubs only for girls, or only for boys
b no role models
c not enough money
d no facilities for people with disabilities

4 **Work in groups and discuss the sports in Exercise 1. Can everyone do all of them? If not, what stops some people doing some of them? For example, is a sport very expensive or 'only for girls'?**

5 **Complete the table with the sports in Exercise 1. Can you add any more sports?**

play (We use *play* with team sports and sports with a ball.)	*handball*
go (We use *go* with verb + *-ing*.)	*diving*
do (We use *do* with other sports and activities.)	*athletics*

6 **Ask questions to find out what sports other people in your class do.**

Do you go jogging? · Do you do yoga? · Do you play …?
Yes, I do. · I sometimes … · Yes, I like it.
I'm good at it. · No, I don't do that. · It's too …

7 **What are the three most common sports in your class? In groups, discuss why you think these sports are the most popular.**

The most popular sport in my class is swimming.
Why do you think swimming is so popular?
Because we have a really good swimming pool near our school!

▶ Vocabulary reference page 16

STRETCH! Do you or your friends enjoy any sports that are not on this page? Use an online dictionary to find the English words for other sports that you want to talk about. Do we use *play*, *go* or *do* with the sports?

CHALLENGE 1 2 3 4

Prepare

1 Form groups of three or four people.
2 Share your notes from Stage 1.
3 Decide on one group of teenagers you would like to help.
4 Each person in your group will start looking for information on how to help this group of teenagers. Decide where you can find information and then start your research.

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READING

SHORT TEXTS

1 **What new sports or activities would you like to try? Why? Tell a partner.**

2 **Read the text. Complete the gaps (1–5) with the words in the box. There is one extra word you do not need to use.**

athletics horse riding paddle boarding
parkour rugby yoga

EXAM TIP

You should use a pencil in the exam. Underline the key information about the people. Then, underline any information in the texts which matches that. This will help you choose the answer.

3 **Read about Alex and underline this information.**

- How old is he?
- What does he like?
- What does he dislike?
- What does he want to do?
- When?



Alex is 14. He doesn't really like running, but he often goes swimming and windsurfing. He wants to train at weekends to get stronger for these beach sports.

4 **Now read texts D and E. Underline any information which matches Alex. Put a cross next to any information which does not match Alex.**

5 **Which class is best for Alex? Why?**

EXAM TRAINING READING PART 2

6 **Now read about two more teenagers. They both want to try a new activity in the summer. Decide which activity would be best for each teenager.**

1 Jack is 15. His hobbies are paddle boarding and walking his dogs. He loves animals! He would like to try a new sport, but he hasn't got any money.

2 Alison normally goes jogging every day and does gymnastics at weekends. She's strong! She and her friend want to do a new outdoor activity as part of her 13th birthday on Saturday.

GET ACTIVE IN THE SUMMER

ACTIVITIES FOR TEENS!

1.2

A PLAY LIKE A GIRL

Did you know that in [1] ___ clubs, only around 5% of members are girls? Come to our girls-only club to learn the basics! Be at the pitch at 7 am on Saturday. For ages 14+.

B JUMP THE CITY

If you don't like teams but love sport, then try this one-day introduction to [2] ___. It's fast and needs a lot of balance. Join us next Saturday in Green Park at 3 pm! £8. All ages welcome.

C CITY RIDING

We are looking for volunteers to help in a [3] ___ school in the centre of London. It's free to ride if you can help us take care of the horses on Sundays! Volunteers must be 14 or over.

D SUNSET POSES

Free on Sundays? [4] ___ can help your legs and arms become powerful and help you with your breathing. Doing yoga is not as easy as people think! Meet at the beach café. £4 per class. For ages 14+.

E RUN ON THE SAND

Do you want to get fast and strong this summer? Join us every Wednesday at 8 pm for advanced [5] ___ training. Sign up for next term now. Under-14s only.

7 **Share your answers with a partner. Give reasons for your answers.**

ORACY

Giving reasons

When using expressions like *I think this one is … because it …* or *Maybe this one is … because of the …* you give reasons for your answers. This helps your partner understand what you are thinking.

8 **Work in groups. Discuss the questions and give reasons.**

1 Do you like doing new activities? Why? / Why not?
2 Which class would you like to go to? Why?
3 Which class would you not enjoy? Why?
4 Jack has an issue that limits what activities he can do. Think of other activities he could do.

STRETCH! **Go online and find activities for you and your friends where you live. What activities can you do this weekend? Choose two that you want to do. Give reasons. Tell other people in your class.**

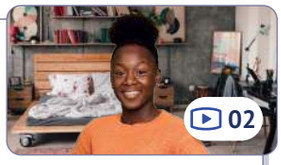
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GRAMMAR

ADVERBS OF FREQUENCY



1 **Watch the grammar vlog. What sports does Olivia do? Who does more sport: Olivia and her sister, or you?**

2 **Watch the grammar vlog again. Choose the correct answers to complete the rules in the grammar box.**

Adverbs of frequency

Adverbs of frequency tell us how often something happens. They go [1] *before / after* the main verb and [2] *before / after* the verb *be*.
*We **sometimes** practise the dances.*
*I'm **always** tired at night!*

▶ Grammar reference and practice page 114

3 **Go to the digital activities.**

4 **Put the sentences in order from most frequent (1) to least frequent (5).**

a We don't often do yoga at school.
b We hardly ever go to stadiums because not many are wheelchair friendly.
c Our PE teacher normally gives my sister sports videos to watch.
d I am always excited when we have a match. *1*
e Olivia never likes leaving the pool because she loves it!



5 **Work in pairs. Complete the sentences so that they are true for you. Find something you have in common and then tell the class.**

1 I always ...
2 At weekends, my family don't often ...
3 My friends and I normally ...
4 I'm hardly ever ...

GERUNDS

6 **Look at the sentences from the grammar vlog. Choose the correct answers.**

1 I love *keep / keeping* fit.
2 *Play / Playing* in a wheelchair takes practice.
3 I'm quite good at *dive / diving*.

7 **Choose the correct answers to complete the rules in the grammar box.**

Gerunds

Gerunds can be subjects: [1] *Do / Doing exercise is really important.*
Gerunds can go after certain [2] *verbs / nouns* (e.g. *like*, *love*, *don't mind*, *hate*, etc.): *She doesn't enjoy **going** to PE.*
Gerunds can go [3] *before / after* prepositions: *Friday nights are for **relaxing**.*

▶ Grammar reference and practice page 114

8 **Go to the digital activities.**

9 **Complete the second sentence so that it means the same as the first.**

1 It's really fun doing sport with friends.
_____ is really fun.
2 A sport that he hates is jogging.
He hates _____.
3 Swimming is something that I'm good at.
I'm good _____.

10 **Complete the sentences so that they are true for you. Use gerunds.**

1 I really enjoy ...
2 I don't really like ...
3 ... is not my idea of fun.
4 I think that ... is really important.
5 Sunday mornings are for ...
6 I'm good at ...

STRETCH! **Plan a vlog about the sports and exercise you do each week. Share your ideas with a partner. Make the vlog if possible.**

HOW IS UNIT 1 SO FAR?

☆☆☆ I understand ☆☆ I'm getting there ☆ I don't understand

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THINK OUTSIDE THE BOX!

SPORT ON THE SOFA

OUR IDEAS ABOUT SPORT ARE CHANGING



What exactly is a sport? It's not an easy question to answer. Sports usually happen outside the home, on a court, a pitch or a track, or at the gym. You might need equipment, like a racket or a helmet. You can't do a sport sitting on your sofa. Or can you? Well, maybe you can if you're playing an e-sport!

People playing a computer game at home, even if they are playing against other people, are usually called *gamers*, not *e-sportspeople*. However, many popular games are now played at a professional level, with huge audiences. Then, they are called *e-sports*.

In fact, there are many good reasons to think of these games as sports. Competitors can play in teams and there are big prizes for champions. It is now possible to get a good job as an e-sports coach. Players need to be extremely fast and must be able to concentrate for a long time. Games are often very long, so you have to be fit if you want to play at a high level. You're not running or swimming or cycling, but your body and your mind always need to be active.

The idea of e-sports is new and some people don't agree that it's a good thing, especially some parents of teenage gamers. They'd like their children to go out and kick a real ball into a real net. However, chess is called a sport by the International Olympic Committee, so why not e-sports? But don't forget, if e-sports are your thing, then it's important to sometimes get exercise outside, too!

MEDIATION WORKSHEET



READING

AN ARTICLE

1 **Look at the photos. What are the people doing? Which activities are sports?**

2 1.3 **Read and listen to the article. Make notes to answer the questions below.**

1 When does a computer game become an e-sport?
2 Why do high-level e-sport players need to be fit?
3 Why do some parents dislike the idea of e-sports?

3 **Work in pairs. According to the writer, are the sentences true or false? Why?**

1 Everyone knows what the word 'sport' means.
That's false. The writer says …
2 *Gamers* are not always *e-sportspeople*.
3 Only a few people want to watch others playing computer games.
4 Working as an e-sports coach is now a real career option.

4 Critical Thinking **Add ideas to the lists. Then work in pairs and tell each other what your own opinion is.**

- reasons why e-sports are real sports:

_____

- reasons why e-sports are not real sports:

_____

VOCABULARY

SPORTS EQUIPMENT, PLACES AND PEOPLE

1 1.4 **Go to the digital activity and match the words to the photos. Listen, check and repeat.**

coach champion competitors court helmet gym net pitch racket track

2 **Imagine you're doing a sport. Work in pairs and ask and answer questions to find out what it is.**

I'm on / in / at … I'm using … I'm wearing …

I'm on a court. What sport am I doing?

I think you're playing tennis.

▶ Vocabulary reference page 16

STRETCH! **Think of a sport that you like playing or watching. Do you know the words for the equipment you need for it and the people who play or do it (e.g. *captain*, *goalkeeper* …)? Look up the words you don't know and tell your partner.**

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GRAMMAR

PRESENT SIMPLE AND PRESENT CONTINUOUS

1 **Watch the grammar animation. Why are the boy and the girl at the gym?**



2 **Look at the examples from the grammar animation. Match the verb forms in bold to the uses (a–f). Then complete the rules in the grammar box.**

1 I usually **run** in the park.
2 You **want** to win your race.
3 Winning **doesn't matter** that much.
4 You**'re working** hard!
5 Our trainer **isn't working**.
6 I**'m playing** better every day.

a a fact, or something that is generally true
b a state verb (*like*, *love*, *expect*, etc.)
c a regular habit
d something that is happening now
e a changing situation
f a temporary situation

Present simple and present continuous
We use the [1] _____ for habits and things that are generally true, and with state verbs. We use the [2] _____ for things that are happening now, and temporary or changing situations.

▶ Grammar reference and practice page 114

3 **Go to the digital activities.**

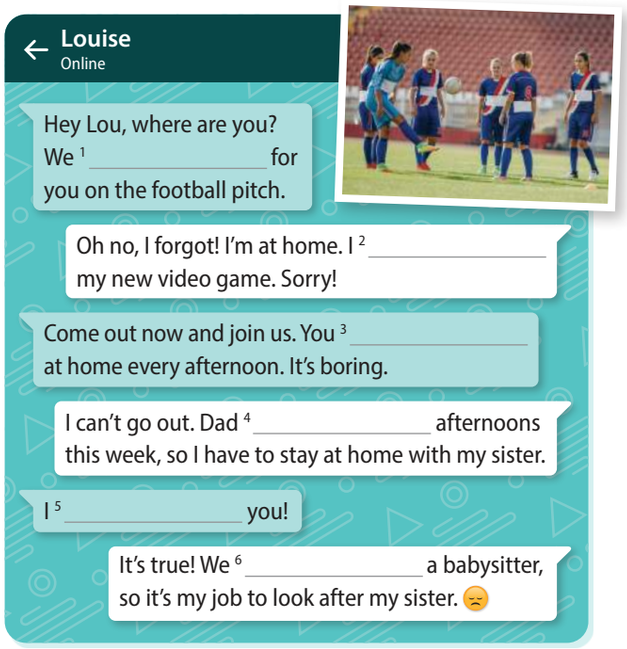
4 **Choose the correct answers.**

1 I can't talk to you now. *I do* / *I'm doing* yoga with my sister.
2 Laura *plays* / *is playing* handball every Saturday.
3 More and more people *become* / *are becoming* interested in paddle boarding.
4 Running is a sport that *doesn't cost* / *isn't costing* much money.
5 Hasan *trains* / *is training* hard for the rugby match these days.
6 Some people *don't think* / *aren't thinking* e-sports are really sports.

DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 1

5 **Complete the messages with the present simple or present continuous form of the verbs in the box.**

not believe | not have got | play | stay | wait | work



ORACY

Preparing to speak

Write notes before you speak. For example, write *school – bike, rain – bus*. Then use full sentences when you speak: *I usually go to school by bike, but I take the bus when it rains.*

6 **Make notes about these topics. Then work in pairs and take turns to talk about yourself.**

- something I always / never do
- something I want in my life
- something I'm doing / working on / learning about / training for at the moment

STRETCH! Find out more about state verbs (also called stative verbs). Make a list of state verbs and then write one or two sentences explaining how they are different from other verbs.

CHALLENGE 1 2 3 4

Develop

1 In your group, share your information from Stage 2. What important points have you found?
2 Decide how you could help the group of teenagers you chose.
3 Decide how you will present your solution (e.g. with a poster, video, podcast, etc.).
4 Create a first draft of your presentation.

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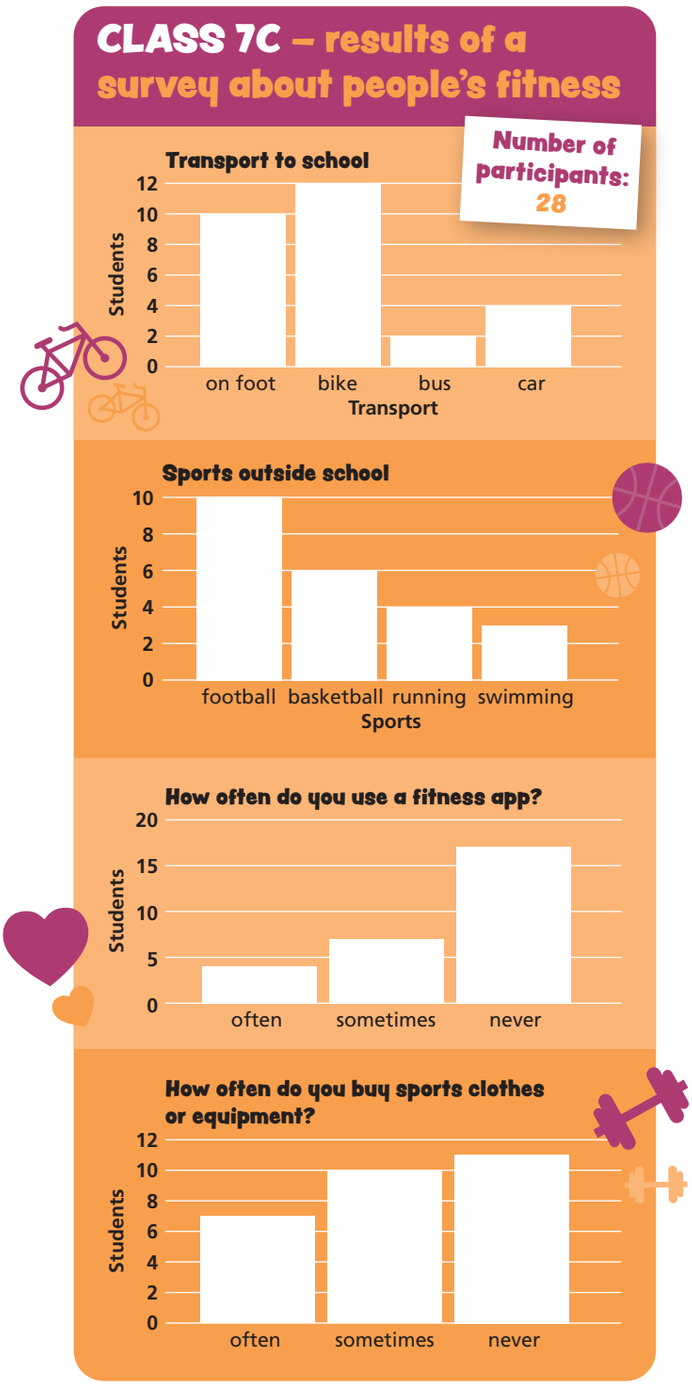
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WRITING

A REPORT

1 **Look at the infographics and decide if the sentences are true or false.**

1 Almost all the students go to school on foot or by bike.
2 Only half the students do sports outside school.
3 Most students use fitness apps.
4 More than half the students buy sports clothes.



2 **Read the report and check your answers. Do you think that the results of the survey are surprising?**

1 _____
In our survey, we asked our classmates about their fitness habits. The survey provided some very interesting information.

There are 28 students in the class. Almost all of us come to school by bike or on foot, so we get some exercise every day.

2 _____
Most of us sometimes do sports outside school. Ten students play football, six play basketball, four go running and three go swimming.

Using fitness apps is not very popular in our class. Fewer than half of us use them. Buying sports clothes and equipment is more common, and 17 students in our class sometimes or often spend money on that.

3 _____
In conclusion, we can say that being fit and active is important to this class. We discovered that we almost all enjoy sports and exercise. We like using sports clothes and equipment, too.

3 **Complete the report with these headings.**

Conclusion Introduction Results

4 **In pairs, create a fitness survey for your class. Write five or six questions.**

- What ...?
- How ...?
- Why ...?
- What time / When ...?
- What equipment / clothes / apps ...?

5 **Ask other people in the class your questions and make notes on their answers.**

6 **Write a report using your notes.**

All / Some / Half / Ten of us ...
We sometimes / always / never go ...
We all like ...

7 **Read your report again and revise your work. Use these questions to help you.**

1 How many phrases from Exercise 6 are in your report? Could you use more?
2 Is there an introduction and a conclusion?
3 Are the results clear? Do you agree with them?
4 Can you see any problems with the language (spelling, grammar, etc.)?

8 **Now work in pairs. Read each other's reports and give feedback. Use the questions in Exercise 7 to help you. Make a note of your partner's feedback and write a second draft of your report.**

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LISTENING

MONOLOGUES AND DIALOGUES

1 **Look at the photos. Where would you like to go this evening? Why?**

2 1.5 **You will hear two friends discussing where to go. Listen and answer the questions.**

1 When do the two friends want to go out?
2 What three options do they mention?

3 **Listen again and answer these more detailed questions.**

1 Why does the girl not want to go to the cinema this evening?
2 Why does the boy not want to play badminton or go cycling in the park?
3 What do they decide to do in the end?

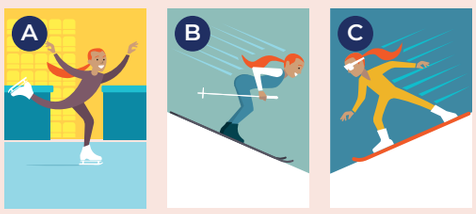
EXAM TRAINING LISTENING PART 1

EXAM TIP

In the exam, you will hear each recording twice. The first time you listen, try to understand generally what the speakers are saying and try to answer the questions. The second time you listen, concentrate on details and check your answers.

4 1.6 **Now answer two Listening Part 1 questions.**

1 What new activity did the girl try last week?



2 What does the boy like best about the sports centre?









SPEAKING

DISCUSSING LIKES, DISLIKES, EXPERIENCES, OPINIONS AND HABITS



1 **Watch two candidates doing part of the Speaking exam. Write down the phrases they use to talk about what they like and dislike.**

2 **Watch again. Write down the three questions that the examiner asks.**

EXAM TRAINING SPEAKING PART 4

EXAM TIP

Try to use different ways to say *I like* and *I don't like*, just like you do in your language. It stops you repeating yourself and is more natural.

3 **Work in pairs. Ask each other the questions from Exercise 2. Use phrases from Exercise 1.**

CHALLENGE 1 2 3 4

Present

1 Check the first draft of your presentation for facts and language.
2 Create a second draft if necessary.
3 Practise presenting your ideas.
4 Present your solutions to the class. For example, explain your poster or play your recording.

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WRAP UP



Look back at the unit. Write down:

1. three new words you learned
2. something that made you think critically
3. two sentences which each use a gerund in a different way
4. useful information you learned about these parts of the exam: Reading Part 2, Listening Part 1, Speaking Part 4
5. something in the unit that you especially enjoyed

Sustainability

1 How would you define sustainability? Do some research and discuss your findings with a partner.

2 Can you think of an unsustainable sport? Think of ways in which you can make it more sustainable.

SELF-ASSESSMENT: UNIT 1

How confident do you feel about:

- sharing opinions and making conclusions from a reading text?
- matching texts with people to show detailed comprehension in Reading Part 2?
- using the present simple and the present continuous?
- using adverbs of frequency?
- using gerunds?
- using words for sports, and sports equipment, places and people?
- doing a survey and writing a report?
- identifying key information in a listening text in Listening Part 1?
- talking about what you like and dislike doing in Speaking Part 4?
- giving reasons and preparing to speak?



Learning to Learn **After completing your self-assessment, look again after two weeks. Did you make progress?**

>>> STRETCH! YOUR CHOICE

Now choose an extra activity!

Option 1:
Choose a sportsperson you admire and make a fact file about them. Display it in your class or on your class blog.

Option 2:
Choose an unusual sport and do some research on it. Why is the sport good for you? Try to persuade someone else that it's a good sport to learn.

Option 3:
Make a poster for a sports day. The poster should try to make all teenagers feel welcome.

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VOCABULARY REFERENCE

SPORTS

1 **Match the words to the photos.**

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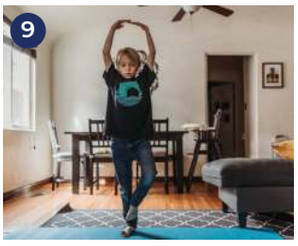


















SPORTS EQUIPMENT, PLACES AND PEOPLE

2 **Match the words to the photos.**

coach · champion · competitors · court · helmet · gym · net · pitch · racket · track





















DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 1

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