

**LANGUAGE**

past perfect ■ sports and competitions

## 10A Winning is everything

1 10.1 Listen and match the speakers with pictures a–c.



2 10.1 Complete the sentences with the words in the box. Listen again and check.

beat win match race umpire athlete medal trophy score crowd

- The \_\_\_\_\_ is almost over. In one minute, Real Madrid will \_\_\_\_\_ the game and the \_\_\_\_\_. But wait. What's this? Here come Arsenal. The ball goes to Walcott. He has to \_\_\_\_\_ a goal, now. He does!
- Serena Williams to serve. Was that out? She looks at the \_\_\_\_\_. You can hear the \_\_\_\_\_ cheering. They're sure Serena is going to \_\_\_\_\_ her sister, Venus.
- Here they come, the end of the 100 m \_\_\_\_\_, and Bolt is going to win the gold \_\_\_\_\_ again. Yes, he's done it. What an amazing \_\_\_\_\_!



**Go to Vocabulary practice:** sports and competitions, page 152

3 Discuss the questions in pairs.

- |  |  |
|--|--|
| 1 Do you prefer to watch or take part in sports? | 3 Would you like to be a professional athlete?     |
| 2 Have you ever won a medal or a trophy?         | 4 How have sports changed over the last 100 years? |

4 Read the text. What are the names of the athletes in the pictures?



## THE TOUGHEST RACE EVER?

**There are some difficult events in the Olympic Games, but nothing compares with the 1904 Olympic Marathon. One athlete almost died and the race ended in a public scandal.**

The marathon started on an incredibly hot day in St Louis, in the USA, and there were lots of cars and horses on the dusty roads. One athlete, William Garcia, started coughing after he'd breathed in too much dust. It was so bad that he had to give up the race and was taken to hospital. Another runner, Len Tau from South Africa, eventually finished in ninth place, but he was disappointed because some wild dogs had chased him for over a mile in the opposite direction during the race!

Meanwhile, the first athlete to cross the finish line was an American, Fred Lorz. The

crowd thought a local athlete had won so they started celebrating, but actually, Lorz had cheated. He'd felt ill during the race and had travelled 11 miles in a car! Fortunately, a spectator had seen Lorz getting out of the car one mile before the finish line and told the referee, so Lorz didn't win the gold medal.

The next runner to finish was another American, Tom Hicks. Hicks hadn't felt well either so his friends had given him a drink of eggs mixed with some chemicals to help him. However, this had made him feel even worse and, in the end, his friends had helped him walk the final part of the race. Even though he hadn't run the whole marathon on his own, the organizers presented Hicks with the gold medal after the hardest marathon of all time.

**UNIT 10 OVERVIEW:** This unit deals with the topic of sport and fitness. Sts read about the toughest marathon race ever and a female wheelchair rugby player. They discuss their own experiences of sport and which sports they would like to try. They also practise making enquiries. In *Learning Curve*, Marc decides to join a gym.

## LANGUAGE

### Grammar

Past perfect; reported speech

### Vocabulary

Sports and competitions; parts of the body

### Pronunciation

'd/hadn't contractions; unstressed *that*

## SKILLS

### Reading

Finding information in a text

### Speaking

Making enquiries; being helpful

## LANGUAGE

## 10A

## 10A Winning is everything

Sts read a text about the toughest marathon race ever.

### Grammar

Past perfect

### Vocabulary

Sports and competitions (*athlete, beat, cheat, crowd, draw, give up, lose, match, medal, player, race, referee, score, spectator, take part, trophy, umpire, warm up, win*)

### Pronunciation


'd/hadn't contractions

### Communication

Talking about pictures using the past simple and past perfect


## WARMER

Write on the board: *Sport is good for you/the most boring thing on TV/great fun*. Ask sts to complete the sentence *Sport is ...* so it sums up their opinion. Sts can compare their sentences in small groups before feeding back.

- 1**  **10.1** Ask sts if they recognize any of the people in the pictures. Play audio track 10.1. See the SB page opposite for audio script. Sts listen and match the speakers with the pictures. Check answers, and elicit who the people in the pictures are (Usain Bolt, Theo Walcott, Serena Williams).

### Answers

1 b 2 c 3 a

- 2**  **10.1** Check understanding of the ten words in the box and pre-teach as necessary. Sts complete the sentences with the correct words. Play audio track 10.1 again. Sts listen and check. Check answers with the class.

### Answers

1 match, win, trophy, score  
2 umpire, crowd, beat  
3 race, medal, athlete

## 3 x PRACTICE *SB page 84, exercise 2*

- Do the exercise. Elicit possible answers for each gap before you play the audio track to check answers.
- Sts cover texts 1–3. Play audio track 10.1 again and ask sts to listen and note down the verbs that are used with each person in pictures a–c. In pairs, sts then try to recreate the three commentaries, using the verbs to help them. Play the track again to check.

- 3** Do the exercises on the Vocabulary practice page with the class. In pairs, sts then prepare an alternative commentary for one of pictures a–c, using different words from pages 84 and 152. Encourage them to use their imagination! Allow sts time to practise their commentary. Encourage them to speak quickly and make it sound exciting.

**Go to Vocabulary practice:** sports and competitions, SB page 152/TB page 317.

Sts will find more language presentation and practice for sports and competitions vocabulary here. Do these exercises with the class, or set them for homework, before continuing with exercise 3 of lesson 10A.



Remind sts to go to the app for further self-study vocabulary practice of sports and competitions.

- Sts discuss the questions in pairs. Ask some sts to tell the class something they learned about their partner.
- Read out the title of the text and refer sts to the pictures. Ask sts when they think this race took place. Elicit a few ideas, but don't confirm them. Sts read the text to find the names of the four athletes in the pictures. Check answers.

### Answers

a Tom Hicks b Fred Lorz c Len Tau d William Garcia

**5 A** Read the sentences. Tick (✓) the action that happened first: **a** or **b**?

- |  |   |
|--|---|
| 1 a <input type="checkbox"/> William Garcia <b>started</b> coughing after          | b <input type="checkbox"/> he'd <b>breathed</b> in too much dust.                     |
| 2 a <input type="checkbox"/> Len Tau <b>was</b> disappointed because               | b <input type="checkbox"/> some wild dogs <b>had chased</b> him for over a mile.      |
| 3 a <input type="checkbox"/> The crowd thought a local athlete <b>had won</b> , so | b <input type="checkbox"/> they <b>started</b> celebrating.                           |
| 4 a <input type="checkbox"/> Even though he <b>hadn't run</b> the whole marathon,  | b <input type="checkbox"/> the organizers <b>presented</b> Hicks with the gold medal. |

**B** Look at the verbs in **bold** in exercise 5A and answer the questions. Then read the Grammar box.

- 1 What tense are the actions that happened first? *past simple / past perfect*
- 2 What tense are the actions that happened later? *past simple / past perfect*
- 3 How do we form the past perfect? \_\_\_\_\_ + \_\_\_\_\_

**Grammar past perfect**

An action that happened before another action in the past:

*I **had forgotten** my keys so I **couldn't** open the door. I **explained** to my boss that I **hadn't finished** the report.  
**Had you eaten** anything before you went swimming? When I got to the party, my friend **had gone**.*



**Go to Grammar practice:** past perfect, page 130

**6** **10.6 Pronunciation:** 'd /hadn't Listen to the sentences. How do you say 'd and hadn't? Listen again and repeat.

- 1 He'd breathed in too much dust.
- 2 He hadn't run the whole marathon on his own.

**7 A** Complete the sentences with the past perfect form of the verbs in brackets.

- |   |  |
|---|--|
| 1 They _____ before the game. (not warm up) | 3 She _____ a rugby match before. (not see)      |
| 2 I knew they _____! (cheat)                | 4 We celebrated because he _____ a goal. (score) |

**B** **10.7** In pairs, say the sentences. Pay attention to the 'd/hadn't contractions. Listen, check and repeat.

**Go to Communication practice:** Student A page 164, Student B page 172

**8** **10.8** Complete the text with the correct form of the verbs in brackets. Use the past simple or past perfect. Listen and check.



There are eleven players in a football team, but in this team photo of Manchester United there are twelve – so who's the twelfth man? The team <sup>1</sup>\_\_\_\_\_ (be) very excited after they <sup>2</sup>\_\_\_\_\_ (travel) to Germany for their Champions League match against Bayern Munich. The players <sup>3</sup>\_\_\_\_\_ (line up) for a photo when suddenly Karl Power <sup>4</sup>\_\_\_\_\_ (run) onto the pitch dressed in the Manchester United kit and <sup>5</sup>\_\_\_\_\_ (stand) next to them. Even though some of the players <sup>6</sup>\_\_\_\_\_ (notice) Karl, the photographer still <sup>7</sup>\_\_\_\_\_ (take) the photo. Karl then <sup>8</sup>\_\_\_\_\_ (go) back to his seat to watch the match. Unfortunately, Manchester United <sup>9</sup>\_\_\_\_\_ (lose), but Karl was happy because he <sup>10</sup>\_\_\_\_\_ (meet) his heroes!

**9 A** In pairs, write as many sentences as you can about the pictures. Use the past simple and past perfect.

*He was very disappointed because he'd lost the match.*



**B** Tell the class your most interesting sentence. Who has the most original explanation?

- 5 A** Point out that each sentence has two halves, *a* and *b*, with two different actions. Sts read the sentences and tick the action which happened first in each case. They could work in pairs for this. Do the first one with the class as an example if necessary. Check answers.

**Answers**

1 b 2 b 3 a 4 a

- B** Sts look at the bold verbs in exercise 5A again and answer the questions. They could work in pairs for this. Check answers.

**Answers**

1 past perfect  
 2 past simple  
 3 *had* + past participle

**Grammar**

Read the Grammar box with sts about the past perfect. Explain that the past perfect is the same for all forms (*I/you/we/he had forgotten*). Explain that we use the past simple to refer to past events in the order that they happened: *I forgot my keys so then I couldn't open the door*. We use the past perfect when we mention an event that happened earlier: *When I got to the party, my friend had gone* (= My friend went (left) earlier). Remind sts that a lot of common verbs have irregular past participles. Ask questions to check concept.

**Concept check questions:**

*I celebrated after I had won the trophy – which action happened first? (I had won the trophy). Which form do we use for the action that happened first? (past perfect). Which verb do we use for the second action? (past simple). I won because I trained hard – is this a correct sentence? (no). Which action happened first? (I trained hard). Which verb form should it be? (past perfect – I won because I had trained hard).*

**Go to Grammar practice:** past perfect, SB page 130/TB page 273.

Sts will find more language reference, presentation and practice for the past perfect here. Do these exercises with the class, or set them for homework, before continuing with exercise 6 of lesson 10A.



Remind sts to go to the app for further self-study grammar practice of the past perfect.

- 6** **10.6** Allow sts time to read the sentences. Play audio track 10.6 for sts to listen and notice the pronunciation of the contractions *'d* and *hadn't*. See the SB page opposite for audio script. Play the audio track again for sts to listen and repeat.

- 7 A** Sts complete the sentences with the past perfect form of the verbs in brackets. Check answers.

**Answers**

1 hadn't warmed up  
 2 'd cheated  
 3 hadn't seen  
 4 'd scored

- B** **10.7** Sts work in pairs to practise saying the sentences, paying attention to the pronunciation of the contracted past perfect forms. Play audio track 10.7 for sts to listen and check their pronunciation. Play the track again for sts to listen and repeat. See the SB page opposite for audio script.

**Go to Communication practice**

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 164. All 'Student B' sts should go to SB page 172. Go to TB page 341 for the teacher notes. Do the activity, then continue with exercise 8 of lesson 10A.

- 8** **10.8** Sts read the text and complete it with the correct form of the verbs. They should use either the past simple or the past perfect. (Note: in item 6, both tenses are possible.) Play audio track 10.8 for sts to listen and check their answers. See the SB page opposite for audio script. Check answers with the class, and ask: *How do you think Karl Power felt after he had done this?*

**Answers**

1 were 2 had travelled 3 had lined up 4 ran  
 5 stood 6 had noticed 7 took 8 went  
 9 lost 10 had met

- 9 A** Sts work in pairs to write sentences about the pictures using the past simple and past perfect. Encourage them to be creative and use their imaginations!

- B** Ask pairs in turn to read one or two of their sentences to the class. See who had the most original explanation for each photo.

**PERSONAL BEST**

Sts can practise the past perfect further. They write about an occasion when they did something they had never done before. Sts can compare their experiences in pairs.

Weaker sts could work in pairs and look at the pictures on page 84 again. They choose one or two pictures and write a sentence about them using the past simple and past perfect. Pairs can read their sentences to the class.

## 10B Rock 'n' roll on wheels

- 1 Look at the pictures and the title of the text on page 87. Answer the questions.
- 1 What are the Paralympic Games?
  - 2 Have you ever seen a wheelchair rugby match?
  - 3 Would you like to take part in a game?
  - 4 What kind of person do you think Laura is?

### Skill finding information in a text

When we want to find information in a longer text, we need to know where to look.

- Read the text quickly and understand the general topic of each paragraph.
- Read the question carefully and underline any key words.
- Match the question with the paragraph that has the information you need.
- Read this paragraph in detail to answer the question.

- 2 Read the Skill box. Then read the text quickly and match paragraphs A–G with topics 1–7.
- |   |     |                                      |     |
|---|-----|--------------------------------------|-----|
| 1 how it feels to play wheelchair rugby | ___ | 5 media interest in wheelchair rugby | ___ |
| 2 how to find out more about the sport  | ___ | 6 the origins of the sport           | ___ |
| 3 creating interest in disabled sports  | ___ | 7 the rules of wheelchair rugby      | ___ |
| 4 Laura's physical appearance           | ___ |                                      |     |

- 3 A Read the questions. Underline the key words and match them with paragraphs A–G.

	Paragraph	Answer
1 How long does it take Tim to cross the court?	___	_____
2 Which movie did wheelchair rugby appear in?	___	_____
3 What other wheelchair sports are there?	___	_____
4 When was wheelchair rugby invented?	___	_____
5 What is the official wheelchair rugby organization?	___	_____
6 Where does Laura have a bandage?	___	_____
7 How many players are on a wheelchair rugby team?	___	_____

- B Read the paragraphs and answer the questions.

- 4 Did you know anything about wheelchair rugby before you read the article? Would you like to watch a match?

- 5 Find the **highlighted** words in the text.

- 1 Which words come before nouns?
- 2 Which words come at the start of a sentence?

### Text builder giving examples

#### Listing examples:

*I'd like to visit countries in south-east Asia, **like** Thailand and Vietnam.  
You shouldn't eat unhealthy food, **such as** pizzas or hamburgers.*

#### Giving an example phrase:

*She's had problems at work. **For example,** she arrived late every day last week.*

**Look!** We can also use **for instance** instead of *for example* with no change in meaning:

*She's had problems at work. **For instance,** she arrived late every day last week.*

- 6 Read the Text builder. Complete the sentences with your own ideas. Compare your sentences in pairs.
- 1 Cheating has become very common in some sports. For example, ...
  - 2 My country has produced some famous sportspeople, like ...
  - 3 Some sports can be quite dangerous, such as ...

- 7 A In pairs, choose an interesting sport. Prepare a short talk about it. Use the ideas in the boxes.

where it is played    the rules    how popular it is    famous players    how it feels to play    media interest

- B Tell another pair about your sport. Would you like to try this sport?

## 10B Rock 'n' roll on wheels

Sts read a text about a young woman who plays wheelchair rugby.

### Reading

A text about wheelchair rugby

### Skill

Finding information in a text

### Text builder

Giving examples

### WARMER

Ask: *Have you ever played rugby? Do you enjoy watching it on TV? Is it a popular sport in your country? How do people play it? How is it different from football?* Elicit what sts know about rugby and encourage them to talk about their own experiences and opinions of the sport.

- 1 Sts look at the title of the text and the pictures, and discuss the questions in pairs. Get feedback on their discussions.

### Skill

Read the Skill box with sts about finding information in a text. Explain that developing a methodical approach like this can help sts to find the information they need from a text more quickly. Point out that being able to find information in a text quickly is especially important in exams.

- 2 Point out that this task requires sts to read the text quickly to understand the general topic of each paragraph. You could set a time limit to encourage sts to read quickly. Sts read the text and match the paragraphs with the topics. Check answers.

#### Answers

1 C 2 G 3 F 4 A 5 E 6 B 7 D

- 3 **A** Point out that this task relates to the second bullet point in the Skill box. Sts read the questions and underline the key words, then match the questions with the paragraphs that have the information they need. Sts could work in pairs for this. Check answers.

#### Answers

- 1 How long, Tim, cross, court – C
- 2 movie, wheelchair rugby, appear – E
- 3 other wheelchair sports – F
- 4 When, wheelchair rugby, invented – B
- 5 official wheelchair rugby organization – G
- 6 Where, Laura, bandage – A
- 7 How many players, wheelchair rugby team – D

- B** Sts read the paragraphs again to answer the questions in exercise 3A. Check answers, and discuss with the class how useful they found this approach to finding information in a text.

#### Answers

- |                           |   |
|---------------------------|---|
| 1 over three minutes      | 5 International Wheelchair Rugby Federation |
| 2 Murderball (2005)       | 6 on her arm                                |
| 3 skiing, tennis, sailing | 7 four players                              |
| 4 1977                    |   |

- 4 Sts discuss the questions in pairs. Get feedback on their answers. Ask if sts have seen or know about any other wheelchair sports, or if they have watched the Paralympic Games.

- 5 Sts find the highlighted words in the text and answer the questions. Check answers.

#### Answers

1 *like and such as* 2 *For example*

### Text builder

Read the Text builder box with sts about giving examples. Explain that the four expressions here all have similar meanings, but they are used in different positions in a sentence, so sts need to learn how each one is used. Point out that it is important to recognize the role of these expressions in a text, to understand that a particular part of the text is not a new point, but an example to support a point that has already been made. Point out the use of a comma after *For example* and *For instance*. Ask questions to check concept.

#### Concept check questions:

*like, such as, For example, For instance* – do they all have a similar meaning? (yes). What do we use them for? (to give examples). Are they all used the same way in sentences? (no). Which two expressions are used before a noun? (*like and such as*). Where are 'for example' and 'for instance' used? (at the beginning of a sentence). What do we put after these expressions? (a comma).

- 6 Sts complete the sentences with their own ideas, then compare their sentences in pairs. Ask some sts to read their sentences to the class.
- 7 **A** Sts work in pairs to choose a sport and prepare a short talk about it. With weaker classes, you could briefly revise the use of *must* and *have to* for rules. Monitor and help while sts are working. Encourage them to use *like, such as, For example* and *For instance* to give examples.
  - B** Put pairs together into groups of four to give their talks and discuss which sports they would like to try. Ask some sts to tell the class what they learned from their classmates' talk.



## Sports interview:

# Tim White meets wheelchair rugby player, Laura Sabetta

**A** The first thing I notice about Laura Sabetta is her arms. They're almost as big as my legs. The next thing I notice is a bandage on her arm. 'I often get injuries because we play to win,' the Argentinian athlete explains, '... it's rugby, after all.'

**B** Wheelchair rugby has always been a tough, physical sport. Invented in Canada in 1977, it was first called 'Murderball'. As the sport's popularity grew, the name changed to the more serious 'wheelchair rugby'. It was a new name, but the game was just as violent.

**C** People who have never played the sport might think of it as a fun way to spend an afternoon, but it's exhausting. Laura gives me a special wheelchair and I move slowly onto the court. I wear gloves, but it's very hard work pushing the chair using only my arms. Wheelchair rugby is played on a basketball court, which measures 28 x 15 metres, and it takes me over three minutes to cross it. Meanwhile, Laura has already finished warming up.

**D** I'm soon happy to join the spectators and watch the match. Wheelchair rugby is a mix of basketball, rugby and ice hockey. Two teams of four players throw and carry a volleyball, trying to score goals. Players score when their wheels cross the line at the end of the court while holding the ball in their hands.

**E** Wheelchair rugby's popularity exploded after it featured in the 2005 movie *Murderball*. Many of its players are now big names in Paralympic sports, like the movie's star, Mark Zupan. The sport is now played in more than 25 countries, such as Japan and the USA. So, however you look at it, wheelchair rugby is big news.

**F** This places lots of responsibility on the players, as Laura explains. 'There are lots of sports opportunities out there for people who need a wheelchair, such as skiing, tennis and sailing. The important thing is making sure people know about them so they can take part. We also need fans. We want big crowds watching the game. That's why I'm doing this interview!'

**G** Getting involved is easy. There's plenty of information online. For example, there's the website of the International Wheelchair Rugby Federation at [www.iwrf.com](http://www.iwrf.com). It's also quite easy to find a match in most large towns if you just want to watch. Many people only watch the sport once every four years at the Paralympic Games, but as Laura tells me, 'For people like me, this isn't a hobby. Since I lost the use of my legs, it's been my life.'



### Personal Best

Write five more questions about the wheelchair rugby interview.

## PERSONAL BEST

Sts can practise finding information in a text further. They read the text again and write five questions to ask a classmate. Sts swap questions with another student and find the information in the text to answer their partner's questions.

With weaker sts, write these questions on the board:

- 1 Which three sports is wheelchair rugby a mix of?
- 2 What kind of ball is used?
- 3 Who is Mark Zupan?
- 4 Why is Laura doing this interview?

Sts work in pairs to decide which paragraph the information they need will be in, then find the information to answer the questions. Check answers.

### **Answers**

- 1 basketball, rugby and ice hockey
- 2 a volleyball
- 3 the star of the movie *Murderball*
- 4 because the sport needs fans

## EXTRA PRACTICE

Write the following gapped sentences on the board:

- 1 I often get injuries because we play to \_\_\_\_.
- 2 I'm happy to join the \_\_\_\_ and watch the match.
- 3 Players \_\_\_\_ when their wheels cross the line at the end of the court.
- 4 We want big \_\_\_\_ watching the game.

Sts complete the sentences from memory, using words for sports and competitions that they learned in lesson 10A. They can check their answers in the text. Check answers with the class.

### **Answers**

- 1 win 2 spectators 3 score 4 crowds

## EXTRA PRACTICE

Put sts into pairs and ask them to prepare and role play an interview with Laura. Tell them they should use information from the text on page 87, and they can also use their imagination to add more details. With weaker classes, you could brainstorm some questions for the interviewer to ask, e.g. *Why are you wearing a bandage? Why do you enjoy wheelchair rugby?* Monitor and help while sts are working. Ask some pairs to perform their role play for the class.



## 10C He said it had changed his life

- 1 Match the words in the box with the parts of the body.

chest knee shoulder elbow neck wrist

- 1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_

Go to Vocabulary practice: parts of the body, page 153


- 2 A Look at the poster. Discuss the questions in pairs.

- How much exercise do doctors recommend you do each week?
- Is it possible to get fit doing three minutes of exercise per week?
- What do you think 'high-intensity training' is?

B  10.10 Listen to an interview and check your answers.

- 3 Discuss the questions in pairs.

- How much exercise do you do per week? What do you do?
- Do you believe that high-intensity training works? Why/Why not?
- Would you like to try high-intensity training? Why/Why not?

- 4 A  10.10 Complete the sentences about what Carlos and Vicky said. Listen again and check.

- Carlos said that in HIT you used almost all your \_\_\_\_\_.
- Carlos said two years ago he had weighed almost \_\_\_\_\_ kg.
- Carlos said he was eating more \_\_\_\_\_ and \_\_\_\_\_ now.
- Carlos said that he had lost \_\_\_\_\_ kg.
- Carlos told Vicky that first she would do some gentle cycling to \_\_\_\_\_.
- Vicky told Carlos she was going to try \_\_\_\_\_ seconds of high-intensity cycling.

B Look at the sentences 1–6 again and answer the questions.

- Which two verbs do we use to report what someone says in the past? \_\_\_\_\_
- Which verb do we use when we say who the person is talking to? \_\_\_\_\_
- Is it always necessary to use *that* with these verbs? Yes / No

- 5 A  10.11 Listen carefully to what Carlos and Vicky said. Write the verbs they used.

1 In HIT, you \_\_\_\_\_ almost all your muscles.

3 Oh, and I \_\_\_\_\_ more fruit and vegetables now.

5 OK, so first you \_\_\_\_\_ some gentle cycling to warm up.

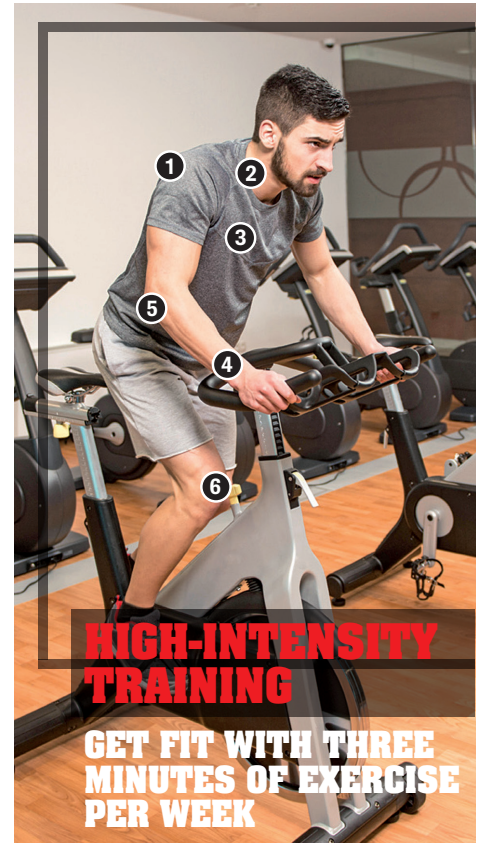
2 Well, two years ago I \_\_\_\_\_ almost 100 kg.

4 Of course – 75 kg. I \_\_\_\_\_ 25 kg.

6 Thanks, Carlos. Well, I \_\_\_\_\_ 20 seconds of high-intensity cycling now.

B Compare the verbs in exercise 5A with the verbs in exercise 4A. How have they changed? Then read the Grammar box.

- |                                       |                              |
|---------------------------------------|------------------------------|
| 1 present simple → <u>past simple</u> | 4 present perfect → _____    |
| 2 past simple → _____                 | 5 will → _____               |
| 3 present continuous → _____          | 6 am/are/is going to → _____ |



Personal Best

## 10C He said it had changed his life

Sts listen to an interview about high-intensity training. They then practise interviewing a partner and reporting what their partner said.

### Grammar

Reported speech

### Vocabulary

Parts of the body (*ankle, arm, back, bone, brain, cheek, chest, chin, elbow, finger, foot, forehead, hand, heart, knee, lips, muscle, neck, shoulder, skin, stomach, thumb, toes, wrist*)

### Pronunciation

Unstressed *that*

### Communication

Reporting what someone said

## WARMER

Ask: *How fit are you? Is exercise an important part of your life? Is it important for you to be fit? Why?/Why not?* Discuss the questions with the class and encourage as many sts as possible to join in and express their own opinions.

- 1 Check understanding of the words in the box and pre-teach as necessary. Point out the silent *k* in *knee*. Sts match the words with the parts of the body in the photo. Check answers.

### Answers

1 shoulder 2 neck 3 chest  
4 wrist 5 elbow 6 knee

## 3 x PRACTICE *SB page 88, exercise 1*

- 1 Do the exercise as normal. To check answers, write 1–6 on the board and elicit all the possible answers that sts have chosen for each one. Where a word occurs next to more than one number, discuss with the class which is the correct answer.
- 2 Ask sts to cover the word box in exercise 1. They work in pairs and take turns to say a number from the picture. Their partner must say the correct word. Ask sts to continue doing this, gradually speeding up until they can do it perfectly.
- 3 Do the exercises in the Vocabulary practice section with the class. Sts then work in pairs to add four more numbers to the picture in exercise 1, each corresponding to a word on page 153. Pairs can work together in groups of four to test their classmates.

**Go to Vocabulary practice:** parts of the body, SB page 153/TB page 319.

Sts will find more language presentation and practice for parts of the body here. Do these exercises with the class, or set them for homework, before continuing with exercise 2A of lesson 10C.



Remind sts to go to the app for further self-study vocabulary practice of parts of the body.

- 2 **A** Sts look at the poster and discuss the questions in pairs. Elicit some possible answers, but don't confirm them.

**B** 10.10 Play audio track 10.10 for sts to listen and check their answers. See TB page 364 for audio script. Discuss the answers as a class.

### Answers

1 150 minutes  
2 Yes – you use almost all your muscles in HIT.  
3 It's intensive exercising for three minutes per week.

- 3 Sts discuss the questions in pairs. Get feedback from sts on their discussions and hold a brief class discussion.

- 4 **A** 10.10 Sts complete the sentences with the correct words from memory. Play audio track 10.10 again for sts to listen and check their answers. Check answers with the class.

### Answers

1 muscles 2 100 3 fruit, vegetables  
4 25 5 warm up 6 20

**B** Sts look at the sentences in exercise 4A again and answer the questions. They could work in pairs for this. Check answers.

### Answers

1 *said (say) and told (tell)* 2 *told (tell)* 3 No

- 5 **A** 10.11 Allow sts time to read the gapped sentences. Point out that sts only need to write the verbs that Carlos and Vicky used, in the forms they used. Play audio track 10.11. See the SB page opposite for audio script. Sts listen and write the verbs. Check answers.

### Answers

1 use 2 weighed 3 'm eating 4 've lost  
5 'll do 6 'm going to try

**B** Sts compare the verbs in exercise 5A with the ones in exercise 4A, and note down how they have changed. Sts could work in pairs for this. Check answers.

### Answers

1 past simple 2 past perfect 3 past continuous  
4 past perfect 5 *would* 6 *was/were going to*

**Grammar** reported speech

<b>Direct speech:</b>	<b>Reported speech:</b>
'I <b>play</b> tennis.'	She said (that) she <b>played</b> tennis.
'Vicky <b>tried</b> HIT.'	He said (that) Vicky <b>had tried</b> HIT.
'It's <b>raining</b> .'	They said (that) it <b>was raining</b> .
'She <b>hasn't arrived</b> yet.'	You said (that) she <b>hadn't arrived</b> yet.
'I'll <b>help</b> you.'	You said (that) you <b>would help</b> me.
'We're <b>going to call</b> you.'	They said (that) they <b>were going to call</b> me.
'Ravi <b>can't come</b> to work.'	She said (that) Ravi <b>couldn't come</b> to work.

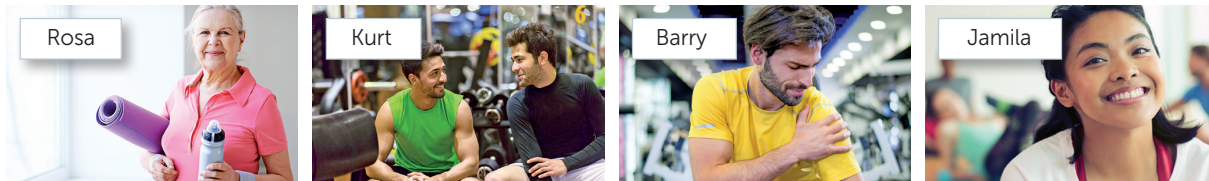
**Look!** We use **told** to say who the person talked to: She **told me** (that) she played tennis.



**Go to Grammar practice:** reported speech, page 131

**6** 10.13 Match the sentences in the box with the people. Listen and check.

I go to the gym to meet my friends. I'll tell my husband because he needs to lose weight.  
I can't do HIT at my age! I've tried it, but I hurt my shoulder.



**7** 10.14 **Pronunciation:** weak form of *that* Listen to the sentences. Underline the stressed words. How do we pronounce *that*? Listen again, check and repeat.

- Carlos said that HIT was very popular.
- He told me that I should ask some other people what they think.

**8 A** Complete the sentences using the information from exercise 6.

- Rosa said that \_\_\_\_\_.
- Kurt told Vicky that \_\_\_\_\_.
- Barry told her that \_\_\_\_\_.
- Jamila said that \_\_\_\_\_.

**B** 10.15 In pairs, practise saying sentences 1–4. Pay attention to the pronunciation of *that*. Listen, check and repeat.

**9** In pairs, ask and answer the question *What did ... say?* Use reported speech to answer the questions.

**A** What did José say? **B** He said that he ...

**Go to Communication practice:** Student A page 164, Student B page 172

**10 A** In pairs, ask and answer the questions. Make notes of your partner's answers.

- Have you ever run a long distance?
- What was the first film you saw at the cinema?
- What are you going to do this weekend?
- Can you play any unusual sports?
- What series are you watching on TV at the moment?
- What are you doing after the lesson today?

**B** Work with another student. Report what your first partner said about questions 1–6.

## Grammar

Read the Grammar box with sts about reported speech. Explain that we use reported speech to report what someone else has said. Explain that in reported speech all verbs move back in time by one tense, so present simple becomes past simple, etc. Read the *Look!* note and explain that we use *told* to say who someone talked to. Point out the difference in use between *say* (*He said that he was fit*) and *tell* (*He told me that he was fit*). Point out the common errors: *He said me that he was fit. He told that he was fit*. Ask questions to check concept.


### Concept check questions:

*When do we use reported speech?* (to report what someone else has said). *How do verbs change in reported speech?* (they move one tense back in time). *I like sport – what did I say?* (*You said that you liked sport*). *I can't play tennis – what did I say?* (*You said that you couldn't play tennis*). *He said me he was very fit – is this a correct sentence?* (no). *How can you correct it?* (*He said he was very fit/He told me he was very fit*).

**Go to Grammar practice:** reported speech, SB page 131/TB page 275.


Sts will find more language reference, presentation and practice for reported speech here. Do these exercises with the class, or set them for homework, before continuing with exercise 6 of lesson 10C.

**PB** Remind sts to go to the app for further self-study grammar practice of reported speech.

- 6**  **10.13** Check that sts understand *lose weight*. Sts read the sentences and match them with the people in the pictures. Play audio track 10.13. See TB page 364 for audio script. Sts listen and check their answers. Check answers with the class.

### Answers

Rosa: I can't do HIT at my age!  
Kurt: I go to the gym to meet my friends.  
Barry: I've tried it, but I hurt my shoulder.  
Jamila: I'll tell my husband because he needs to lose weight.

- 7**  **10.14** Allow sts time to read through the sentences. Play audio track 10.14. See the SB page opposite for audio script. Sts listen and underline the stressed words. Check answers, playing the audio track again for sts to confirm which words are stressed. Elicit that *that* is not stressed and is pronounced with the weak vowel /ə/. Play the audio track again for sts to listen and repeat.


### Answers

1 Carlos said that HIT was very popular.  
2 He told me that I should ask some other people what they think.

- 8** **A** Refer sts back to the answers in exercise 6, eliciting who said what. Sts complete the sentences with that information. Remind them to make the changes necessary in reported speech. Check answers.

### Answers

1 she couldn't do HIT at her age  
2 he went to the gym to meet his friends  
3 he'd tried it, but he'd hurt his shoulder  
4 she'd tell her husband because he needed to lose weight

- B**  **10.15** Sts work in pairs and practise saying the sentences in exercise 8A, paying attention to the pronunciation of *that*. Play audio track 10.15. Sts listen and check their pronunciation. Play the track again for sts to listen and repeat.

### 10.15 Audio script

1 Rosa said that she couldn't do HIT at her age.  
2 Kurt told Vicky that he went to the gym to meet his friends.  
3 Barry told her that he'd tried it, but he'd hurt his shoulder.  
4 Jamila said that she'd tell her husband because he needed to lose weight.

- 9** Focus sts' attention on the example. Nominate a student to ask the question. Elicit the main changes that are needed to put the answer in the speech bubble into reported speech (*I* → *He*; *can't* → *couldn't*; *I've* → *he'd*; *my* → *his*). Nominate a second student to answer the question in full. Sts continue in pairs. Take feedback.

### Answers

1 What did José say? He said that he couldn't go running because he'd hurt his ankle.  
2 What did Sara say? She said that her train was delayed so she was going to be late.  
3 What did Laura say? She said that their teacher was wearing a leather jacket.  
4 What did David say? He said that if I was/we were tired, he'd make me/us a coffee.

### Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 164. All 'Student B' sts should go to SB page 172. Go to TB page 341 for the teacher notes. Do the activity, then continue with exercise 10A of lesson 10C.

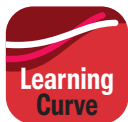
- 10** **A** Allow sts time to think about their answers individually. They then ask and answer the questions in pairs, and make notes of their partner's answers.

**B** Allow sts time to write sentences reporting what their partner said in exercise 10A. Put sts into new pairs to tell each other what their previous partner said about questions 1–6. Ask some sts to tell the class.

### PERSONAL BEST

Sts can practise reported speech further. They think about an interview with a sportsperson that they have read or listened to and write what the person said. They can work in small groups to tell their classmates about their interview.

Weaker sts can work in pairs and write three more questions to ask their classmates about sport. Encourage them to use a range of different tenses in their questions. Put pairs together into groups of four to ask and answer their questions and note down their classmates' answers. Sts then work in their pairs to write sentences reporting what their classmates said. Ask some pairs to read their sentences to the class.



## 10D Could you tell me ...?

1 Discuss the questions in pairs.

1 What are the best ways to keep fit?

3 What would be important for you if you joined a gym?

2 Have you ever thought about joining a gym?

4 Look at the webpage. Would you join this gym? Why/Why not?

2 10:16 Watch or listen to the first part of *Learning Curve*. Why does Marc want to join the gym?

3 10:16 Watch or listen again and complete the webpage with the correct information.

OUR CENTERS | GYM FACILITIES | SWIMMING POOL | FITNESS CLASSES | MEMBERSHIP | TIMETABLE

**CITY FITNESS**

June offer  
First month  
FREE

Join today or speak to one of our advisers [JOIN NOW](#) [CONTACT US](#)

**Standard membership fee:** 1 \_\_\_\_\_ per month (minimum 12-month contract)  
Access to all facilities while the center is open

**Off-peak membership fee:** 2 \_\_\_\_\_ per month (no contract, pay as you go)  
Access to facilities: Mon–Fri 3 \_\_\_\_\_ and 4 \_\_\_\_\_, weekends 2.00 p.m. – closing.  
Additional \$15 fee for access to swimming pool, sauna and steam room.

**Swimming-only fee:** 5 \_\_\_\_\_ per month  
Access to the swimming pool only: Mon–Sun 9.00 a.m.–5.00 p.m.

Opening hours: 6.00 a.m.–9.00 p.m. Student discount available: 15%

4 10:17 Match the halves to complete Marc's enquiries. Listen and check.

1 Could I speak to someone

a the cost, please?

2 Could you tell

b information about that?

3 Could you give me some

c thing.

4 I'd like to ask about

d off-peak membership.

5 Just one more

e about joining the gym?

6 So can I double-check

f me about the cost?



## Conversation builder

## making enquiries

## Starting enquiries politely:

*Could I speak to someone about ...?*

*Could you give me some information about ..., please?*

*Excuse me, I was hoping you could help me.*

## Asking for additional information:

*I'd also like to ask about ...*

*I was told ... Is that true?*

*Just one more thing. Do you ...?*

*Can I double-check? Do you ...?*

5 Read the Conversation builder. Choose three subjects in the boxes. In pairs, make enquiries about City Fitness. Use the information on the webpage to answer.

student discount

June offer

opening hours

how to join

swimming-only membership




## 10D Could you tell me ...?

Sts hear a conversation in which someone makes an enquiry at a gym. They then practise making enquiries and using intonation to be helpful when responding to enquiries.


Speaking	Conversation builder	Skill
Sts watch a video or listen to a conversation in which someone makes enquiries at a gym. They then practise making enquiries and being helpful when responding to enquiries.	Making enquiries	Being helpful

### WARMER


With books closed, write the following gapped expressions on the board: *go to the* \_\_\_\_, *spend time at the* \_\_\_\_, *be a member of a* \_\_\_\_, *join a* \_\_\_\_, *\_\_ equipment*, *a \_\_ workout*, *\_\_ facilities*. Put sts into pairs and ask them to guess the word that can be used in all the expressions. Tell them the word is connected with exercise. Check answers and see who managed to guess *gym*. Point out to sts that they should pay attention to words that collocate with other words when learning new vocabulary.


- 1 Sts discuss the questions in pairs. Get feedback from sts on their answers.
- 2  10.16 All the D lessons in this level which focus on speaking skills are accompanied by video (i.e. an episode of *Learning Curve*). In this episode, Marc wants to join a gym. Read out the question, then play video/audio track 10.16. See TB page 364 for video/audio script. Sts watch/listen and answer the question. Check the answer.

**Answer**  
He wants to get in shape/get fit.

- 3  10.16 Allow sts time to read through the webpage. Check they understand *off-peak*. Put them into pairs and ask them to discuss what kind of information is missing in each gap, e.g. a number, price, time, etc. Discuss these with the class. Play video/audio track 10.16 again. Sts watch/listen and complete the webpage with the correct information. Check answers.

**Answers**  
1 \$99 2 \$59 3 10 a.m. to 12 p.m.  
4 3 p.m. to 6 p.m. 5 \$30

- 4  10.17 Sts match the halves to complete Marc's enquiries. Play audio track 10.17. Sts listen and check their answers. Check answers with the class, and make sure sts understand all the enquiries.


 10.17 **Audio script**

- 1 Could I speak to someone about joining the gym?
- 2 Could you tell me about the cost?
- 3 Could you give me some information about that?
- 4 I'd like to ask about off-peak membership.
- 5 Just one more thing.
- 6 So can I double-check the cost, please?

**Answers**  
1 e 2 f 3 b 4 d 5 c 6 a

**3 x PRACTICE** SB page 90, exercise 4

- 1 Ask sts to match the sentence halves as normal. To check answers, read out each sentence beginning and ask: *Which ending? Why?* Discuss all the answers sts have chosen before you play audio track 10.17 for sts to check their answers.
- 2 Put sts into pairs and ask them to cover the sentence beginnings 1–6. They look at the endings a–f and try to remember the correct beginnings.
- 3 Sts work in their pairs and cover the sentence endings. They write alternative endings for the sentences. Put pairs together into groups of four to read their sentence endings to each other. The other pair must try to guess the correct sentence beginnings.

 **Conversation builder**

Read the Conversation builder box with sts about making enquiries. Point out that the expressions for starting enquiries are all followed by a noun, e.g. *Could I speak to someone about the opening hours?* Point out that in English the language for making enquiries is quite formal and indirect, as a way of being polite. Ask questions to check concept.

**Concept check questions:**  
*Could I speak to someone about ...? – Is that starting an enquiry? (yes). Can I double-check. Do you ...? – is that asking for additional information? (yes). Excuse me, I was hoping you could help me – starting an enquiry or asking for additional information? (starting an enquiry). Just one more thing – starting an enquiry or asking for additional information? (additional information).*

- 5 Elicit a few example enquiries from the class. Allow sts time to prepare some enquiries individually. They then work in pairs to make their enquiries and respond. They swap roles and practise again. Monitor while they are working, and correct any errors with the phrases in a feedback session at the end.



**6 A** 10.18 Watch or listen to the second part of the show. Does Marc decide to join the gym?

**B** 10.18 Are the sentences true (T) or false (F)? Watch or listen again and check.

- 1 Marc thought Taylor worked at a different centre. \_\_\_\_\_
- 2 Taylor likes this centre because it's small. \_\_\_\_\_
- 3 The receptionist told Marc about all the facilities. \_\_\_\_\_
- 4 Taylor offers Marc a free training session as a special offer. \_\_\_\_\_
- 5 Marc wants to start training slowly. \_\_\_\_\_



**7** 10.19 Listen and repeat the receptionist and Taylor's phrases when you hear the beeps. How are they helpful to Marc?

**Skill being helpful**

There are different ways to be helpful in English, especially with colleagues and customers.

- Use friendly intonation to show you are happy to help.
- Make offers and suggestions: *Would you like me to ...? Shall I ...? I'll ... if you want.*
- Check the person is satisfied: *Does that sound OK? Is there anything else I can help you with?*

**8 A** Read the Skill box. Are phrases 1–6 answers to questions (A), offers and suggestions (O) or checking the customer is satisfied (C)?

- 1 The nearest one is on the corner of Sutton Street. \_\_\_\_\_
- 2 Do you have any other questions? \_\_\_\_\_
- 3 I think it costs about \$20 to the city centre. \_\_\_\_\_
- 4 I'll just print you a map of the area. \_\_\_\_\_
- 5 Would you like me to write that down for you? \_\_\_\_\_
- 6 Is there anything else you'd like to know? \_\_\_\_\_

**B** 10.20 Listen and repeat phrases 1–6. Pay attention to the intonation.

**Go to Communication practice:** Student A page 164, Student B page 172

**9** Discuss the questions in pairs.

- 1 Have you ever worked with customers or the public? What did you do?
- 2 What's the most difficult thing about working with customers or the public?
- 3 Have you ever had a bad experience with customer service? What happened?
- 4 Can you think of a good experience with customer service? What happened?

**10 A** **PREPARE** Choose one of the situations. Use the phrases and your own ideas to prepare questions.



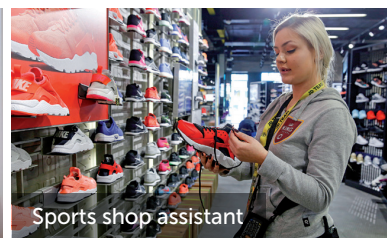
Travel agent

Holidays in the USA  
Best city to visit  
Cost of flights



Pharmacist

Medicine for the flu  
How often to take it  
Other advice to feel better



Sports shop assistant


Running shoes  
Best type for long distance  
Colours and sizes

**B PRACTISE** In pairs, make enquiries using your questions. Your partner should try to answer your questions and be as helpful as possible.


**C PERSONAL BEST** Were you a satisfied customer? What could your partner do differently to be more helpful? Choose another situation and make more enquiries.

**Personal Best**


Write down five questions you could ask in a restaurant.


**6 A**  **10.18** Read out the question, then play video/audio track 10.18. See TB page 365 for video/audio script. Sts watch/listen and answer the question. Check answers.

**Answer**  
Yes, Marc decides to join the gym.


**B**  **10.18** Allow sts some time to read the sentences. In pairs, they decide whether they are true or false. Play track 10.18 again for sts to listen and check their answers. Check answers with the class.

**Answers**  
1 T 2 F 3 F 4 T 5 T

**7**  **10.19** Play audio track 10.19 for sts to listen and repeat the underlined phrases after they hear the beeps. Discuss with the class how the phrases are helpful to Marc, e.g. by offering to give him more information.

 **10.19 Audio script**


- 1 Yes, hi. Could I speak to someone about joining the gym?  
Oh, sure! I can help you with that. (BEEP)
- 2 Thank you, you've been very helpful.  
You're welcome. Is there anything else I can help you with? (BEEP)
- 3 If you want, you can even take a free class. (BEEP)
- 4 So do you want to hear more about your free training session? (BEEP)

 **Skill**

Read the Skill box with sts about being helpful. Explain that using 'flat' intonation can make you sound unfriendly and not interested, whereas using more varied intonation can help you to sound friendly and helpful. You could discuss with sts whether the ways of being helpful are similar or different in the sts' own language and culture.

**8 A** Sts read the phrases and decide whether they are answers to questions, offers and suggestions or checking the customer is satisfied. Sts could work in pairs for this. Check answers, and check that sts understand all the phrases.

**Answers**  
1 A 2 C 3 A 4 O 5 O 6 C

**B**  **10.20** Play audio track 10.20. See the SB page opposite for audio script. Sts listen and repeat the phrases, paying attention to intonation.

**Go to Communication practice**

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 164. All 'Student B' sts should go to SB page 172. Go to TB page 341 for the teacher notes. Do the activity, then continue with exercise 9 of lesson 10D.

**9** Sts discuss the questions in pairs. Get feedback on sts' answers and hold a brief class discussion.

**10** Sts follow the steps to have a conversation with a partner.

**A PREPARE** Sts work in pairs to look at the pictures and choose a situation, then prepare some questions to make enquiries. Refer them back to the Conversation builder box on page 90 for help. Tell them they can make notes if they like, to help when they practise their conversation.

**B PRACTISE** Sts work in their pairs and practise making their enquiries. Their partner should answer the questions and try to be as helpful as possible. Refer them to the Skill box on page 91 for help. Encourage them to use a good range of intonation to sound friendly and helpful. Sts can swap roles and practise again.

**C PERSONAL BEST** Sts choose another situation and practise again. Encourage them this time to work without making notes first, and try to improvise their conversation, using the phrases in the Conversation builder box and the Skill box to help them. Get feedback from sts on how easy or difficult they found it to sound friendly and helpful.

**PERSONAL BEST**

Sts can practise making enquiries further by writing five questions they could ask in a restaurant. They can work in pairs to make their enquiries and respond by being helpful.

With weaker sts, brainstorm some questions to ask in a restaurant as a class. Make notes on the board. Brainstorm a few possible answers to each question and discuss how they could be made more helpful. Sts then work in pairs and take turns to make the enquiries. Their partner must respond and be helpful. Encourage sts to use a range of phrases from the Conversation builder box to make enquiries, and from the Skill box to be helpful.

**EXTRA PRACTICE**

As a class, brainstorm some questions to ask in a hotel, e.g. the cost of rooms, time of breakfast, etc. Write all the ideas on the board and brainstorm some possible helpful responses. Put sts into groups of three. They take it in turns to role play a conversation in a hotel in which one person makes enquiries and the other responds in a helpful way, while the third person in their group uses their phone to film the conversation. Sts can swap roles and practise again. Watching themselves on film will help sts to evaluate how polite and helpful they sound, and how confidently they use the phrases in the Conversation builder box and the Skill box.



# Grammar

1 Cross (X) the sentence which is NOT correct.

- 1 a I used to have a bike, but then I sold it.
- b I had a bike, but then I sold it.
- c I used to have a bike, but then I used to sell it.
- 2 a Cervantes wrote Don Quixote.
- b Don Quixote was written by Cervantes.
- c Cervantes was written Don Quixote.
- 3 a He'd gone home because he'd forgotten his wallet.
- b He went home because he'd forgotten his wallet.
- c He'd forgotten his wallet, so he went home.
- 4 a Emma said, 'I'll be on time.'
- b Emma told me she would be on time.
- c Emma said me she would be on time.
- 5 a She didn't used to do much exercise.
- b She didn't do much exercise.
- c She didn't use to do much exercise.
- 6 a The radio was invented by Marconi.
- b The radio is invented by Marconi.
- c Marconi invented the radio.
- 7 a He was late because he had missed the bus.
- b He missed the bus, so he was late.
- c He had been late so he had missed the bus.
- 8 a Pete said he was seeing the film before.
- b Pete said he had seen the film before.
- c Pete said, 'I've seen the film before.'

2 Use the words in brackets to write sentences that mean the same as the first sentence.

- 1 Someone stole my car last week.  
My car \_\_\_\_\_ someone last week. (stolen)
- 2 Neil said, 'I haven't been to Greece.'  
Neil said that \_\_\_\_\_ to Greece. (been)
- 3 When I was young I played the piano.  
I \_\_\_\_\_ the piano. (used)
- 4 They make Vespas in Italy.  
Vespas \_\_\_\_\_ in Italy. (are)
- 5 We ate our soup. Then he brought the drinks.  
When he brought the drinks, we \_\_\_\_\_ our soup. (had)
- 6 Kelly said, 'I don't need any help.'  
Kelly \_\_\_\_\_ any help. (me)
- 7 I didn't take an umbrella and I got wet.  
I got wet because I \_\_\_\_\_ an umbrella. (took)
- 8 I wasn't a very shy child.  
When I was a child, I \_\_\_\_\_ very shy. (be)

3 Complete the text with the correct form of the verbs in brackets.

## HOW NOT TO LOSE YOUR PET



Fumie Takahashi, a 64-year-old woman from Japan, was very happy when the police <sup>1</sup>\_\_\_\_\_ (tell) her that they <sup>2</sup>\_\_\_\_\_ (find) her pet parakeet, Piko Chan. But what was amazing was that the bird <sup>3</sup>\_\_\_\_\_ (tell) the police its own address!

Mrs Takahashi <sup>4</sup>\_\_\_\_\_ (use / have) another parakeet, but it escaped and flew away. So, when she bought Piko Chan, she taught it to repeat her street name and house number. Last Sunday, Piko Chan escaped, too, when the door to its cage <sup>5</sup>\_\_\_\_\_ (leave) open. It flew to a nearby hotel and after a few hours, it <sup>6</sup>\_\_\_\_\_ (take) to the police station by a guest.

The police <sup>7</sup>\_\_\_\_\_ (say) that the bird <sup>8</sup>\_\_\_\_\_ (be) silent for two days and they hadn't known what to do with it. Eventually, however, Piko Chan surprised them all when it <sup>9</sup>\_\_\_\_\_ (tell) them where it <sup>10</sup>\_\_\_\_\_ (live).

If Piko Chan escapes again, it'll probably be found even more quickly. Its photo has appeared in newspapers all over Tokyo, and Mrs Takahashi recently took the bird to a press conference, where it told journalists its address again.

# Vocabulary

1 Put the words in the box in the correct columns.

receipt till ankle crowd knee refund  
medal queue referee cheek beat chin

the body	sports	shopping

## Grammar

- 1 Sts read the sentences and decide which one in each group is not correct. Check answers and discuss as a class why the sentences are incorrect.

### Answers

1 c 2 c 3 a 4 c 5 a 6 b 7 c 8 a

- 2 Sts rewrite the sentences using the words in brackets. Check answers.

### Answers

1 was stolen by  
2 he hadn't been  
3 used to play  
4 are made  
5 had eaten  
6 told me (that) she didn't need  
7 hadn't taken  
8 used to be

- 3 Ask sts to read the text through quickly for general meaning. Ask: *How did the police find out where the bird lived?* (it told them its address). Sts read the text again and complete it with the correct verb forms. Check answers.

### Answers

1 told  
2 had found  
3 had told  
4 used to have  
5 was left  
6 was taken  
7 said  
8 had been  
9 told  
10 lived

## 3 x PRACTICE page 92, exercise 3

- 1 Do the exercise as normal. To check answers for each gap, ask sts to put up one hand if they think they know the answer, and two hands if they feel certain they know it. Ask those who put up one hand why they are not sure. The sts who are certain can explain.
- 2 Ask sts to cover the text in exercise 3. Write the bracketed verbs in order on the board. Sts then work in pairs to try to retell the story, using the verbs on the board to help them. They can look at the text again to check.
- 3 Divide the class into three groups, A, B and C. A are Mrs Takahashi, B are a police officer and C are the parakeet. Put sts into pairs within their groups. They prepare to retell the story in the first person, from the point of view of their character. Tell them they can add more details, to make their story more interesting. Ask pairs in turn to tell their stories to the class. Encourage them to speak at a natural speed, and use intonation to make their story sound interesting.

## Vocabulary

- 1 Sts put the words in the box into the correct columns. Check answers. As an extension, sts could write two or three sentences using some of the words.

### Answers

the body: ankle, knee, cheek, chin  
sports: crowd, medal, referee, beat  
shopping: receipt, till, refund, queue

2 Complete the conversation with the correct words.

**Lena** These jeans look amazing! Where is the <sup>1</sup>c hanging room?

**Peter** Over there, but can you <sup>2</sup>a \_\_\_\_\_ to buy them? I didn't think you had much money at the moment.

**Lena** Probably not. I don't <sup>3</sup>g \_\_\_\_\_ p \_\_\_\_\_ until the end of the month. Can I <sup>4</sup>b \_\_\_\_\_ some money from you?

**Peter** You already <sup>5</sup>o \_\_\_\_\_ me 50 euros!

**Lena** I'll <sup>6</sup>p \_\_\_\_\_ b \_\_\_\_\_ all the money at the end of the month. I promise.

**Peter** OK, <sup>7</sup>t \_\_\_\_\_ o \_\_\_\_\_ the jeans. If they <sup>8</sup>f \_\_\_\_\_ you, I'll think about it.

**Lena** Thanks Peter! There's a 70% <sup>9</sup>d \_\_\_\_\_ on them today, they're a real <sup>10</sup>b \_\_\_\_\_.

**Peter** OK, Lena.

3 Circle the word that is different. Explain your answer.

- |                   |                  |             |               |
|-------------------|------------------|-------------|---------------|
| 1 win             | draw             | lose        | score         |
| 2 earn            | borrow           | lend        | pay back      |
| 3 bargain         | queue            | discount    | the sales     |
| 4 return          | exchange         | deliver     | refund        |
| 5 finger          | thumb            | chest       | hand          |
| 6 medal           | umpire           | trophy      | race          |
| 7 knee            | elbow            | shoulder    | forehead      |
| 8 shopping centre | department store | supermarket | changing room |

4 Choose the correct word to complete the sentences.

- I \_\_\_\_\_ my parents \$100.  
a refund    b owe    c pay back
- We \_\_\_\_\_ them 2-1.  
a won    b scored    c beat
- I'm not buying anything. I'm just \_\_\_\_\_.  
a spending    b getting paid    c window shopping
- You can only use your \_\_\_\_\_ to move the ball.  
a brain    b heart    c foot
- Here's your change and here's your \_\_\_\_\_.  
a cash    b refund    c receipt
- There was a \_\_\_\_\_ of 60,000 at the game today.  
a spectator    b crowd    c athlete
- How much do you \_\_\_\_\_ in your job?  
a earn    b be worth    c borrow
- You need to \_\_\_\_\_ before a match.  
a cheat    b give up    c warm up
- Look how long the \_\_\_\_\_ is!  
a queue    b till    c bargain
- The day after the marathon, my \_\_\_\_\_ were so tired!  
a back    b bones    c muscles
- When I was younger it was easy to touch my \_\_\_\_\_, but now I can't.  
a toes    b fingers    c thumb

# Personal Best

Lesson 9A

Name five things you can do with money.

Lesson 10A

Write a sentence using the past perfect.

Lesson 9A

Write two sentences about your grandparents using *used to*.

Lesson 10A

Name three things you can win.

Lesson 9B

Name five things you usually see in a shopping centre.

Lesson 10B

Write a sentence with *for example*, and another with *such as*.

Lesson 9C

Write a sentence in the present passive, and another in the past passive.

Lesson 10C

Name five parts of the body that we have two of.

Lesson 9D

Name five nouns ending in *-ion*.

Lesson 10D

Give a phrase to start an enquiry, and another to ask for additional information.

Lesson 9D

Write an expression to start a formal email, and another to end it.

Lesson 10D

Give an expression to check someone is satisfied.

- 2** Sts read the conversation and complete it with the correct words. Check answers.

**Answers**

- 2 afford  
3 get paid  
4 borrow  
5 owe  
6 pay back  
7 try on  
8 fit  
9 discount  
10 bargain

- 3** Sts read the sets of words and circle the one that is different. Check answers, and ask sts to explain in each case why the word is different.

**Answers**

- 1 score (the others are all to do with the results of a match or game)  
2 earn (the others are all to do with borrowing money)  
3 queue (the others are all to do with shopping in 'the sales')  
4 deliver (the others are all to do with taking something back)  
5 chest (the others are all to do with hands)  
6 umpire (the others are all things you can win)  
7 forehead (the others are all joints)  
8 changing room (you can buy things in all the others)

- 4** Sts read items 1–11 and choose the correct words to complete them. Check answers.

**Answers**

- 1 b 2 c 3 c 4 c 5 c 6 b  
7 a 8 c 9 a 10 c 11 a

**3 x PRACTICE** SB page 93, exercise 4

- Do the exercise as normal. To check answers, ask for a show of hands according to who thinks each answer is correct. Discuss as a class why each option is correct or incorrect.
- Ask sts to cover the exercise, then write the correct answers on the board. Sts work in pairs and try to remember the sentences. Set a time limit and do this as a game. When the time is up, see which pair has remembered the most answers correctly.
- Ask sts in their pairs to write a second sentence to follow on from each sentence in the exercise, using one of the incorrect answers, e.g. *I owe my parents \$100. I'll pay them back next week.* Pairs then work together in groups of four. They read their second sentences to each other in a random order. The other pair must match each sentence with the correct sentence in the exercise.

**Personal Best**

At the end of each *Review and practice* double-page spread, there is a *Personal Best* section. The aim here is to provide a quick challenge to change the pace and allow for language recall and personalization.

These questions and prompts give sts the opportunity to revise a number of language and skills points from the preceding two units in a more productive way. The points being revised are referenced according to which lesson they appear in (e.g. Lesson 9A). They cover grammar, vocabulary and text builder language from reading and writing lessons and conversation builder language from speaking lessons. Sts work individually, in pairs or in groups, according to the class dynamic and the time available. Set a time limit if you would like to add a competitive element. Encourage sts to refer back to the relevant lessons if they are having difficulties. The aim is for them to respond to the prompts and engage with the target language in a personal way. Their answers will vary. Monitor and help as necessary and get feedback on sts' answers.

**WORKBOOK REVIEW AND PRACTICE**

Students will find two pages of Review and Practice at the end of each unit of their Workbooks.

Unit 9, pages 54 and 55

Unit 10, pages 60 and 61