



American Language Hub



LEVEL 3
Teacher's Book

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BOBBY DUNNETT





6 SPORTS AND HOBBIES

You can discover more about a person in an hour of play than in a year of conversation.

Richard Lingard

A surfer rides the inside of a wave at End of the road Beach, Tahiti.

OBJECTIVES

- describe a sport or game
- give a short, persuasive talk
- talk about hobbies and free time activities
- discuss trying new things
- express your opinion
- write an article for a magazine

Work with a partner. Discuss the questions.

- 1 Do you agree with the quote?
- 2 Look at the picture. Why do some people take part in sports like this?
- 3 How interested are you in these free time activities?

team sports running music collecting

SPORTS AND HOBBIES 61

Sport (n) an activity in which players or teams compete against each other, usually an activity that involves physical effort.
 Synonym: games (n)
 Hobby (n) something that you enjoy doing when you are not working.
 Synonyms: activity (n), amusement (n)

The quote for this unit is taken from *A Letter of Advice to a Young Gentleman Leaving the University Concerning His Behavior and Conversation in the World*, and suggests that the way someone reacts to winning or losing, and what they will do in order to win, reveals their true character.

Richard Lingard (1598–1670) was a professor of Divinity at the University of Dublin.

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

With books closed, elicit an example from the class of a good way to get to know what someone is really like. Put students into pairs to think of more ideas. Share answers as a whole class and elicit any useful language on the board.

- 1 Tell students to open their books and to read the quote. Ask students to discuss if they agree with it. Encourage students to support their opinions with reference to their own experiences.
- 2 Focus students' attention on the picture and elicit the name of the sport (*surfing*). Elicit a couple of reasons why people take part in sports like these, then put students into pairs to think of more reasons. In whole-class feedback, write any more useful language that students use to talk about sports on the board.
- 3 Tell students first to work individually to rank the free time activities in order of preference, then to compare their lists with a partner. Find out which is the most and least popular activity for the group and why.

WORKSHEETS

Lesson 6.1 Take part!
 Grammar: Modals of obligation (W21)
 Vocabulary: Adjectives ending in *-ive* (W22)

Lesson 6.2 Hobbies
 Grammar: *had to / needed to* (W23)
 Vocabulary: Hobbies and free time activities (W24)

6.1 Take part!

- Describe a sport or game
- Give a short, persuasive talk

- G modals of obligation
- V adjectives ending in *-ive*; sports
- P rhythm: pausing
- S listening for main and supporting points



Ex C If you think snowball fights are just for school kids, think again. **Competitive** snowball fighting (*Yukigassen*) is a sport for grown-ups that has just arrived in Scotland.

Ex C It began as an official sport in Japan in 1987 and since then it has spread to countries such as Canada, Australia, Norway and Sweden. And this weekend sees the first ever matches in Scotland.

Angus Campbell, the captain of the Glasgow Ice Warriors, says 'I think *Yukigassen* is going to be **massive** here. We have the snow and it's a fun and **inexpensive** sport that's **attractive** to everyone. Each match only lasts nine minutes, so you don't have to be super athletic to take part in a game.'

Ex C The snowball fights take place on a small court (40 m x 10 m) between two teams of seven players – **each team must** include male and female members. To win a game, a team has **Ex C** to capture the other team's flag or take out all their opponents with **direct snowball hits**. If a player is hit, he or she has to leave the game.

Ex C The rules are fairly simple, but Angus insists that having an **effective** strategy is the key to success. 'You must work together as a team, be **decisive** and keep calm when under pressure from your opponents. You shouldn't just run for the flag – you'll soon get hit and be out. You need to be more **creative** than that. Your team only has 90 snowballs, which the referee gives you before the game. You must not make any more during the game.'

Ex C Six teams are taking part in the event this weekend, and there will be trial sessions for anyone who wants to try it out. 'It looks a little **aggressive** at first, but you shouldn't feel nervous. It's only **snow, and all players have to wear a helmet, which we'll provide**. However, you should bring some warm gloves!'

If you're interested in trying something **active** on these cold winter days, you simply must go. The games are **impressive** to watch, and great to play. After all, what's more fun than playing in the snow?

The first game starts at 2 pm, on Saturday, in the city park. Entrance is free. Families are welcome.

READING

A SPEAK Write down the names of the different sports you know in pictures 1–4. Then check with another student. What do you know about these sports? Tell your partner.

B READ FOR GIST Read *Competitive snowball fighting hits Scotland!* Where do you think the article comes from? Why?

- a a national newspaper
- b a sports science academic journal
- c a local news and information website
- d a travel blog

C READ FOR DETAIL Put the sentences in the order the information appears in the article.

- a New players do not need to bring any safety equipment. **6**
- b There are two ways to beat the other team. **4**
- c There are men and women on every team. **3**
- d Generally, people think children, not adults, have snowball fights. **1**
- e A good game plan is important. **5**
- f Several countries play competitive snowball fighting. **2**

D SPEAK Work in pairs. What is your opinion of *Yukigassen*? Would you like to play it?



6.1 Take part!

LEAD-IN

Ask students to write down one interesting fact about themselves (that no one in the class knows about them) on a piece of paper. Tell students to crumple up their pieces of paper into balls and imagine they're snowballs. Students have a snowball fight, first throwing their snowball at another student, then picking up and throwing another one. After one minute, tell students to pick up the nearest snowball to them and to read it. Students then have to find whose snowball they have by mingling and asking questions.

READING

A Tell students to look at the pictures and discuss the questions. Monitor and provide any vocabulary that is requested. Find out if any of the students have done any of these sports.

- ice skating
- ski jumping
- ice hockey
- snowboarding

B Tell students to read the article quickly and to decide where they think the article comes from. Tell students that they only need to skim the text in order to do this, but encourage them to think about the style in which it is written. Look at the four options (a–d) and quickly elicit what style of writing these would be.

c – The style and register is appropriate for this context, and the final sentence, with a reference to the city park, but not naming the city, suggests a local information site.

C Tell students to read the text again more carefully this time, so that they understand it in more detail. Tell them to look at the sentences and put them in the order the information appears in the article. Go through the example with the whole class, demonstrating how the information in the first paragraph is paraphrased in sentence d. Students then continue with the rest. Tell students to compare in pairs before feedback. Ask students to refer to the text to explain where they found their answers.

D Put students into pairs to discuss the questions. Encourage students to expand on their answers by monitoring and providing any language input they need.

TEACHING IDEA

by David Seymour and Maria Popova

Grammar: Getting ready

Set the situation that a group is preparing to go on an expedition to the South Pole. They are discussing what they must do before they leave. Get students to talk and fill in endings for some written sentences (*We have to take ...; The ship must ...; We should tell ...; We must not forget ...; We will have to go ...*).

TEACHING IDEA

by David Seymour and Maria Popova

Grammar: Design the sign

Ask students to design a new sign for placing somewhere on the school premises where they are studying. Most signs contain implied modality (*No running = You must not run*) rather than explicit ones. Get students to think of a sign where they might need to spell out detailed rules saying what must/must not be done.

GRAMMAR HUB

6.1 Modals of obligation

should

	Positive	Negative
I/you/he/she/it/we/they	I should choose the best team.	We shouldn't yell at the players.

must

	Positive	Negative
I/you/he/she/it/we/they	They must find a better place to train.	You must not be so aggressive on the field.

have to

	Positive	Negative
I/you/we/they	You have to wear a helmet.	They don't have to play the game on the computer.
he/she/it	She has to perform well today.	He doesn't have to win every match.

- We use *should/shouldn't* when we describe what is or is not a good idea now, in the future or generally.
- We use *must* and *have to* when we describe rules and situations that are necessary.
- There is sometimes no difference between them. However, we usually use *must* and *must not* in written rules, and *have to* in speech.
- We use *must not* when we describe something that is not allowed.
- We use *don't/doesn't have to* when we describe things that aren't necessary, but you may still do them.
- There is a difference in meaning between *must not* and *don't have to*.

must not = not allowed
don't have to = not necessary

- In questions, we use *have to* instead of *must*.
- We can use *don't/doesn't need to* instead of *don't/doesn't have to* when we describe things that aren't necessary.

GRAMMAR

- A Do the first one together as a whole class, eliciting that it describes something 100 percent necessary so students should write *nc*. Tell students to complete the activity.
- B Tell students to look back at the sentences in Exercise A to help them complete the rules. Use these sentences to provide context to check students' understanding.
- C Direct students to the **Grammar Hub** (see TB62 and below).
- D Put students into pairs and tell them to compare and contrast the rules of the sports. Do an example yourself, modeling how you could use modals of obligation to do this. Use the **Grammar Worksheet** on W21 for extra practice.

VOCABULARY

- A Tell students to match the adjective with the definition, using the way the adjectives are used in the text to help them. Do the first adjective, *competitive*, as an example. Students then continue and complete the activity.
- B Tell students to practice by completing the questions with an adjective from Exercise A. Check answers as a whole class, then tell students to ask each other the questions. Use the **Vocabulary Worksheet** on W22 for extra practice.

SPEAKING

- A Model the task. Describe a sport with reference to the points listed in the task. Make sure it isn't too easy to guess what the sport is but not impossible either! When students have guessed correctly, tell them to work individually to do the same. Monitor to help with language if needed. Check that students have understood that they must not say the name of the sport.
- B Put students into groups. Tell each student to read their sentences and the other students in the group to guess what the sport is. Tell students that they get six points if they guess correctly after the first sentence, five points if they guess correctly after the second sentence, four points after the third sentence and so on. Any fast finishers can move on to Exercise C.
- C When all the sports have been guessed, tell students to discuss the questions in the same group. Discuss as a whole class and encourage students to expand on their answers. If some students have personal experience of a sport other students would like to try, take advantage of this to encourage further questions and discussion. Finish with feedback on students' language use during Exercises B and C, praising successes and correcting some errors.

GRAMMAR HUB

6.1 Modals of obligation

A Choose the correct option.

- 1 We don't have to / must not be competitive to have fun playing sports.
- 2 He must / doesn't have to wear a helmet. It's required.
- 3 I must / must not eat a massive meal before playing a sport.
- 4 They shouldn't / don't have to practice today because the coach isn't going to be here.
- 5 Do you have to / Must you train every day?

B Complete the sentences with the correct words and phrases from the box.

don't have doesn't have has
must not don't need should

- 1 You don't need to buy a ticket. Dad's bought them already.
- 2 She should ask her coach for advice on how to play better.
- 3 I don't have to go to practice today. It's been canceled.
- 4 For a helmet to work, it has to fit on your head properly.
- 5 You must not run while holding the ball. It's against the rules.
- 6 He doesn't have to wear protective gear because his sport isn't dangerous.

C Choose the correct option to complete the dialogue.

Anna: I'm excited about Saturday's game. It starts at 1 pm. I think we ¹ _____ meet in front of the entrance, shouldn't we?

Vincenzo: I ² _____ take my little sister to her lesson first, so I might be a little late. You ³ _____ wait for me outside. Just go on inside and I'll find you.

Anna: Well, I don't mind waiting for you outside. I ⁴ _____ be in my seat when the game starts. Besides, it's a big place. We ⁵ _____ go in together so we don't get lost.

Vincenzo: OK, fine.

- 1 a don't need to b must c should
- 2 a have to b should c don't have to
- 3 a must b don't have to c have to
- 4 a should b must c don't have to
- 5 a must b should c don't need to

► Go back to page 63.

GRAMMAR

Modals of obligation

A **WORK IT OUT** Look at the sentences from *Competitive snowball fighting hits Scotland!* Write *nc* (you have no choice, this is 100 percent necessary) or *c* (you have a choice, this is not necessary) next to each sentence.

- 1 All players **have to** wear a protective helmet. nc
- 2 You **don't have to** be super athletic. c
- 3 You **should** bring some warm gloves. c
- 4 You **shouldn't** just run for the flag. c
- 5 Each team **must** include male and female members. nc
- 6 You **must not** make any more during the game. nc
- 7 You **shouldn't** feel nervous. c

B Match the beginnings of the rules (1–4) with the endings (a–d).

Modals of obligation

- | | |
|--|---|
| b 1 We use must / have to / need to a | to talk about what is or is not a good idea. |
| d 2 We use must not when | b for rules and situations that are necessary (strong obligation). |
| c 3 We use don't have to when | c we describe things that are not necessary, but you may still do them. |
| a 4 We use should / shouldn't | d we describe something that is not allowed. |

C Go to the **Grammar Hub** on page 132.

D **SPEAK** Work in pairs. Compare the pairs of sports below. How are they similar and different? Think about their basic rules and the qualities of good players and successful teams.

baseball and cricket soccer and basketball
marathon running and running a 100 meter race tennis and racquetball



VOCABULARY

Adjectives ending in *-ive*

A Look at the adjectives in bold in *Competitive snowball fighting hits Scotland!* Then complete the definitions with the correct adjective.

- 1 A decisive person makes choices quickly and confidently.
- 2 A competitive sport involves two teams trying to beat each other.
- 3 If something is massive, it is very big or, in informal English, very popular.
- 4 An attractive suggestion or idea is one that people are interested in.
- 5 An effective plan works well and produces the result that is wanted.
- 6 An inexpensive activity doesn't cost a lot of money to do.
- 7 Having an active lifestyle means you do not sit around all day.
- 8 Aggressive behavior includes being rude or angry in order to get what you want.
- 9 You admire an impressive performance because it is very good and shows a lot of skill.
- 10 A creative person thinks of new or unusual ways to do things.

B **SPEAK** Complete the questions with adjectives from Exercise A. Then work in pairs and interview your partner. Take turns. Give reasons and examples to explain your answers.

- 1 What is the most _____ sport that you have played?
- 2 Are you a very _____ person? Why do you say that?
- 3 Which actors do you think are very _____?

SPEAKING

A You are going to write six sentences to describe a sport or game without naming it. Your classmates will try to guess what it is. Think about:

- reasons why you like it.
- the skills and qualities you need to play it well.
- how it is played and what you need to play it.

B Work in groups. Read your sentences to the group. Can your classmates guess the sport or game?

C Work in groups and discuss the questions.

- 1 Which of the sports and games described have you played? What do you think of them?
- 2 Which haven't you played? Would you like to try them?
- 3 Which is the most popular sport or game?

LISTENING

A SPEAK Work in pairs and discuss the questions. What are the pros and cons of playing video games?

B LISTEN FOR GIST Listen to a talk about eSports and choose the correct answers.

- What is the best title for the talk?
 - Video gaming: is it good for you?
 - Video gaming: the professional sport of the future
 - Video gaming: nothing more than a free time activity
 - Video gaming: the next Olympic sport?
- What is the purpose of the talk?
 - to give general information about eSports
 - to encourage people to watch and play eSports
 - to persuade people to agree with the speaker's opinion of eSports
 - to give a balanced analysis of eSports

C LISTEN FOR DETAIL Listen again to the introduction. What is the main idea of the talk? What are the supporting points? Use the strategies in the box to help you.

Listening for main and supporting points

When giving a talk, speakers usually give a main idea and then support it with detailed points, in the form of examples, statistics, names or dates.

Listen carefully to identify the main ideas and the supporting points that follow.

D Listen again to another part of the talk. What is the main idea? What are the supporting points?

E LISTEN FOR DETAIL Listen again to the whole talk and choose the correct answers.

- The speaker thinks that many people in the audience ...
 - play video games at home.
 - understand how popular eSports are.
 - don't realize that video gaming is played professionally.
- She says playing video games is a sport because ...
 - players practice a lot.
 - the games have clear rules.
 - there are winners and losers.
- She says a great eSports player
 - has a strong mind and body.
 - plays other traditional sports.
 - spends all their time training.
- She says eSports are different from traditional sports because ...
 - they are growing in popularity.
 - young people like them.
 - people watch them online.
- The Olympic Games wants to include sports that ...
 - involve physical activity.
 - young people like.
 - have professional players.

F SPEAK Work in pairs and discuss the questions.

- In your opinion, what is the difference between a sport and a game?
- Do you agree with the speaker's arguments? Which of her points do you think are strong or weak?
- Do you think eSports should be an Olympic sport? Why/Why not?

VOCABULARY

Sports

A Check (✓) the nouns that refer to people.

- | | | | |
|-------------|-------------------------------------|--------------|-------------------------------------|
| 1 champion | <input checked="" type="checkbox"/> | 6 stadium | <input type="checkbox"/> |
| 2 coach | <input checked="" type="checkbox"/> | 7 fan | <input checked="" type="checkbox"/> |
| 3 final | <input type="checkbox"/> | 8 top player | <input checked="" type="checkbox"/> |
| 4 league | <input type="checkbox"/> | 9 tournament | <input type="checkbox"/> |
| 5 spectator | <input checked="" type="checkbox"/> | 10 trophy | <input type="checkbox"/> |

6.1 Take part!

LISTENING

A Tell students to look at the pictures and elicit their initial reaction to them. Divide the class into two groups. If there are clearly some students who like playing video games a lot, and others who strongly dislike it, group them together at this stage. Give some time for one group to think of pros and the other to think of cons. Monitor to help with language as they do this. Put students together with a partner from the other group and ask them to explain their lists to each other. Conclude by discussing this briefly as a whole class and write any useful language that comes up on the board.

B Tell students they're going to listen to a talk about eSports. Use the pictures from Exercise A to remind students what exactly eSports are. Tell students to listen and to choose the correct answers. Tell students not to worry if they don't understand everything the first time as they're going to listen again.

C Point out the strategies in the *Listening for main and supporting points* box. Tell students to listen again to the introduction and use these strategies to help them identify the main idea and supporting points.

Main idea: Soccer, basketball, golf and tennis are four of the world's most popular sports.

Supporting points: played by millions, watched by millions more, all in the Olympic Games

AUDIO SCRIPT

6.1

Listening, Exercise B

Soccer, basketball, golf, tennis – four of the world's most popular sports. They are played by millions and watched by millions more, and all four are in the greatest festival of sports, the Olympic Games.

However, there is one sport that is just as popular as those, but it still hasn't been accepted in the Olympics, and indeed, many people say that it is not even a sport. What sport am I talking about? eSports. Yes, electronic sports, or competitive video gaming.

Ex E Q1 Now, I guess many of you think video games are just something people play at home or on their phones. In fact, they are played in the same way as any other sport, with teams competing against each other in large venues and stadiums, in front of thousands of paying spectators and with millions more watching online. Even if you already know how massive eSports are, maybe many of you think gaming is not actually a sport. But I hope to persuade you that video gaming has all the features that we see in other sports.

Ex E Q2 First of all, it is clearly competitive. Players and teams compete in national and international tournaments, with a goal to win the final, lift the trophy and become the champions. The will to win is a key part of video gaming. Also, playing video games requires incredible mental strength and skill.

You need to focus for long periods of time and the games are very fast. eSports demand smart thinking, quick decision-making and great communication between team members, just like traditional team sports. Of course, some people argue that video gaming is not a real sport because it doesn't require physical

D Tell students to use the same strategies again to identify the main idea and the supporting points as they listen to another part of the talk.

Main idea: eSports are played in the same way as any other sport. Supporting points: professional teams compete in large venues and stadiums, thousands of spectators, millions watch online

E Tell students to read the questions and to try to choose the correct answer from memory. Play the audio again for students to check their answers. Check answers as a whole class and ask students to justify their answers by telling the class exactly what the speaker said.

F Put students into pairs to discuss the questions. Share students' opinions as a whole class. Ask if anyone has changed the opinion they had in Exercise A after listening to the talk.

VOCABULARY

A Tell students to look at the nouns and to place a check mark next to the ones that refer to people. Check that students understand the meaning of the words by eliciting examples of each or an example sentence containing the word. Model and practice pronunciation of the nouns. Draw particular attention to the stress on the second syllable of *spectator* and on the first syllable of *tournament*.

strength. Now, I accept it isn't the same as soccer or football, for example, but, because the games are long and demanding, professional gamers have to be in good shape. If your fitness levels are poor, so is your ability to concentrate. This is why the managers and coaches of professional teams make sure their players spend time training in the gym and have a healthy diet. That all sounds like a sport to me.

Ex E Q3 So, have I changed your mind yet? Do you now feel that eSports should be in the Olympics? If not, remember that when they choose new sports for the games, they are looking for ones that are popular and have strong youth appeal. That sounds like eSports to me. Online eSports platforms have hundreds of millions of users every week.

Ex E Q4 While the numbers of people playing and watching traditional sports are declining, they are rapidly increasing for eSports, and most of those people are young people.

So, eSports are physically and mentally demanding. They attract young people like no other sport. They are popular all over the world, and, of course, anyone can take part. They have already become a professional success story, with famous top players, great teams and enthusiastic fans.

Video gaming is not a sport of the future; it is a sport of today, and so, eSports should, undoubtedly, be in the Olympic Games. Now, please excuse me, but I have a game to go and play. Thank you.

6.2

Listening, Exercise D

In fact, they are played in the same way as any other sport, with teams competing against each other in large venues and stadiums, in front of thousands of paying spectators and with millions more watching online.



B Tell students to complete the sentences with the correct form of a noun in Exercise A. Point out that they will need to make some words plural. Elicit the first answer as an example.

C Put students into groups to discuss the questions.

PRONUNCIATION

A Read the information aloud and demonstrate the use of pauses as you do this. Ask students if pauses are used the same way in their language. Tell students to listen to the beginning of the talk about eSports again. Point out how the first two examples of where the speaker pauses have been marked. Tell students to mark the other pauses as they listen and to think about which pauses are longer to add emphasis or drama.

B Tell students to look at the next part of the talk and to mark where they think the speaker will pause. Then play the audio for students to check.

C Put students into pairs to practice saying the extracts with the appropriate pauses. Tell them to listen carefully to their partner to check how well they do it.

SPEAKING HUB

A Tell students to choose one of the titles and write some notes about what they're going to say. Monitor to help with language input.

B Tell students to look at the tips for a persuasive talk and check that they understand all the points.

C Tell students to give their talks as persuasively as they can. Tell the students listening to write notes.

D Tell students to stay in their groups and to discuss which talks they agreed or disagreed with and which points were the strongest. Discuss as a whole class and encourage students to explain what made some talks especially persuasive. Finish with feedback on how well students organized and delivered their talks. Help them to record any other useful language that came up.

METHODOLOGY HUB by Jim Scrivener

Defining 'genre'

What does the word 'genre' mean? Why might 'genre' be an important consideration when teaching language?

In everyday life, people speak in a variety of ways, depending on who they are with, where they are, the nature of the situation, etc. To take two extreme examples, giving a presentation is a very different kind of speaking from inquiring about car insurance over the phone. These are two different genres.

A genre is a variety of speech (or writing) that you would expect to find in a particular place, with particular people, in a particular context, to achieve a particular result, using a particular channel (e.g. face to face, by phone).

A genre is usually characterized by specific choices about style, manner, tone, quantity, volume, directness, choice of words, formality, type of content, etc. Apart from the detailed content and specific words of the presentation or the phone call, there is likely to be a generally recognizable 'presentation-ness' about the presentation and an 'inquiry-on-the-phone-ness' about the call. That's not to say that we can't also knowingly choose to ignore or undermine the genre, e.g. by giving a presentation in the style of a comedy sketch (in fact, substituting one genre for another)!

METHODOLOGY HUB by Jim Scrivener

Voice settings

One interesting approach to pronunciation may sound a little odd at first. It's based on the idea that, rather than work on all the small details of pronunciation (such as phonemes, stress patterns, etc), it might be better to start with the larger holistic picture - the general 'settings' of the voice. If you think about a foreign language you have heard a number of times, you are probably able to quickly recall some distinctive impressions about how the language is spoken - the sorts of things that a comedian would pick on if they wanted to mimic a speaker of that language; for example, a distinctive mouth position with the lips pushed forward, a flat intonation with machine-gun delivery, a typical hunching of shoulders, frequently heard sounds, a generally high pitch, etc.

METHODOLOGY HUB by Jim Scrivener

Varieties of speech genre

Make a list of about ten distinctly different real-life types of speaking, e.g. making a public speech. Some suggested answers:

- Giving an academic lecture
- Telling a joke
- Greeting a passing colleague
- Making a phone inquiry
- Chatting with a friend
- Explaining medical problems to a doctor
- Negotiating a sale
- Giving street directions
- Making a business presentation

Being more specific about genre

A term such as 'making a public speech' is still relatively imprecise. It could refer to a wide variety of very different kinds of tasks, from thanking some colleagues for a birthday present to standing up as best man at a wedding reception to presenting a one-hour talk at a conference of 3,000 people.

It is possible to specify types of speaking more precisely than by simply naming a genre if we add information about **why** the speaking is being done, **where** it is being done and **who** is listening or interacting with the speaker.

Do your students have such an image about American speakers of English? Or Australians? Or Canadians?

One useful activity would be to:

- 1 watch one or more native speakers on video
- 2 discuss any noticeable speech features
- 3 try speaking nonsense words using this 'voice setting' ('comedian' style)
- 4 practice reading a simple short dialogue in as 'native' a way as they can. (This will probably seem very funny to your students, who will initially tend to do fairly bland copies, never fully believing that a voice setting may be so different or exaggerated compared to their own language; encourage them to risk looking and sounding just like a native speaker.)

B Complete the sentences with the correct form of the nouns in Exercise A.

- 1 In the Olympic Games, the winners receive a gold medal, not a trophy.
- 2 Usain Bolt and Michael Phelps are two of the most famous Olympic champions.
- 3 The FIFA World Cup is a soccer tournament that is held every four years.
- 4 If you are a Manchester United fan, you should wear something red to the game.
- 5 The Camp Nou, in Barcelona, is the largest soccer stadium in Europe. It can hold nearly 100,000 spectators.
- 6 Top players can earn a lot of money from advertising and sponsorship contracts.
- 7 If a team loses a lot of games, the coach usually loses his or her job.
- 8 Nothing in sport is certain - you don't always see the two best teams in a final.
- 9 There are 20 teams in the national league. Each team plays the others twice, so each team plays 38 games in a year.

C **SPEAK** Work in groups and discuss the questions.

- 1 What are the popular spectator sports and sports tournaments in your country?
- 2 Who are the top sportsmen and women in your country? What do you know about them?

PRONUNCIATION

Rhythm: pausing

Pausing

We use pauses to support the meaning of what we say, and to help the listener follow and understand.

- Use very short pauses to group words that go together in phrases or clauses. This is similar to using a comma in writing, but can be more frequent.
- Use short pauses at the end of sentences and paragraphs. This is similar to using a period in writing.
- Make the pauses a little longer to add emphasis or drama.

6.3

A Listen to the beginning of the talk about eSports. Mark where the speaker pauses. The first two pauses have been marked (/) to help you. Which pauses are longer to add emphasis or drama?

Soccer, / basketball, / golf / tennis / - four of the world's most popular sports. / They are played by millions / and watched by millions more, / and all four / are in the greatest festival of sports / the Olympic Games.

6.4

B Where do you think the speaker pauses in the next part of the talk? Mark (/) each pause. Then listen and check your answer.

However, / there is one sport / that is just as popular as those, / but it still hasn't been accepted in the Olympics, / and indeed, / many people say / that it is not even a sport. / What sport am I talking about? / eSports. / Yes, / electronic sports, / or competitive video gaming.

C **SPEAK** Work in pairs. Practice saying the extracts in Exercises A and B. Listen and check that your partner pauses in the correct places.

SPEAKING HUB

A You are going to give a short persuasive talk (1-3 minutes). Choose one of the titles and write notes for your talk.

- eSports are not sports and should not be part of the Olympic Games.
- Playing video games is a good activity for children.
- Video games are generally more negative than positive.
- Professional athletes earn too much money. Their pay should be limited.
- _____ is the best sport to both play and watch.

B **PLAN** Look at your notes and use these tips on how to improve a persuasive talk.

- Have a good introduction and conclusion.
- Use confident language, e.g. *I strongly believe ...*; *It's undoubtedly true that ...*
- Use rhetorical questions, e.g. *Why should we do this?*; *I'm sure you agree, don't you?*
- Support your main points with good examples and arguments.
- Practice your pausing and rhythm when giving the talk.

C **PRESENT** Work in groups. Give your talks. Write down the main ideas and supporting points of the other talks.

D **REFLECT** Work in groups. Did you agree or disagree with the speakers? Which points do you think were strongest?

- Describe a sport or game
- Give a short, persuasive talk



6.2 Hobbies

- Talk about hobbies and free time activities
- Discuss trying new things

V hobbies and free time activities
S identifying tone

G present perfect progressive; *had to / needed to*

P *been*: unstressed



LISTENING

A SPEAK Work in pairs and discuss the questions.

- Describe the pictures (a–e). What are the people doing?
- Which free time activities are you most interested in? Why?

B LISTEN FOR GIST Listen to a radio show about hobbies and free time activities. Match the pictures (a–e) with the guest speakers (1–5).

- 1 d 2 b 3 a 4 e 5 c

C LISTEN FOR DETAIL Listen again. Choose the best answers for each person.

- Speaker 1
 - a buys and sells new cars.
 - b** spends a lot of money on his hobby.
 - c makes enough money from his hobby to pay for his vacations.
- Speaker 2
 - a finds his hobby stressful at times.
 - b also works as a photographer.
 - c** is learning how to do something new.
- Speaker 3
 - a wants her husband to spend more time on his hobby.
 - b** says her husband spends a lot of time on his hobby.
 - c shares her husband's hobby.
- Speaker 4
 - a** shares her interest with her friends.
 - b has her own social media site about her interest.
 - c regularly stays at hotels in Boston.
- Speaker 5
 - a usually has a few hobbies at the same time.
 - b finds it hard to get interested in things.
 - c** has had many different hobbies.

D SPEAK Work in groups and discuss the questions.

- Are there any hobbies you would like to try? Which ones?
- What are the benefits of having a hobby?

VOCABULARY

Hobbies and free time activities

A WORK IT OUT Look at the three sets of verb phrases from the radio show. Match the beginnings of the phrases with the endings (a–d).

- | | |
|----------|---------------------------------|
| 1 join | a interest in a hobby |
| be | b a hobby |
| lose | c a society |
| take up | d my thing |
| 2 be | a into something |
| be | b you in shape |
| keep | c of a singer |
| be a fan | d a member of a fan club |
| 3 get | a relaxing |
| be | b from daily stress |
| collect | c you out of the house |
| escape | d something, like stamps or art |
- (‘get something’ is also possible)

B Complete the table with the verb phrases from Exercise A.

Show enthusiasm for a hobby	Something you may do as part of a hobby	Benefits of a hobby	Start a new hobby
<u>be into</u>	<u>join a society</u>	<u>escape from daily stress</u>	<u>take something up</u>
<u>something</u>	<u>collect something</u>	<u>be relaxing</u>	
<u>be my thing</u>	<u>be a member of a fan club</u>	<u>get you out of the house</u>	
<u>be a fan of something</u>		<u>keep you in shape</u>	
<u>lose interest in something</u>			

C Go to the **Vocabulary Hub** on page 144.

D SPEAK Rewrite these sentences so they are true for you. Then work in pairs and compare your answers. Give reasons and examples.

- I'm a big fan of the singer Ed Sheeran.
- I need to find a way to get myself out of the house more frequently.
- I've collected a lot of different things during my life.
- I don't do much to stay in shape. I should do more.
- I've never been a member of a fan club nor joined a society.
- Cooking isn't really my thing.
- I've had a few hobbies that I've lost interest in.
- This year, I've taken up a new hobby.

6.2 Hobbies

LEAD-IN

With books closed, check understanding of *hobbies* and elicit an example. Put students into pairs and give each pair one of the following categories: indoor hobbies, outdoor hobbies, hobbies for young people, hobbies for older people, modern hobbies, traditional hobbies, educational hobbies, creative hobbies, physical hobbies, spiritual hobbies. Tell students to think of as many hobbies as they can for their category. Share ideas with the class and write any useful language that comes up on the board.

LISTENING

A Tell students to look at the pictures and discuss the questions. Elicit the names for the hobbies and free time activities shown in the pictures.

B Tell students they're going to listen to a radio show about hobbies and free time activities. Tell them to listen and match each speaker (1–5) to a picture (a–e) from Exercise A.

C Tell students to look at the questions and to try to choose the correct answer from memory. Play the audio again for students to check. Ask students to justify their answers with reference to exactly what each speaker said.

D Give a personal example answer for question 1, then put students into pairs to discuss the questions. Ask if any students have experience of the hobbies that their classmates would like to try. If they do, they can exchange helpful information.

AUDIO SCRIPT

6.5

Listening, Exercise B

RP = Radio Presenter S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3 S4 = Speaker 4 S5 = Speaker 5

RP: Hobbies. Interests. Pastimes. They're something more than watching TV, and something different from playing a sport. I'm Gavin Ross, and in this week's Human Behavior, we're asking you, the public, about what you like doing in your free time. What hobbies do you have? How long have you been doing them? Why do you have them? Let's hear from some of our listeners out on the streets in Boston today.

Ex CQ1 S1: I'm really into classic or vintage cars. I've been buying them since I was 18, when I first learned to drive and got my first one, a small 1960s sports car. Obviously, it isn't exactly a cheap hobby, what with buying and then repairing them. It means I don't go on expensive vacations like my friends, but I'm not going to give it up. I've just bought an old Mini, so I'll start working on that tomorrow.

S2: Arts and crafts are my thing – jewelry making, painting, woodworking.

Ex CQ2 I've had this interest since I was a child. For the last six months, I've been going to pottery classes. In fact, I've been working in the studio this afternoon – that's why my hands are so dirty. As a hobby, it's relaxing and a great escape from daily stress, and, you know, it makes time fly – a sure sign I'm enjoying myself.

S3: I don't really have a hobby, but my husband is an enthusiastic cyclist.

VOCABULARY

A Elicit that the verb phrases were all used in the radio show. Tell students to match the beginnings with the endings. Check that students understand the meaning of the verb phrases by eliciting how they were used in the radio show and in relation to which hobby.

B Tell students to put the verb phrases into the correct column in the table. If students have difficulty with this, clarify the meaning of the verb phrases with further examples.

C Direct students to the **Vocabulary Hub** (TB121) for further practice of verb phrases related to hobbies and free time activities.

D Tell students to look at the sentences and to decide if they are true for themselves. Tell students to rewrite the false sentences so that they are true. Then put students into pairs to compare and explain their answers. Encourage students to expand on their answers and to ask each other follow-up questions. Use the **Vocabulary Worksheet** on W24 for extra practice.

Extra activity

Divide the class into two groups. Each group should write a list of five sports or hobbies. The groups exchange lists. One person from each group should describe or act out each word for their group to guess. Set a time limit of two minutes.

Ex CQ3 Actually, I think that cycling is an obsession for him, rather than a hobby. If he isn't out on a ride, he's cleaning the thing, or checking out the latest accessories online. He's been doing it since his teens, so I knew what I was getting when I married him. It isn't really my thing, so I leave him to it; it seems to keep him in shape and happy.

S4: I don't know if you can call this a hobby, but I spend most of my time following Danny CJ, the singer – I'm a massive fan. I've been a member of his fan club for a long time, I've been to a lot of his concerts and I collect everything I can about him: all the music, pictures, posters, calendars. It's great following him on social media, too. He even replied to one of my tweets once. Whenever he comes to Boston, my friends and I all hang out outside his hotel. He's in there now – we've been waiting here all day, but we haven't seen him yet. Hold on, is that him? Danny! Danny! Over here!

Ex CQ4 I don't know if you can call this a hobby, but I spend most of my time following Danny CJ, the singer – I'm a massive fan. I've been a member of his fan club for a long time, I've been to a lot of his concerts and I collect everything I can about him: all the music, pictures, posters, calendars. It's great following him on social media, too. He even replied to one of my tweets once. Whenever he comes to Boston, my friends and I all hang out outside his hotel. He's in there now – we've been waiting here all day, but we haven't seen him yet. Hold on, is that him? Danny! Danny! Over here!

Ex CQ5 S5: Do I have a hobby? Well, you might say my hobby is having hobbies. I tend to get really into something, like, at first, I get really obsessed with it, but then I soon lose interest. I don't know why. I've always been like this. Recently, I've been getting into bird watching – I've bought all the kits and a bunch of books, and I've joined two local societies. No idea how long this will last though. I might start cooking classes soon, or take up sailing. Anything that gets me out of the house.

RP: Those are just some of the people I've met while making this show, and I'd like to hear from even more of you. Visit our show's website to see how you can take part in this series of Human Behavior. The address is www.radiotalk.net/humanbehavior ...

GRAMMAR

- A Do the first one together as a whole class.
- B Tell students to look at the sentences in Exercise A again and to complete the rules.
- C Direct students to the **Grammar Hub** (see below and TB68).
- D Put students into pairs, one student A and one student B. Tell students to turn to the **Communication Hub** (TB121). As a class, share the most interesting answers and comment on how well students used structures.

PRONUNCIATION

- 6.6 A Tell students to listen to three sentences and to pay special attention to the pronunciation of *been*. Elicit that it rhymes with *thin*, not *seen*. Point out the information in the box, and check that students understand that *been* is an auxiliary verb and is normally unstressed and pronounced /bɪn/. Stressed words are usually main verbs and key information verbs, not auxiliary

verbs. Elicit an example of each on the board and then practice pronunciation.

- 6.7 B Tell students to practice by listening and repeating the sentences.

SPEAKING HUB

- A Tell students to think about the questions and to write notes. Monitor to help with language input.
- B Tell students they're going to interview three or four of their classmates about their hobbies. Tell students to make sure they write notes about each person they speak to. Monitor as they do the interview and make sure both students in each pair get a chance to ask and answer questions.
- C Tell students to sit down and then put them into groups with students they haven't worked with before. Tell them to use their notes to tell each other the most unusual/interesting/dangerous/expensive hobbies they heard about.



GRAMMAR HUB

6.2 Present perfect and present perfect progressive; had to / needed to

Present perfect

Positive	Negative	Question
I've joined a sailing club.	They haven't made up their minds about joining the league.	Have you met your opponent yet?

- We use the present perfect for actions completed during a period of time that continues to now.
- We also use the present perfect for actions completed before now when we don't say exactly when.
- See Grammar Hub 2.1 for more information about the present perfect.

Present perfect progressive

	Positive	Negative
I/you/we/they	I have been collecting stamps for years.	We haven't been doing our best in every game.
he/she/it	She's been training hard every single day.	Zain hasn't been training hard enough.

Question	Positive short answer	Negative short answer
Have they been playing tennis for long?	Yes, they have.	No, they haven't.
Has Anika been watching the game on TV?	Yes, she has.	No, she hasn't.

- We use the present perfect progressive to talk about an action that started in the past and continues in the present. It can be a single or a frequently repeated action.
He has been cooking all afternoon.
- We can use both the present perfect and the present perfect progressive to describe a recently completed activity.

She has posted the videos on social media. She has been posting the videos on social media all morning.

- We use the present perfect progressive to find out the duration of an activity.
How long have you been waiting for your teammates?
- We do NOT use the present perfect progressive with state verbs.
I have known my coach for years.

had to / needed to

	Positive	Negative
I/you/he/she/it/we/they	They had to practice for four hours each day. He needed to wear safety equipment.	You didn't have to train for the snowball fight. She didn't need to buy a new helmet.

Question	Positive short answer	Negative short answer
Did you have to take a lesson first?	Yes, I/we did.	No, I/we didn't.

- We use *had to* and *needed to* to talk about things that were necessary in the past. They mean the same thing.
- We don't use *must* to talk about the past.

- *They had to pay for the skiing lessons last winter.*
- We use *didn't have to* and *didn't need to* to talk about things that were not necessary but possible in the past.

GRAMMAR

Present perfect progressive

- A WORK IT OUT Look at the sentences from the radio show and choose the correct answers.

- 1 Which sentence describes a single action that continues up to now? Which sentences describe an action or activity that is frequently repeated up to now? a, c
 - a He's been doing it since his teens.
 - b We've been waiting here all day.
 - c For the last six months, I've been going to pottery classes.
- 2 In each sentence, is the main verb a state or an action verb?
 - a He's been doing it since his teens. **action verb**
 - b I've had this interest since I was a child. **state verb**
 - c I've been a member of his fan club for a long time. **state verb**
- 3 What are the recently completed actions in the sentences? Which sentence focuses on the fact that the action is completed? Which sentence focuses on the duration of the action? a
 - a I've been working in the studio this afternoon – that's why my hands are so dirty.
 - b I've just bought an old Mini, so I'll start working on that tomorrow.

- B Complete the rules (1–5) with the words in the box.

progressive long now past present repeated state

Present perfect progressive

- 1 We usually use the present perfect progressive to talk about an action that started in the **past** and is continuing **now**. The emphasis is on the unfinished activity.
- 2 We also use it to talk about a past action that has just finished, but which has a **present** result.
- 3 We can use it to talk about **continuous** or frequently **repeated** actions.
- 4 We do not use the present perfect progressive with **state** verbs.
- 5 We use the present perfect progressive to talk about how **long** something has been happening.

- C Go to the **Grammar Hub** on page 132.

- D SPEAK Work in pairs. Student A – go to the **Communication Hub** on page 150. Student B – go to the **Communication Hub** on page 155.

PRONUNCIATION

been: unstressed

- 6.6 A Listen to three sentences. What do you notice about the pronunciation of *been* in each sentence? Does it rhyme with *seen* or *thin*? Each time, *been* rhymes with *thin*.

been

In the present perfect progressive, *been* is an auxiliary verb and it is normally unstressed and pronounced /bɪn/.

The stressed words are usually the main verbs and key information words, not the auxiliary verbs.

- 6.7 B Listen and repeat.

SPEAKING HUB

- A Choose one of your hobbies or free time activities and prepare to talk about it. Answer the following questions.

- 1 When did you take it up and why?
- 2 How much time and money do you spend on it?
- 3 What do you like about it?
- 4 Is there anything you dislike about it?
- 5 What benefits does it bring to you and your life?
- 6 Why would someone else enjoy your hobby?

- B SPEAK Go around the class and interview three or four of your classmates about their hobbies. Write notes.

- C DISCUSS Work in groups. Tell each other about your interviews. Which hobbies were:

- the most unusual?
- the most interesting?
- the most dangerous?
- the most expensive?

READING

A SPEAK Work in pairs. When was the last time you:

- tried a new food or drink?
- listened to a new singer or group?
- visited a new place?

B READ FOR MAIN IDEA Read the first two paragraphs of *My six months of trying new things*. Then complete the summary with a word in the box.

interesting relaxing

Candie is not very active. She decided to spend the first six months of this year doing different activities because she wants to find a hobby that will make her free time more interesting.

My six months of trying new things

By Candie Carmichael

July 15

I've never been the kind of person who does lots of exciting things in their free time. Paragliding, swimming with dolphins, climbing Mount Everest – not me! My idea of danger is to sit on the couch and watch the latest crime series on TV. The closest I get to nature is when I 'like' my friends' cat pictures on social media. As for climbing Himalayan mountains – forget it! I'd rather climb the stairs to bed.

But at one point toward the end of last year, I started to feel that my life was becoming a little ... well ... boring. I needed to take up a hobby. But which one? There are so many things out there – how do you know what you will enjoy? So I decided to spend the first six months of this year trying out a new hobby each month. I was a complete beginner at every activity I tried.

Here's what happened:

January: Fly fishing

The first thing I learned was that no flies are harmed in fly fishing. You make a pretty, artificial 'fly' and attach it to a hook on a fishing line. ¹ When a fish takes a bite you ... oh, I don't know. I did NOT do well at this. One month: lots of badly made 'flies', and ZERO fish (apart from the ones I got at the fish and fries place on my way home).

April: Beekeeping

Surely all I had to do was keep some flying insects in a box? ⁴ About a hundred bee stings later, I realized that a lot can go wrong and beekeeping is a serious (and sometimes painful) business. I think I'll just get my honey from the grocery store in future.

February: Stamp collecting

Why does anyone do this? ² After a whole four weeks of attaching little squares of paper from around the world into a big book with blank pages, I still have no idea.



March: Ping-Pong

This one really surprised me. I'm actually good at it! I joined a club, and I didn't need to spend a lot of time practicing before I started winning games. After only a month, I was already one of the best players in the group. I really can't believe it. ³



May: Playing the ukulele

The ukulele is like a very small guitar. It has four strings. It makes you look like a giant when you play it. ⁵ I didn't have to be in great shape. It wasn't dangerous and it wasn't painful. And at the end of the month, I could play Rivers of Babylon all the way through. If that isn't success, I don't know what is!



6.2 Hobbies

READING

A Give a personal example, then put students into pairs to discuss the questions. Share any interesting answers with the class. Ask students to expand on why they tried these new experiences and how it made them feel.

B Tell students they're going to read about a woman named Candie who decided to try a lot of new experiences. Tell them to read the first two paragraphs and complete the summary with the correct word.

C Tell students to read the rest of the article and to match the activities with Candie's experiences. Tell them to ignore the blanks in the text at this stage. Ask students to explain which part of the text helped them find the answer.

D Tell students to read the text again and to fill in the blanks with the sentences. To make this more challenging for stronger students, tell them to cover sentences a–f and to try to predict the missing sentences. When the other students are almost finished, tell the stronger students to uncover sentences a–f and to put them in the correct blanks, comparing how similar they are to their ideas.

METHODOLOGY HUB by Jim Scrivener

Audience and purpose

When identifying tones, it is important to think about audience and purpose.

In real life, we can judge if our writing was successful by whether it did what we wanted it to do. For example:

- if we wrote a complaint email to an online bookstore, we would feel successful if they replied, seemed to understand our problem and took steps to deal with it;
- if we wrote a story about a happy incident in our childhood, we might feel we had succeeded if other people read it and enjoyed it and maybe wanted to talk to us about it and ask questions or respond with their own stories;

The fact that writing can achieve such things is part of what motivates us to put care into our writing. Good writers need to become careful readers of – and reflectors on – their own work. The existence of audience and purpose are worth bearing in mind in class.

METHODOLOGY HUB by Jim Scrivener

Some alternatives to reading aloud around the class

Here are some alternatives to try:

- You read.
- You read narrative, but students read character conversation.
- You (having read the chapter yourself before class) tell the story in your own words, without notes, in the most spell-binding way you can; later, you get students to do the same with other parts.
- Students read to each other in small groups or pairs, stopping, changing, discussing and helping each other whenever they want to.
- Students read silently, then, without discussion, act out, improvising a scene based on what happened.
- Students silently speed-read a text (say in two minutes), then report back, discussing, comparing, etc., before silently reading it more carefully.

GRAMMAR HUB

6.2 Present perfect and present perfect progressive; had to / needed to

A Choose the correct option.

- 1 I've never played / been playing racquetball before. Is it fun?
- 2 Have you been watching / watched sports on TV all day?
- 3 I've just finished / been finishing a really difficult exercise class.
- 4 Sorry about my appearance. I've run / been running.
- 5 Do you think he's understood / been understanding the rules yet?
- 6 Lee hasn't worked out / been working out for a long time but he's already increased / been increasing his muscle strength.

B Complete the sentences in the present perfect or progressive with the correct form of these verbs. Sometimes more than one tense is possible.

follow join stay lose play spend

- 1 Tom has lost interest in playing soccer.
- 2 The coach has spent / been spending a lot of time with the players lately.
- 3 Have you been following the tennis competition? It's getting good!
- 4 Georgia has been staying in shape these days using a new exercise program.
- 5 Eli and Greta haven't joined the club yet.
- 6 I've been playing this video game all day and there's still a lot left.

C Correct the mistakes.

- 1 He had to leave the game because he broke his leg.
- 2 I had to yell so the other players could hear me.
- 3 You didn't have/need to yell. I could hear you on the field.
- 4 I didn't need/have to tell my friend about the game.
- 5 **A:** Why didn't they have to buy a paddle?
B: Because they already had one.

► Go back to page 69.

E Tell students to read the information in the *Identifying tone* box. Tell them to think about this information and to look at the highlighted phrases, words and punctuation in the article to decide what they think the author's tone is. Ask students to explain their answers and if similar techniques are used in their own language. Ask if students know any other ways in which this can be done.

They show us that the article has an informal tone. There are capitalizations for emphasis, exclamation marks and emphasizing adverbs and adjectives (still, actually, whole) that indicate the tone of this text is humorous and light-hearted.

F Put students into pairs to discuss which of the activities from the article they would choose to take up, if they had to choose one. If any students already have experience of any of the activities, ask them to share it with the class. Ask students to expand on their reasons for wanting or not wanting to try the activities.

TEACHING IDEA

by David Seymour and Maria Popova

Grammar: Desert island

Draw a desert island with one long-bearded inhabitant. Add a rescue ship arriving and a rescuer jumping off to greet Robinson Crusoe. Elicit some of their conversation (*How long have you been living here?; I've been eating coconuts for ten years.*).

Challenge pairs to come up with three more present perfect progressive sentences.

TEACHING IDEA

by David Seymour and Maria Popova

Invention

What does the saying 'Necessity is the mother of invention' mean?

In small groups, brainstorm a list of ten important inventions. Pass your list to another group. Look at the list your group receives and next to each invention, write a sentence explaining why it was needed, e.g. the wheel – *It was invented because people needed to transport heavy loads.*

TEACHING IDEA

by David Seymour and Maria Popova

Historical needs

In small groups, discuss what people needed and didn't need to do at these times, e.g. *People who lived 500 years ago needed to dry a lot of their food for the winter.*

50 years ago, 500 years ago, 5,000 years ago

Compare how things are different these days and write a few notes of your ideas, e.g. *Nowadays we don't need to dry things like fish because we can keep them refrigerated.*

GRAMMAR

A Tell students to read the sentences and to choose the correct words to complete the rules. Check understanding of *didn't have to* carefully by eliciting some personal examples. Ensure that students understand that it doesn't have the same meaning as *wasn't allowed to* or *shouldn't have*.

B Direct students to the **Grammar Hub** (see TB67 and 68).

C Put students into pairs to discuss the questions. Encourage students to expand on their answers. Use the **Grammar Worksheet** on W23 for extra practice.

SPEAKING HUB

A Tell students to think of one or two new activities they have tried.

B Tell students to look at the points in Exercise B and write notes to help them prepare to speak. Monitor to help with language input.

C Put students into pairs to tell each other about their experiences of trying a new activity. Encourage them to show interest in each other's stories and to ask further questions.

METHODOLOGY HUB

by Jim Scrivener

Grammar: Clarification

You have reached a point where you want your students to really focus in on a piece of grammar, to see it, think about it and understand it, to become much clearer on its form, meaning and use. This is what many teachers refer to as *clarification* or *presentation*. However, these are fairly broad headings; there is a significant difference between a presentation in which I give you a lecture for 60 minutes and one where I nudge and help you toward discovering much of the same information for yourself via a process of questioning and looking at suggested reference material. We could differentiate three general categories:

- 1 Teacher explanation
- 2 Guided discovery
- 3 Self-directed discovery

An example activity for each category is as follows:

- 1 Teacher explanation

You tell a story about your weekend. Every time you use a verb in the simple past, you repeat it and write it on the board. At the end, you write 'simple past' on the board and explain that you used all these verbs in the past because the story happened last Saturday.

- 2 Guided discovery

You hand out a list of 20 *if* sentences. You ask students to work together, discuss and find out what the 'rules' are.

- 3 Self-directed discovery

Students decide they want to learn about reported speech. They go to the library or on the internet and find out more.

C READ FOR KEY WORDS Read the rest of the article. Match the activities (1–6) with Candie's experiences (a–f).

- | | |
|-----------------------|--|
| 1 fly fishing | a This hobby caused her pain. |
| 2 stamp collecting | b She wasn't successful at all. |
| 3 yoga | c She was able to complete a whole song. |
| 4 beekeeping | d She was surprised by how good she was at this activity. |
| 5 playing the ukulele | e She learned that she is not able to do this kind of thing well because she isn't athletic. |
| 6 Ping-Pong | f She didn't understand why this is a popular hobby. |

D READ FOR DETAIL Read again. Fill in the blanks in the article (1–6) with the sentences (a–f).

- Is this really a hobby? **2**
- What could possibly go wrong? **4**
- Maybe there's a chance for me to get in shape after all. **3**
- Then you throw the line on the water. **1**
- I really enjoyed this. **5**
- I am not very flexible. **6**

Identifying tone

An essay or serious news article will usually have a formal or serious tone. Other kinds of text, like emails between friends or some web or magazine articles, may have an informal or humorous tone.

You can identify a text's tone from the way it is written and the author's choice of phrases, adverbs and adjectives, capital letters and punctuation.

E Look at the highlighted words and phrases. What do the capital letters, punctuation and word choice tell us about the article's tone?

F SPEAK Work in pairs. If you had to choose one of these activities to take up for a month, which would you choose? Why? Tell your partner.

June: Yoga

Ouch! I thought yoga was relaxing. I didn't realize I had to be super athletic and flexible. After one month of downward dogs and (falling over!) tree poses, I learned some very important things about me: I am not very athletic. ⁶ I do not like yoga.

GRAMMAR

had to / needed to

A WORK IT OUT Look at the sentences from *My six months of trying new things*. Then choose the correct words to complete the rules.

I needed to take up a hobby.

All I had to do was keep some flying insects in a box.

I didn't have to be in great shape.

I didn't need to spend a lot of time practicing before I started winning games.

had to / needed to

- 1 We use **had to** and **needed to** when we talk about things that were necessary in the **present / past**.
- 2 We use **didn't have to** and **didn't need to** when we talk about things that were **not allowed / not necessary but possible** in the past.

B Go to the **Grammar Hub** on page 132.

C SPEAK Work in pairs. Tell your partner:

- three things you *had to / needed to* do yesterday. Explain why.
- three things you *didn't have to / didn't need to* do yesterday. Explain why.

SPEAKING HUB

A Think of one or two new activities that you have tried. Use the list to help you or your own ideas.

get a pet
plant flowers or grow a plant
make a birthday present instead of buying one
try a new form of exercise
take language classes
make a photo album
learn a new board game

B PLAN Think about:

- how and why you did it.
- what was easy/difficult about it.
- the things you had to / needed to do.
- the things you didn't have to / didn't need to do.
- why you stopped/continued doing it.

C SPEAK Work in pairs. Tell your partner about the new activity you tried. Then listen to your partner and ask him/her questions about the activity.

- Talk about hobbies and free time activities
- Discuss trying new things

F express your opinion

P intonation for expressing opinions

COMPREHENSION

A Work in pairs. Tell your partner how you prepare for exercising or playing sports. What do you do before you start?

B ▶ 00:00–00:32 Watch the first part of the video. Are any of the things you discussed in Exercise A in the video? Who do you think will win the game?

C ▶ 00:33–03:15 Watch the second part of the video. Check (✓) Gaby or Sam or both.

Gaby	Sam	
✓		thinks it's unusual to put butter on toast.
	✓	thinks British breakfast is more than buttered toast and milky tea.
✓		thinks Spanish food is better than English food.
	✓	thinks tortilla is boring.
✓	✓	changes their mind at the end.



FUNCTIONAL LANGUAGE

Expressing your opinion

A ▶ Complete the phrases in the table. Then watch the video again and check your answers.

Give an opinion	I ¹ <u>think</u> that's very strange.
	² <u>Don't</u> you think that's horrible?
	I ³ <u>reckon</u> British food is better than ever these days.
	In my ⁴ <u>opinion</u> , British food is still really bad.
Give examples to support an opinion	If you ask ⁵ <u>me</u> , it's your opinion that's really bad.
	Spanish food is so much better. Don't ⁶ <u>you</u> agree?
	Do you know ⁷ <u>what</u> I think? Tortilla is a bit boring.
Agree with an opinion	⁸ <u>For</u> instance, ...
	To give you an example, ...
Disagree with an opinion	I agree.
	You are probably ⁹ <u>right</u> .
	Absolutely!
Disagree with an opinion	I disagree.
	I ¹⁰ <u>really</u> don't think that's true.
	Nonsense.
	To be brutally ¹¹ <u>honest</u> , no!

B Work in groups. Decide which are the three countries with the best food in the world.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

A ▶ Match the useful phrases (1–5) with the phrases that come before or after them (a–e). Then watch the video and check your answers.

- | | |
|---|-----------------------------------|
| 1 Game, set and match – Sam! | a So you don't like Spanish food? |
| 2 Not hugely. | b Sam, are you OK? |
| 3 Wake up! Say something! | c I'm sorry! I got a bit angry. |
| 4 I didn't realize you were so passionate about food. | d I was right! |
| 5 British food is average! | e Nonsense! |

B How do you say these useful phrases in your language?

PRONUNCIATION

Intonation for expressing opinions

A ▶ Listen and repeat the extracts from the video. Copy the stress and intonation.

A: In my opinion, British food is still really bad.

B: Well, if you ask me, it's your opinion that's really bad.

A: Spanish food is so much better – don't you agree?

B: To be brutally honest, no!

A: Do you want to know what I think? I think tortilla is a bit boring.

B: Boring!

B Work in pairs. Make similar conversations. Change the information.

SPEAKING

A Complete the statements with opinion phrases from Functional Language Exercise A.

... eat before exercising.

If you ask me, you shouldn't eat for one hour before exercising.

... do an hour of aerobic exercise every day.

... tennis is more exciting to watch than soccer.

... the gym is boring.

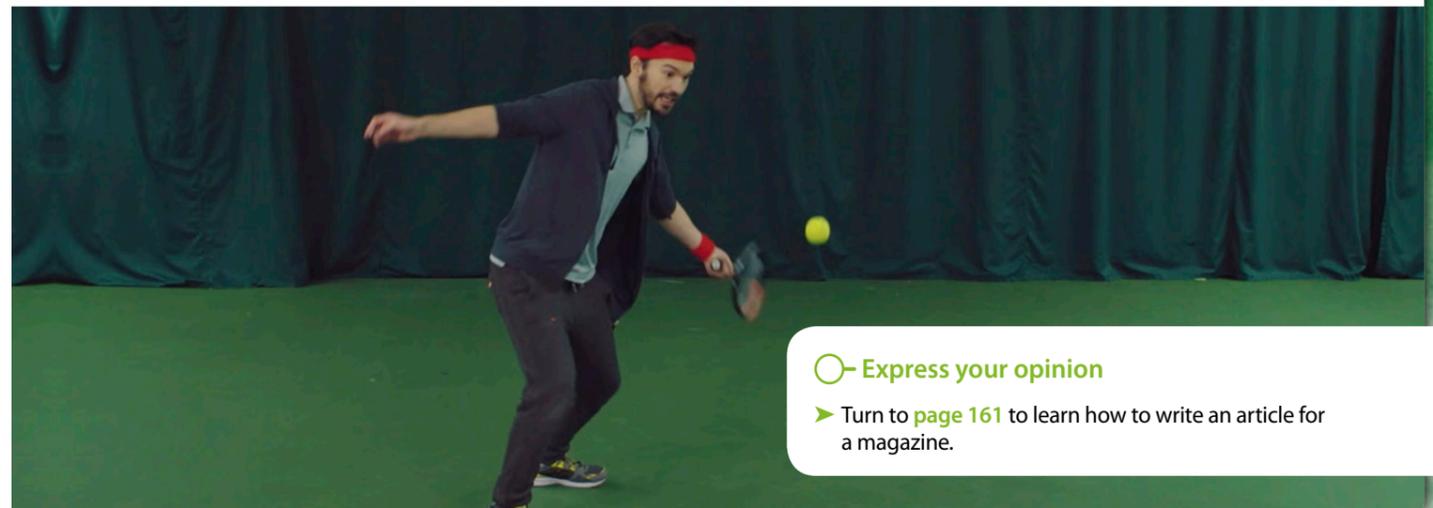
... female athletes should be paid the same as men.

... running is the best sport in the world.

... boxing is too violent.

... eSports are more exciting than real sports.

B DISCUSS Work in pairs. Take turns reading out your statements from Exercise A and agree or disagree with your partner's statements.



Express your opinion

▶ Turn to page 161 to learn how to write an article for a magazine.

LEAD-IN

Put students into two teams and give them a time limit of two minutes. They have to come up with a list of as many types of exercises and/or sports as they can. Check answers at the end. The team with the longest (and most accurate) list wins. Concept check any words that are new to the opposing team.

COMPREHENSION

- A** Elicit a couple of examples from the class and then put students into pairs to discuss the questions. Share ideas as a whole class and write students' ideas and any new or requested vocabulary on the board.
- B** ▶ **00:00-00:32** Tell students they're going to watch another episode of the video series. Ask students to listen and write down if any of their ideas from Exercise A were mentioned. They can use the list you wrote on the board to support them. They also need to think about who they think will win the game, and why. Check answers as a whole class.
- C** ▶ **00:33-03:15** Tell students to watch the rest of the episode and to apply a check mark next to the sentences that apply to Sam, Gaby or both of them.

FUNCTIONAL LANGUAGE

- A** ▶ Tell students to try to complete the phrases from the episode from memory. Tell them not to worry if they can't remember or have no idea, as they're going to watch it again. Monitor to check that all students have at least read all the phrases and check the meaning of *brutally* and *nonsense*. Play the video again for students to check their answers.
Make sure students understand that *nonsense* is very direct and informal and not to be used in formal situations or with people they don't know very well! Also point out that *reckon* is an informal word for *think*.
- B** Put students into groups to discuss which three countries have the best food in the world. Give students a couple of minutes to prepare their ideas before they speak and tell them to think about using some of the phrases from Exercise A. You could also ask them to try and choose one controversial food to elicit phrases of disagreement!

USEFUL PHRASES

- A** ▶ Tell students to match the useful phrases from the episode with the phrases that came before or after them. Play the video again for students to check. Check that students understand the phrases and how they should be used by referring to context in the video.
- B** Tell students to think about how they would say the useful phrases in their language. Ask if they use the same tennis reference for number 1. If not, do they use a reference from a different sport? Ask students if they use any other sporting phrases in everyday language.

PRONUNCIATION

- A** ▶ **6.8** Play the extracts from the video for students to listen and repeat. Tell students to listen carefully to the intonation and how some words are strongly stressed and to copy this. Ask students if they emphasize words with stress or show how they feel with intonation in the same way in their language.
- B** Write *In my opinion, British food is still really bad* on the board. Underline *my*, *British food* and *bad* and elicit words from the students that could be used to replace them in the sentence ensuring that it still makes sense. Put students into pairs to make conversations using the structure of the conversation from Exercise A but inserting different information. Monitor as students write their conversations and help them with ideas if they are struggling. Listen for appropriate stress and intonation when students practice their conversations and model if necessary. Choose one or two confident pairs to perform to the class.

SPEAKING

- A** Tell students to look at the statements and to complete them with an opinion phrase from *Functional Language* Exercise A. Point out the example and elicit which column it comes from in *Functional Language* Exercise A.
- B** Put students into pairs. Tell students to read their opinions and to agree or disagree with their partner. Encourage students to support their opinions with examples. If there is time, get students to swap partners and repeat the task. Monitor while students speak, writing down some good language to highlight and some errors for them to correct.

- G:** In my opinion, British food is still really bad.
- S:** Well, if you ask me, it's your opinion that's really bad.
- G:** Ha! Spanish food is so much better, don't you agree?
- S:** To be brutally honest, no!
- G:** So you don't like Spanish food?
- S:** Not hugely.
- G:** Not even tortilla?
- S:** Do you know what I think? I think tortilla is a bit boring.
- G:** BORING!
- S:** It's just egg and potato.
- G:** AND ... ONIONS! Sam! Are you ok? Sam? Sam! Wake up! Say something!
- S:** I didn't realize you were so passionate about food ...
- G:** I'm sorry! I got a bit angry.
- S:** It's OK. I'm sorry, too. Your tortilla is really good.
- G:** Thanks ... and you ... are probably right. British food is good these days. What?
- S:** Haha, you said it – British food is good! I was right! Game, set and match – Sam! Yes.
- G:** OK. My serve.

6 Writing

Write an article for a magazine

W – introductory clauses

A Work in pairs. Read the magazine ad. Then look at the free time activities in the box. Which three do you think would be good subjects for an article? Why?

Share your stories with *Life & Style*. In our *Free time* section, we're going to publish a new series of reader's articles, called 'Why everyone should ...!'

Send us your short articles about ideas for free time activities and hobbies – things that you think everyone should try doing at least once in their lifetime.

arts and crafts playing soccer skydiving
stamp collecting stargazing (astronomy)
team video gaming



B Read *Why everyone should ... go stargazing!* Put the sentences (a–f) in the order they are mentioned in the article (1–6).

a It is a good way to meet people.	4
b It is a simple hobby to start.	1
c Stargazing events at night are enjoyable.	6
d Cellular digital technology is useful.	2
e There is a place to go to use good equipment.	3
f You can join a club.	5

C Read the tips on writing articles. Then look at the article again. Which tips did the writer follow? Give examples.

Top tips for writing a magazine article

- 1 In the introduction, clearly give the topic, and grab the reader's attention and interest.
- 2 Use a more relaxed and personal style than in a newspaper report.
- 3 Show your passion for the subject.
- 4 Give each paragraph a clear topic.
- 5 Use direct quotes from interviews.
- 6 Use humor.
- 7 In the conclusion, summarize the key points in the article.
- 8 Finish with a memorable sentence, giving the reader something to think about.

D Look at the box. Find and underline the introductory clauses in the highlighted sentences in the article.

Introductory clauses

We can begin a sentence with an introductory clause that provides, and draws attention to, the topic for the rest of the sentence.

E Work in pairs. Complete the sentences with information about a hobby, sport or activity that you do. Then compare your answers with a partner.

- 1 One good thing about _____ is that _____.
- 2 Something that I like about _____ is that _____.
- 3 A good reason to _____ is that _____.
- 4 One problem with _____ is that _____.
- 5 One thing to remember is that _____.

Why everyone should ... go stargazing!

Wow! That's all I can say as I look at the rings of Saturn, or see a shadow pass across the sun. I'll never regret taking up stargazing.

Besides the wonder of discovering the universe, the great thing about stargazing is that it is an easy hobby to take up. You only have to look up into the sky at night and you've already become a stargazer. The cool thing is that there are many cell phone apps to help you when you start, telling you exactly what you are looking at.

It is also easy to visit your local observatory. The wonderful thing about going there is that you can use powerful telescopes to see deep into the universe. You'll see the mountains of Mars, the moons of Jupiter and the stardust of the Milky Way.

A nice thing about stargazing is that it is actually very sociable. There are local societies all over the country, and enthusiasts frequently meet up for 'star parties'. They are like having a picnic at night and are a lot of fun. One thing to remember is that you should bring hot chocolate rather than juice – it's important to keep warm!

Everyone wants to put a little 'wow!' into their lives, and stargazing is a surprisingly simple, inexpensive and enjoyable way to do that. There's so much to discover in the universe, so isn't it time to start exploring?

WRITING 161

- 1 ✓ Topic: *Stargazing*; Grab attention: *Wow! That's all I can say ...*
- 2 ✓ *I'll never regret ...; The cool thing is that ...; ... isn't it time to start exploring?*
- 3 ✓ *I'll never regret ...; ... the great thing about ...; ... a lot of fun.*
- 4 ✓ *... it is an easy hobby to take up; It is also easy to visit your local observatory; ... it is actually very sociable.*
- 5 ✗
- 6 ✓ *... you should bring hot chocolate rather than juice ...!*
- 7 ✓ *Stargazing is a surprisingly simple, inexpensive and enjoyable way to do that.*
- 8 ✓ *There's so much to discover in the universe, so isn't it time to start exploring?*

Refer students to this letter as a model for the writing task.

VIDEO SCRIPT

- G = Gaby S = Sam**
- G:** I'm hungry.
- S:** Really?
- G:** I haven't eaten anything.
- S:** I have to eat breakfast before a game of tennis in the morning. You should eat something.
- G:** I know, I just don't like the food you have for breakfast in England.
- S:** What? It's great.
- G:** You put butter on toast! I think that's very strange.
- S:** Strange? I really don't think that's true.
- G:** And you put milk ... in your tea! Don't you think that's horrible!
- S:** No! Breakfast isn't just buttered toast and milky tea! People always say that British food isn't very good, but that's not true anymore! For instance, the food in my café isn't horrible, is it?
- G:** No, it's good – but what I mean is that in general British food is ... average ...
- S:** Nonsense! I reckon British food is better than ever these days.

WRITING

With books closed, ask students to think of a magazine that they read or have read. Tell students to tell their partner about it.

- A** Tell students to look at the magazine ad. Point out the pictures and make sure students understand what the activities are. Check the meaning of *stargazing*. Tell students to discuss and choose three free-time activities which would be good subjects for a magazine article.
- B** Tell students to read the article and to put the sentences in the order they're mentioned.
- C** Point out the tips in the box for writing a magazine article. Tell students to read the article again and to think about which tips the writer followed and to find examples to back up their answers. Do the first one together as a whole class.
- D** Point out the information in the box about introductory clauses. Tell students to look at the highlighted phrases in the article and to underline the introductory clause in each.
- E** Tell students to complete the sentences with information about a hobby, sport or activity that they do.

WRITING TASK

- A** Tell students to think about a hobby, sport or free time activity that they think everyone should try and why.
- B** Tell students to look back at the *Top tips for writing a magazine article* in Exercise C above and to write notes about the content and organization of their article.
- C** Tell students to use their notes to write the article. Remind students to use some introductory clauses as well as following the top tips.
- D** Put students into groups and tell them to read each other's articles. Encourage students to ask each other further questions.

GRAMMAR

A Complete the conversation between a soccer coach and some new players with the correct modals of obligation.

Coach: The rules say so. You ¹ must not touch the ball with your hands. It isn't allowed.

Player 1: But what about the goalkeeper? He sometimes ² has to use his hand to stop a shot. I've seen it on TV.

Coach: OK, OK! Everyone except the goalkeeper ³ must / has to follow that rule. And you all ⁴ must / have to warm up before a game. I insist on that. If you don't warm up, you don't play.

Player 2: I can't get here until 6 pm.

Coach: That's a little late, the game starts at 6:15 pm. You ⁵ should start warming up at 5:45, by 6 pm at the latest. You bike here, don't you? If so, you ⁶ don't have to do a big warm-up. But you ⁷ have to / must be here by six, OK?

B Complete the TV interview with the present perfect or present progressive form of the verbs in parentheses.

Reporter: Hi, everyone. I'm with champion surfer Sally Gowen. Sally, ¹ have you been surfing (surf) here all day?

Surfer: Hi, Maisie. Yes, I sure have. The water ² has been (be) excellent all day. I love it here. I ³ have / 've been coming (come) here a lot recently.

Reporter: What ⁴ have you been practicing (practice) today? Some new moves?

Surfer: No, no. Nothing too special. OK, I'm going back on the surf now.

Reporter: Oh, I ⁵ haven't finished (finish) yet. Just one more ... Sally? Sally! Oh, she ⁶ has / 's gone (go).

C Complete the text with *had to*, *didn't have to*, *needed to* or *didn't need to*. Sometimes more than one answer is possible.

I remember my first year at college well. It was so different from being at high school. Finally, we ¹ didn't have to wear a uniform every day, and I ² didn't need to / didn't have to tell my parents where I was all the time. I enjoyed that new freedom, and I ³ had to grow up quickly, too. I ⁴ needed to / had to take more responsibility for everyday things. I was lucky though because I lived in a student residence. I ⁵ didn't have to live there, but I chose to because I wanted to meet other people easily. It was a good decision. We ⁶ had to follow a few rules, but having a housekeeper was great. I mean, we still ⁷ had to wash the dishes and keep things clean, but a housekeeper every week was good.

VOCABULARY

A Choose the best adjectives to complete the sentences.

- Don't delay any more. Make your mind up. It's time to be decisive / aggressive.
- Stop yelling! You're being very effective / aggressive.
- He's very creative / competitive. He hates losing.
- eSports are already massive / expensive. They'll definitely be in the Olympics soon.
- You won 7–2? That's impressive / aggressive!
- Running with the ball is not very effective / competitive. It's better to pass it quickly.

B Complete the text about sports with the missing words.

I loved my time as a soccer player. I only played for one club in the national ¹ league, but what a club! I had great ² coaches who really improved my game, and our ³ fans were amazing, always singing and cheering us on. It was a great feeling walking into the ⁴ stadium, to hear that noise at the beginning of the game. And, of course, I played for the national team at three World Cup ⁵ tournaments, and the 2018 one was the highlight of my career. How can anything be better than winning the ⁶ final and lifting the ⁷ trophy, knowing you are the ⁸ champions of the world? I bet all the ⁹ spectators watching in the stadium and on TV were jealous! I think I can safely say I was a ¹⁰ top player. After all, I won the 'Player of the Year' award twice! I certainly miss those days. I don't get the same feeling from running a restaurant.

C Complete the radio vox-pop with the words in the box.

am been collect get joined lost took

Yes, I ¹ collect stamps. I've ² been into stamp collecting for a long time. I ³ took it up when I was just a kid. Some people think it is boring, but I have never ⁴ lost interest in it, and I'm 45 now. Of course, I ⁵ am a member of my local stamp collecting society. I ⁶ joined that ten years ago. The weekly meetings ⁷ get me out of the house.

FUNCTIONAL LANGUAGE

Complete the TV discussion with the correct phrases to express opinions.

Mario: Let's ask our panel of experts. You first, Tim, what do you think?

Tim: Well, in my ¹ opinion, they should be banned.

Asif: If you ² ask me, we shouldn't ban them.

Ana: As far as I'm ³ concerned, a ban is the answer.

Sue: I think we should do more research. Don't you ⁴ agree?

Tim: To be ⁵ honest, I disagree completely. We already know enough. To ⁶ give you an example, there were five different stories about them in the newspapers last week.