




## READING The power of football

### Understand pronouns

Page 100

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle vocabulary from the previous lesson.
SPEAK AND READ		Discuss the popularity of football and read a report about an African organisation that promotes this sport. Learn how to use pronouns in a text (a reading subskill).
REACT		Express personal opinions on the topic.

### Get started

Play a game of *Three in a Row* (see Games page 33) to practise the sports equipment vocabulary from the last lesson.

Next to the grid write the list of questions (see below). To be able to add their symbol to the grid, students have to correctly name the piece of equipment.

Divide the class into two teams and start by tossing a coin to see which team goes first.

- A What's the name of the round flat piece of rubber that you hit in the game of ice hockey? (puck)
- B What is the name of the shoes with a thin metal blade on the bottom that you use for moving quickly on ice? (skates)
- C Where do you try to get the ball into in games such as football and basketball? (net)
- D What do you call the thing for hitting the ball in games such as tennis? It has a long handle. (racket)
- E What's the name of the long, thin piece of wood used for hitting or carrying something in a sport like hockey? (stick)
- F What's the name of the object that you hit over the net in badminton? (shuttlecock)
- G What do you call the hard hat that you wear to protect your head? (helmet)
- H What's the name of the wide, flat rubber shoes you use to swim faster? (flippers)
- I What do you call the piece of equipment with a tube that fits in your mouth so that you can breathe while swimming underwater? (snorkel)

### SPEAK AND READ

#### 1

- Divide the class into pairs to discuss and answer the questions.
- Elicit answers from students and try to develop a class discussion on why football is so popular and what people can learn from it.

### GO BEYOND FOR TEACHERS

#### Football

There are many reasons why football is the most popular sport in the world: it can be played with very little equipment (a ball and two or more players); it's very easy to play and it doesn't have many rules; it can be played on all sorts of pitches, in a wide variety of formats (11-a-side, 5-a-side indoor, beach football); there are a lot of nuances in a football game (luck, leadership, talent, strategy, team spirit, etc); there is the fun of being a fan, the atmosphere at stadiums, the World Cup; some people like the glamour of the money and the media attention on football stars and their lives; others enjoy the rivalry between teams and nationalism.

#### Alternative procedure: less confident classes

In a less confident class, answer the questions first in open pairs and note some ideas on the board before students do the exercise in closed pairs.

#### 2

- Refer students to the photos and headings in the King's Wood School project about sport and football.
- Ask students to read the sentences and predict if they are correct or incorrect. Point out that students shouldn't read the report at this stage so that their answers are based just on their own knowledge, the information in the photos and headings. (Answers are below in Exercise 3.)
- Elicit students' ideas in open class.

#### 3 2.44

#### Exam-type task

- Ask students to read the report and check if the sentences in Exercise 2 are in fact correct or incorrect. Don't play the audio at this point. It is an extra feature and a suggestion for using it in class is included at the end of the lesson.
- Nominate different students to say the answers in open class and discuss any differences from their answers to Exercise 2.

#### ANSWERS

1 C 2 I 3 C 4 C 5 I 6 C

#### Alternative procedure: less confident classes

In a less confident class, pre-teach some of the more difficult vocabulary in the text, eg *HIV*, *AIDS*, *healthcare*, *achieve*, *slum*.

Write the words and definitions on the board in a jumbled order. Divide the class into pairs to match them.

#### Fast finishers

Ask fast finishers to correct the sentences that are incorrect. For example: 2 *You can play football without expensive equipment and even without a real ball*; 5 *The organisation's aim is to organise football training for young people and help them to help themselves*.

#### Extra activity

Ask some comprehension questions to check students have a full understanding of the text: *What type of social problems does the text mention?* (crime; HIV and AIDS and there are kids with no homes or parents); *What life skills can you learn from football?* (team work, fair play and respect for others); *What type of problems do people have in Kibera?* (very little money or food, little healthcare and rubbish everywhere); *What problems does Josephine have?* (she doesn't have parents and didn't go to school because her family didn't have any money).

#### 4a

- Refer students to the tips in the **HOW TO** box on how to understand pronouns and identify the noun they refer to.

4b

- Ask students to read the report again, circle the pronoun *it* in paragraphs 2 and 3 and decide which nouns or noun phrases they replace.
- Let students compare their answers in pairs before you check them by asking different students around the class.

**ANSWERS**

Paragraph 2: it (x2) = football  
 Paragraph 3 It = a football programme; it = HIV

5

- Encourage students to reflect and say which tips in the **HOW TO** box they used to help them in Exercise 4b and tick them.

**REACT**

6

- Divide the class into pairs to discuss which sentences they agree with and say why.
- Recycle language for agreeing and giving opinions. Find out if the students remember key expressions and write them on the board to help students structure their sentences in this activity, eg *In my opinion, I think (that) ... , I agree / don't agree with this sentence because ...*
- Nominate different students to give their opinions and try to develop a class discussion on the different points.

**Recorded reading text** 2.44

You could use the audio for Exercise 4. Play the audio again and ask students to write down the pronouns they hear. Allow them to compare their answers in pairs before reading the article again to check their answers.

**GO BEYOND**

Ask students to circle all the words relating to football and equipment in the text. Let students compare their answers in pairs before you check them in open class.

**ANSWERS**

football pitch, goals, football boots, ball

**Alternative procedure**

Ask students to make a mind map with all the football vocabulary from the lesson. Remind them to be as creative as possible and use different coloured pens and pictures to make it visual and therefore more memorable.

**Homework**

Ask students to write their answers to the questions in Exercise 6. Remind them to use pronouns when possible.

**GRAMMAR Relative clauses**

Use relative clauses to describe people, things and places

Page 101

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle sports vocabulary and introduce relative clauses.
READ		Read about a mystery sport and decide what it is.
STUDY		Use the text to complete rules about relative clauses.
PRACTISE		Produce target language in written exercises and discuss interesting sports facts.
WRITE AND SPEAK		Produce target language in a writing and speaking task. Guess your partner's sporting habits.

**Get started**

- Write these sentence prompts on the board: *Usain Bolt is an athlete ... ; Rafael Nadal is a tennis player ... ; A skate park is a place ... ; A pitch is a place ... ; The football organisation in Kibera ... ; Extreme skiing is a sport ...*
- Divide the class into pairs to complete the sentences with true information.
- Monitor students to see if they are using relative pronouns (*that, who, where* or *which*) in their definitions. This tests their knowledge of relative clauses and helps you to see how much help students may need with the grammar input of today's lesson. (See Tips on testing before you teach on page 29)
- Nominate different students to share their sentences with the class.

**READ**

- Refer students to the text about a mystery sport and ask them to guess which sport it refers to.
- Confirm the correct answer.

**ANSWER**

Ten-pin bowling

**Fast finishers**

Encourage fast finishers to find two words in the text which name the place where you play this sport (*alley* /'æli/ and *lane* /leɪn/).

**STUDY**

2

- Refer students to the relative pronouns in bold in Exercise 1. Ask them to circle the noun before each pronoun to help them complete the grammar explanation.
- Let students check their answers in pairs before you check them in open class.

**ANSWERS**

Use *who* and *that* for people. Use *which* and *where* for things. Use *where* for places.