

1 SPORTS AND GAMES

ABOUT YOU

Do you like basketball, football or tennis?
Which sport do you prefer?
Do you play any sports?



VOCABULARY AND READING

Sports

1 Match the pictures A–M to the words in the box.

do athletics	play badminton
do gymnastics	play baseball
go cycling	play hockey
go sailing	play rugby
go skating	play table tennis
go snowboarding	play volleyball
go surfing	

Listen and check. Then repeat.

2 In pairs, ask and answer the questions.

- Which of the sports do you do in teams (a group of people)? Which do you do alone (just one person)?
- Which of the sports can you do both in teams and alone?
- Which of these sports do *you* do?
- Do you prefer team sports or sports you do alone? Why?

PRONUNCIATION /eɪ/ and /aɪ/

3 Put the words into the correct column.

baseball bñke fly play
rjding skating

/eɪ/ sailing /aɪ/ cycling

Listen and check. Then repeat.

4 Read Sophie's and Ben's blogs. Who does their sport every week? Who can't do their sport where they live?

5 Read about Sophie and Ben again and answer the questions.

- How many women and girls do Sophie's sport?
- What does Sophie do at the weekend?
- What does Sophie want to do at Loughborough University?
- Where does Ben prefer to be?
- Why does Ben go snowboarding every day?
- Ben says he's 'goofy-foot'. What does 'goofy-foot' mean?

TEENBLOG: SPORT

Post about you and your sport here.

It's fun!

My sport is ... rugby! That's me in the photo. People think that rugby is for boys, but that's not true. More than 18,000 women and girls play rugby in England. My team always plays a match on Saturday or Sunday, and I usually go to practice games three times a week. It's hard work, but it's never boring! I'm 14 and I play for the U15s. That's the team for players under the age of 15. When I'm older, I want to go to the rugby summer camp at Loughborough University. My favourite player, Fran Matthews, went there and now she plays for the England national rugby team.

Posted by **Sophie White**

GRAMMAR Adverbs of frequency

We use the present simple to talk about things we do often or every day.
I go snowboarding every day.

- 1** Look at these examples from the blogs. The adverbs of frequency are in purple.

My team **always** plays a match on Saturday or Sunday. It's **never** boring.
It's **usually** quiet.
I **often** go with my little sister and other young people.
I **sometimes** go snowboarding with Mum.

Write the words in purple on the right place on the line.

0% 100%
a _____ b _____ c _____ d _____ e _____

- 2** Answer the questions.

- Which sentences in Exercise 1 have a present simple verb?
- Which sentences in Exercise 1 have the verb *be*?

- 3** Choose the correct words to complete the rules.

In sentences with the verb *be*, we put the adverb of frequency *before / after* the verb.
In sentences with the present simple, we put the adverb of frequency *before / after* the verb.

Goofy-foot or regular?

I love the snow and the mountains. I feel at home there. I live in a city and there's no snow here, but in the holidays, I always go to the mountains with my family. I sometimes go snowboarding with Mum, but I often go with my little sister and other young people. Mum usually skis with my dad, and my sister and I like spending more time in the snow than they do. It's usually quiet. When we're in the mountains, I go snowboarding every day and I'm getting really good. I often think about the future – I want to be a famous snowboarder one day, like Max Parrot. Oh, and I'm *goofy-foot* – that means I put my right foot at the front of the board.

Posted by **Ben James**



- 4** Read the examples and choose the correct words to complete the rules.

People **don't always** play sport in teams.
Ben **doesn't usually** go snowboarding with his dad.
Do you **sometimes** play volleyball with friends?
Is rugby **often** dangerous?
Football **isn't always** boring!

In negatives and questions with the present simple, we put the adverb of frequency *before / after* the main verb.

In negatives and questions with the verb *be*, we put the adverb of frequency *before / after* the verb *be*.

GRAMMAR REFERENCE AND PRACTICE PAGE 138

- 5** Put the adverbs in the right place to complete the sentences and questions.

- I play hockey at school on Fridays. (usually)
- Sophie is tired after rugby matches. (often)
- People don't go sailing in teams. (always)
- My uncle and my dad play table tennis. (never)
- Is gymnastics dangerous? (sometimes)
- Do you go cycling? (often)

- 6** Put the words in order to make sentences and questions and questions.

- 0 often / school / plays / my friend / after / football
My friend often plays football after school.
- welcome / sports / are / in / our / club / always / you
 - Mondays / do / on / athletics / never / we
 - skating / brother / she / go / her / usually / does / with / ?
 - table tennis / students / not / often / do / school / play / at
 - cycling / and / her sister / at / the weekend / sometimes / Lizzie / go /

- 7** How often do you do the sports in Exercise 1 on page 14?

I never play rugby, but I often play volleyball. It's great fun. How about you?

I sometimes play rugby, and I often go cycling. It's never boring.

- 8** In pairs, ask and answer the questions.

- What sports do you do?
- How often do you do them?
- Do you play sports at school?
- How often do you watch sports on TV?
- How often do you go to watch sports?
- Who are your favourite sports stars?

READING

- 1 Look at the photos of the sports and games. What can you see?
- 2 Read the three texts and match them to the photos.



TRY THESE SPORTS!

1 CYCLEBALL

This sport is like football on bikes. There are two teams. Each team has usually got two players. The bikes don't have any brakes to stop them. Players in each team try to hit the ball into the goal. They can use their bike or their heads to do this. The ball is quite heavy – it weighs half a kilogram. The winning team is the team with the most goals at the end of the game.

2 GILLI-DANDA

This is an ancient sport from India. The players use two things: one long stick, called a *danda* and a short egg-shaped bat, called a *gilli*. There are two teams. One player puts the *gilli* on the ground inside a small circle and hits it into the air with the *danda*. Then the player hits the *gilli* again and runs to touch a spot outside the circle to get a point.



3 OCTOPUSH

The sport is also called *underwater hockey*. There are two teams. Each team has got six players. Players swim underwater to play this game. They use small sticks and a puck. The puck is a little like a flat ball. It's heavy and weighs about a kilogram. Players try to push the puck along the bottom of a swimming pool into the other team's goal. The winning team is the team with the most goals at the end of the match.

- 3 Read the three texts again. Are the sentences right (✓) or wrong (X)?

- 1 There are always two players in a cycleball team.
- 2 The ball in cycleball is small and light.
- 3 Players in cycleball can't hit the ball with their hands.
- 4 *Gilli-danda* comes from India.
- 5 The two sticks in *gilli-danda* are the same size.
- 6 Players use a small ball in *gilli-danda*.
- 7 People play octopush in teams.
- 8 Players in octopush hit the ball, or puck, with their hands.
- 9 Players in octopush swim underwater to play their game.



TALKING POINTS

Which of these sports do you want to try?
Do you have any sports like these in your country?

VOCABULARY

Sports equipment

1 Match the photos A-E to the words in the box.



bat ball board racket stick



12 Listen and check. Then repeat.

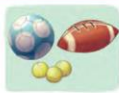
2

Complete the table with the sports in the box. Some sports can go in more than one column.

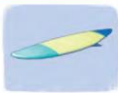
badminton	baseball	basketball
cycleball	cycling	football
<i>gilli-danda</i>	hockey	octopush
rugby	running	sailing
snowboarding	surfing	swimming
table tennis	tennis	volleyball



Use a stick,
a racket or a bat



Use a ball



Use a board



13 Listen and check. Then repeat.

3

Complete the information with the sports words in Exercise 1.

TABLE TENNIS

- One _____ for each player.
- Several small, light _____ for the game.

BASEBALL

- One _____ for each team.
- One small, hard _____ for the game.

BADMINTON

- One _____ for each player.

OCTOPUSH

- One small _____ for each player.
- One heavy puck, like a flat _____ for the game.

LISTENING

1 Look at the photo of the sport. Match the words 1-2 to A and B in the photos.

- 1 handle 2 net



14 2 Listen to an interview with a boy about his unusual sport. What's the name of the sport?



3 Listen again, and choose the correct words.

- There are *four* / *six* players in each team.
- There are *six* / *eight* handles on the ball.
- Players *throw* / *give* the ball to each other.
- Players *throw* / *put* the ball in the net to score a goal.

SPEAKING

1 Think of a sport. Choose one from this unit or another sport that you know. In pairs, take turns to ask and answer the questions.

- Do people do this sport inside or outside?
- Is the sport on or under water?
- Is this sport on snow?
- What things do people need to do this sport?
- Do people play this sport in your country?
- What do you like about this sport?
- Who are some of the famous players of this sport?

Try and guess the sport.

2 THIS IS MY DAY

ABOUT YOU

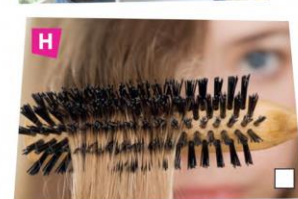
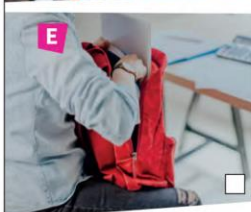
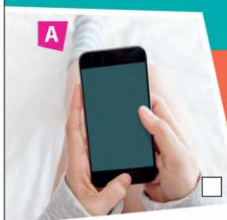
What time does your alarm go off on a school day?
What do you do in the morning before you go to school?



▶ 0:03 / 4:05

MY MORNING ROUTINE 11,345 views 1k ❤️ Share ↻

Maddie's mad life FOLLOW



VOCABULARY AND LISTENING

Daily routines

1 Match the photos to the phrases in the box.

- EP
- | | |
|-------------------|-------------------------|
| brush your hair | check your messages |
| clean your teeth | get dressed |
| leave the house | have breakfast |
| put on your shoes | prepare your school bag |
| | tidy your room |
| | wake up |

15 Listen and check. Then repeat.

16 2 Listen to Maddie talking about her morning routine. Number the photos in the order that you hear them.

3 Can you remember Maddie's routine? Complete the sentences with the times in the box. You don't need to use all the times.

6.00	6.30	6.45	6.50	7.00	7.10
7.15	7.30	7.40	8.00	8.10	

- My alarm goes off at _____.
- I get up at _____.
- I clean my teeth at _____.
- I get dressed at _____.
- I prepare my school bag at _____.
- I put my shoes on and leave home at _____.

16 Listen again and check.

4 In pairs or small groups, talk about your morning routine.

I wake up at seven o'clock.

I get dressed and then I have breakfast.

GRAMMAR

Present continuous and present simple

- 1 Look at the examples from the listening. Write *simple or continuous*.

Present _____

Today, I'm **talking** about my morning routine.

I'm **having** cereal with fruit **today**.

At the **moment**, I'm **wearing** my favourite T-shirt.

I'm **leaving** the house **now**.

I'm **not wearing** my uniform **today**.

Present _____

I **never have** a shower in the morning.

I **always check** my messages in the morning.

I **sometimes have** toast and butter.

I **usually wear** my uniform.

I **don't usually have** a shower in the morning.

- 2 Complete the rules with the underlined words.

We often use the **present simple** with words like _____, _____, _____ and _____.

We often use the **present continuous** with words like _____, _____ and _____.

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- 3 Complete the sentences with the correct tense of the verbs in brackets.

0 I **'m shopping** (shop) at the moment. I can't talk.

1 My mum always _____ (cook) nice food.

2 The teachers usually _____ (give) us a lot of homework on Monday.

3 I _____ (stay) at home today. I _____ (not go) to school.

4 It's five o'clock now and I _____ (watch) TV with my sister.

5 What time _____ your dad usually _____ (get up) on a Sunday?

6 It's OK, Jack's _____ (not sleep) at the moment. You can go and talk to him.

- 4 Correct the mistakes in the sentences.

👁️ My cousin ~~gets married~~ *is getting* today.

1 How are you? I write to you to give you some news.

2 What do you do at the moment?

3 My brother and I are not going swimming every day.

4 My mum is only working in the mornings.

5 We usually are eating a big breakfast on Sunday.



- 5 Make sentences with the present simple and present continuous. Use *usually* and *today* or *at the moment*.

0 walk to school / go by bus.

I usually walk to school, but today I'm going by bus.

1 have a sandwich for lunch / spaghetti

2 watch TV after school / do my homework

3 play football on Saturday / play tennis

4 get up at seven o'clock / eight o'clock

5 have a shower / have a bath

- 6 Put the words in order to make questions.

1 your / the / moment / friend / what / doing / is / at?

2 bed / do / go / you / what / usually / to / time?

3 school / do / get / home / how / from / you?

4 sitting / is / teacher / at / down / your / the / moment?

5 sun / today / shining / is / the?

6 day / do / every / get / at / same / up / the / time / you?

Now match the questions to the correct answer.

a No, it isn't.

d Yes, he is.

b 10 pm.

e She's sleeping.

c I walk.

f Yes, I do.

In pairs, ask and answer the questions.

- 7 Work in pairs, Student A, mime an activity in the box. Student B, guess what it is.

catch a bus check your messages
do some homework go to sleep
paint a picture play football
prepare lunch put on your coat
take a photo



Are you putting on your sunglasses?

No

Are you taking a photo?

Student A, when Student B guesses the activity, give more information:

I go to a photography club every Friday. It starts at 7 pm. I go there by bus.

Student B, ask more questions.

READING

1 Read the texts once. Who starts school the earliest?

Tell us about your day...

Three young people from around the world describe a typical school day

A Onni – Finland

I get up at 8.00 am. For breakfast I have cereal and milk, with orange **juice**. After breakfast, I meet my friend, and we go to school together on the metro. Some days school starts at 9.00 but on other days at 10.00. We don't wear a uniform, and we call our teachers by their first name. We all get a free lunch at school – meat or fish with vegetables for the **main course** and fruit for **dessert**. School usually finishes at 2.45, and after that I go to music lessons or drama club. I have a **snack** in the evening before bed.



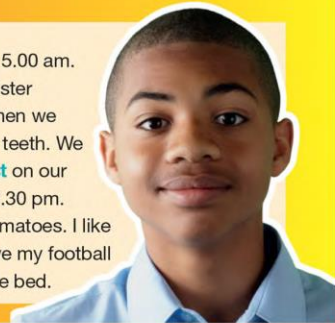
B Diego – Mexico

I wake up at 6.00 am, have a shower and put on my uniform. My breakfast is coffee, with bread and cheese or avocado. At 7.00 am, it's time to go to school. Sometimes I walk, but often my mum drives me. Classes begin at 8.00 and finish at 2.30. After that, I have my art class. I have **lunch** at about 3.00, and then I do my homework. I do it till 6.00 or 7.00. After that, I go on the internet, or watch TV with my family. I have **dinner** at about 8.00.



C Aban – Ghana

My mother wakes me and my sister up at 5.00 am. I water the plants in the garden, and my sister prepares the food for the evening meal. Then we put on our school uniforms and brush our teeth. We leave the house at 6.30 and buy **breakfast** on our way to school. Lessons are from 7.30 to 2.30 pm. **Lunch** is at school – today, it's rice and tomatoes. I like it, but my sister doesn't! After school I have my football class, and in the evening I watch TV before bed.



2 Read the texts again. For each question, write O (Onni), D (Diego) or A (Aban).

- Who says he uses the computer in the evening?
- Who can choose what he wears to school?
- Who doesn't have breakfast at home?
- Who goes to school by car?
- Who doesn't start school at the same time each day?
- Who does sport after school?
- Who has a hot drink in the morning?

TALKING POINTS

Whose school day is like yours? Whose is different?
Was any of the information surprising to you?

VOCABULARY Food

1 Look at the texts and find these words.

- This is the first meal of the day. *breakfast*
- This is sweet and you have it at the end of the meal.
- You have this when you don't need a big meal.
- You have this meal in the middle of the day.
- This is a drink made from fruit.
- This is the last meal of the day.
- This is the largest or most important part of the meal.

2 Match the photos to the words in the box.

EP avocado bread cabbage cereal
cheese cucumber fish fruit honey
hot chocolate jam mango pasta toast
tomatoes rice vegetables yoghurt

18 Listen and check. Then repeat.



3 Think of ten more food words. In pairs, compare your words. Then ask and answer these questions.

- 1 What's your favourite food? What don't you like?
- 2 What do you have for breakfast?
- 3 What time do you have dinner? What do you have?
- 4 What snacks do you have every day?

PRONUNCIATION | The sound /ə/

19 **4** Listen and repeat.

breakfast dinner vegetables

20 **5** Listen and repeat. Circle the /ə/ sound in each word. One word has two /ə/ sounds. Which word is it?

pasta chocolate banana salad
tomato yoghurt cucumber

LISTENING

1 Read the poster. What do you think of these tips?

21 **2** Listen to the radio show. You will hear a woman asking six students about getting up in the morning. Match each student to the correct tip. There is one tip you do not need.

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

21 **3** Listen again and check. Then in small groups, discuss the questions.

- 1 Which of the tips do you think are useful? Which are not useful?
- 2 Can you think of other tips for getting up in the morning?
- 3 Is getting up in the morning easy or difficult for you?

7 tips to help you feel great in the morning!

A have a cold shower

B tidy your room

C let in the sun

D drink fruit juice

E move!

F use your brain!

G don't keep your alarm by your bed

WRITING

PREPARE TO WRITE

A paragraph about your routine

GET READY Read the three texts in Exercise 1 on page 20 again and find all the examples of *and*, *but* and *or*.

Choose the correct words to complete the sentences.

- 1 We don't get chocolate or crisps or / but at school.
- 2 I walk to school _____ my brother but / or gets the bus.
- 3 I eat lots of fruit _____ drink lots and / or of water.
- 4 I like staying up late _____ I can't but / and do that during the week.
- 5 I don't like carrots _____ tomatoes. or / but

PLAN Make notes about what you do and eat on a typical school day.

WRITE Write a paragraph about it. Look at your notes and the reading texts for ideas. Use *and*, *but* and *or* in your paragraph.

REVIEW In pairs, read your own text and your partner's. Check for mistakes. Give your partner two ideas to make their text better.