10A Winning is everything

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

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

beat win match race umpire athlete medal trophy score crowd

1. 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!
2. 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.
3. 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?
   2. Have you ever won a medal or a trophy?
   3. Would you like to be a professional athlete?
   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.

10A Winning is everything

Sts read a text about the toughest marathon race ever.

Grammar
Past perfect

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

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. 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. 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. 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.

3. Scts discuss the questions in pairs. Ask some sts to tell the class something they learned about their partner.

4. 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

3 x PRACTICE SB page 84, exercise 2

1. Do the exercise. Elicit possible answers for each gap before you play the audio track to check answers.

2. 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.
5  A Read the sentences. Tick (✓) the action that happened first: a or b?

1 a  William Garcia started coughing after
   b  he’d breathed in too much dust.
2 a  Len Tau was disappointed because
   b  some wild dogs had chased him for over a mile.
3 a  The crowd thought a local athlete had won, so
   b  they started celebrating.
4 a  Even though he hadn’t run the whole marathon,
   b  the organizers presented 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.

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)
2 I knew they _______.! (cheat)
3 She _______ a rugby match before. (not see)
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 _______ (be) very excited after they _______ (travel) to Germany for their Champions League match against Bayern Munich. The players _______ (line up) for a photo when suddenly Karl Power _______ (run) onto the pitch dressed in the Manchester United kit and _______ (stand) next to them. Even though some of the players _______ (notice) Karl, the photographer still _______ (take) the photo. Karl then _______ (go) back to his seat to watch the match. Unfortunately, Manchester United _______ (lose), but Karl was happy because he _______ (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?

Write about an occasion when you did something that you had never done before.
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.

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!

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.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>how it feels to play wheelchair rugby</td>
</tr>
<tr>
<td>2</td>
<td>how to find out more about the sport</td>
</tr>
<tr>
<td>3</td>
<td>creating interest in disabled sports</td>
</tr>
<tr>
<td>4</td>
<td>Laura’s physical appearance</td>
</tr>
<tr>
<td>5</td>
<td>media interest in wheelchair rugby</td>
</tr>
<tr>
<td>6</td>
<td>the origins of the sport</td>
</tr>
<tr>
<td>7</td>
<td>the rules of wheelchair rugby</td>
</tr>
</tbody>
</table>

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

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

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.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Skill</th>
<th>Text builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>A text about wheelchair rugby</td>
<td>Finding information in a text</td>
<td>Giving examples</td>
</tr>
</tbody>
</table>

**WARNER**

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.

**Reading Skill Text builder**

**A text about wheelchair rugby**

Finding information in a text

Giving examples

**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:**

- 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.

**WARNER**

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.

**Reading**

A text about wheelchair rugby

**Skill**

Finding information in a text

**Text builder**

Giving examples

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

**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.

**SKILLS**

A text about wheelchair rugby

Finding information in a text

Giving examples

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:**

- 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.
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. 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.’

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.

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 stts 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 stts 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 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

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

2 A Look at the poster. Discuss the questions in pairs.
1 How much exercise do doctors recommend you do each week?
2 Is it possible to get fit doing three minutes of exercise per week?
3 What do you think ‘high-intensity training’ is?

B Listen to an interview and check your answers.

3 Discuss the questions in pairs.
1 How much exercise do you do per week? What do you do?
2 Do you believe that high-intensity training works? Why/Why not?
3 Would you like to try high-intensity training? Why/Why not?

4 A Complete the sentences about what Carlos and Vicky said. Listen again and check.
1 Carlos said that in HIT you used almost all your ______.
2 Carlos said two years ago he had weighed almost ______ kg.
3 Carlos said he was eating more ______ and ______ now.
4 Carlos said that he had lost ______ kg.
5 Carlos told Vicky that first she would do some gentle cycling to ______.
6 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.
1 Which two verbs do we use to report what someone says in the past? ______ ______
2 Which verb do we use when we say who the person is talking to? ______
3 Is it always necessary to use that with these verbs? Yes / No

5 A Listen carefully to what Carlos and Vicky said. Write the verbs they used.
1 In HIT, you ______ almost all your muscles.
2 Well, two years ago I ______ almost 100 kg.
3 Oh, and I ______ more fruit and vegetables now.
4 Of course – 75 kg. I ______ 25 kg.
5 OK, so first you ______ some gentle cycling to warm up.
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 → past simple
2 past simple → ______
3 present continuous → ______
4 present perfect → ______
5 will → ______
6 am/are/is going to → ______
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.

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported speech</td>
<td>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)</td>
<td>Unstressed that</td>
<td>Reporting what someone said</td>
</tr>
</tbody>
</table>

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.
**Grammar**  reported speech

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

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

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

1 Rosa said that __________________________.  
2 Kurt told Vicky that __________________________.  
3 Barry told her that __________________________.  
4 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 …

1 I can’t go running because I’ve hurt my ankle.  
2 Sara  
3 Our teacher is wearing a leather jacket.  
4 If you’re tired, I’ll make you a coffee.  
5 Laura  
6 David

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.

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

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

Think of a news story or an interview with a sportsperson. Write what the person said.
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.

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

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.

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.

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

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.

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.

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.

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?
   2. Have you ever thought about joining a gym?
   3. What would be important for you if you joined a gym?
   4. Look at the webpage. Would you join this gym? Why/Why not?

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

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

4. Match the halves to complete Marc’s enquiries. Listen and check.

   1. Could I speak to someone about …?
   2. Could you tell …?
   3. Could you give me some …?
   4. I’d like to ask about …?
   5. Just one more …?
   6. So can I double-check …?

   a. the cost, please?
   b. information about that?
   c. thing.
   d. off-peak membership.
   e. about joining the gym?
   f. me about the cost?

---

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

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Starting enquiries politely:
- Could I speak to someone about …?
- Could you tell …?
- 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 …?
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.

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Conversation builder</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Making enquiries</td>
<td>Being helpful</td>
</tr>
</tbody>
</table>

**WARMIER**

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** All 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.

**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?

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?

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 stps some time to read the sentences. In pairs, they decide whether they are true or false. Play track 10.18 again for stps 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 stps 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.

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)

8 A Stps read the phrases and decide whether they are answers to questions, offers and suggestions or checking the customer is satisfied. Stps could work in pairs for this. Check answers, and check that stps 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. Stps listen and repeat the phrases, paying attention to intonation.

9 Stps discuss the questions in pairs. Get feedback on stps’ answers and hold a brief class discussion.

10 Stps follow the steps to have a conversation with a partner.

A PREPARE Stps 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 Stps 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. Stps can swap roles and practise again.

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

PERSONAL BEST
Stps 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 stps, 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. Stps then work in pairs and take turns to make the enquiries. Their partner must respond and be helpful. Encourage stps 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 stps 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. Stps can swap roles and practise again. Watching themselves on film will help stps 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)

Vocabulary

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

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

<table>
<thead>
<tr>
<th>the body</th>
<th>sports</th>
<th>shopping</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>
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

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

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.
2 Complete the conversation with the correct words.

Lena These jeans look amazing! Where is the hanging room?
Peter Over there, but can you a c to buy them?
Lena Probably not. I don’t b p until the end of the month. Can I p some money from you?
Peter You already o me 50 euros!
Lena I’ll b all the money at the end of the month. I promise.
Peter OK, to the jeans. If they f you, I’ll think about it.
Lena Thanks Peter! There’s a 70% d on them today, they’re a real b.

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 department supermarket changing centre store

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

1 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.

2 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.

3 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.

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### 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**