Session 1  
Main focus on: **VOCABULARY**  KCs: CLC, LLC, SCC

Activity 1: Warm-up picture (IW-CW) 10' Brainstorming act.
Activity 2: (IW-CW) 10’

SPORTS: PLACES AND EQUIPMENTS. Copy and complete the table with the words from the box.


<table>
<thead>
<tr>
<th>SPORT</th>
<th>PLACE</th>
<th>EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Track</td>
<td>trainers</td>
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<tr>
<td>Tennis</td>
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<td>Boxing</td>
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<td>Golf</td>
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<td>Ice-skating</td>
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<td>Motor racing</td>
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<tr>
<td>Football</td>
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<tr>
<td>Basketball</td>
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</tbody>
</table>

Activity 3: (IW-CW) 5’

Complete the sentences with the correct words from exercise 2.

a. The crowd cheered when the boxer walked into the ______
b. At last year’s Olympics she won 100m in the ______ events.
c. Martina Hingis broke several strings in her _____ during the match.
d. The football fans ran onto the _____ at the end of the match.
e. She stepped onto the ice and skated slowly round the _____.
f. The driver survived the crash because he was wearing a _____.
g. The basketball player jumped up and put the ball in the _____.
Activity 4: (IW-CW) 10’

Match each phrasal verb connected with sport with its definition.

1. I gave up playing rugby when I left school.
2. The match was put off until the following Saturday.
3. I’m thinking of taking up jogging.
4. The referee sent him off for hitting another player.
5. They decided to call off the tournament because of bad weather.
6. As usual, Arsenal didn’t let their supporters down.
7. A fight between rivalling fans broke out on the terraces.

a. expel
b. start suddenly
c. stop (a hobby / a sport)
d. postpone
e. begin (a sport / hobby)
f. cancel
g. disappoint

Activity 5: (IW-PW-CW) 10’

Write your own sentences with the seven phrasal verbs in the previous exercises. Compare your sentences with your partner.

Activity 6: (PW-CW) 5’

Complete diagrams like this for different sports:
Session 2
Main focus on: READING KCs: CLC, LLC

Activity 1: Pre-reading (PW-CW) 10’

Work in pairs. Look at the pictures and discuss the following questions:

- Do you think these sports are very popular? Can you name some popular sports? And some less popular ones?
- Do you practice any sport? Which?
- What sports do you like playing and which do you like watching?
- Do you think hard work or natural talent is more important in making a sports star?

Activity 2: While-reading (IW-CW) 10’

Read the text quickly and answer the questions.

a. When were the levels of performance that had been predicted reached?
b. Which record did Ben Johnson hold?
c. How long will genetically-modified athletes be able to run in 8 seconds?
Many contemporary amateur athletes and swimmers would have broken world records if they had taken part in the first Olympic Games. Since then, records have tumbled in track, field and swimming events as performance has improved dramatically.

If records are broken, it is usually due to better equipment, training and diet, but recently improvements have begun to slow down. In Sydney, only three runners achieved Olympic medals with no world records. Some experts predict a new record for many events, such as 9.5 seconds for the 100 metres – though Jamaican Usain Bolt’s current record is 9.58 seconds since 2009!!!

However, past predictions are nearly always wrong. All the levels of performance predicted in the 1930s had been reached by the 1970s. Ron Maughan, from Aberdeen University, believes that if more people around the world took part in organised sports, more records would have fallen.

One factor is the use of drugs, or doping. Ben Johnson could also have been a 100 metres world record holder if he had not been caught taking drugs. Other records remain dubious, like Florence Griffith’s 100 metres record back in 1988. Did she take drugs?

Unless we are careful, “gene-doping” will be the next big threat. For medical purposes, scientists have already found ways to build muscle and increase stamina through gene therapy. If gene therapy were used now, it would be almost impossible to detect. In the future, genetically-modified athletes will be able to run the 100 metres in 8 seconds or the marathon in under two hours. However, if a generation of genetic monsters were created, it would show that the whole point of sport has been lost.

It would be much better to forget the records and return to the original Olympic spirit – taking part is more important than winning.
Activity 3: After-reading (IW-CW) 15’

Read the text again. Answer the questions in your own words (25-30 words).

a. What reasons are given for the breaking of records?
b. Why isn’t Ben Johnson the 100 metres world record holder?
c. What is “gene-doping”?
d. What was the original Olympic spirit?

Activity 4: After-reading (IW-CW) 10’

Explain the meaning of the words or phrases from the text.

a. Tumble
b. Performance
c. Improvements
d. Record holder

Activity 5: After-reading (PW-CW) 10’

Discuss the questions in pairs.

a. Do you know any case of doping?
b. What do you think of people who practise doping?
c. Do you think that winning competitions should be the main aim of sports people?
d. Tell three reasons why you think sport is important.
Session 3
Main focus on:

GRAMMAR: THIRD CONDITIONAL

KCs: CLC, LLC, DC

Activity 1: Presentation of grammar and practice (IW-CW) 15’

Look at these sentence

Many athletes and swimmers would have broken world records if they had taken part in the first Olympic Games.

Now answer the questions:

• Do we use the third conditional to talk about imaginary situations in the present or in the past?
• Is it possible or impossible to change the situation in the third conditional sentences?
• What tense do we use in the “if” clause? What tense do we use in the main clause?

Match each sentence to the correct ending.

1. If I’d had more money…
2. If you hadn’t been so late…
3. If it had rained…
4. If you had planned it more carefully…
5. If we’d played a little better…
6. If somebody had gone with him…
7. If we hadn’t gone to bed so late…

a. I would have lent you my umbrella.
b. We might not have lost.
c. We could have caught the bus.
d. We would have woken up on time this morning.
e. He wouldn’t have felt so lonely.
f. I would have bought you a bigger present.
g. Your composition would have been much better.
Activity 2: grammar practice (IW-CW) 10’

Complete each sentence with the correct form of the third conditional.

a. If I _____ (listen) to the radio, I _____ (hear) the weather forecast.
b. If you _____ (not help) me, I _____ (not finish) until midnight.
c. He _____ (leave) a message if he _____ (come) here.
d. If the weather _____ (be) nice we _____ (eat) outside.
e. They _____ (not know) the truth if we _____ (not tell) them.
f. If you _____ (not answer) the police officer’s questions he _____ (take) you to the police station.
g. If he _____ (not drink) alcohol, he _____ (not have) the accident.
h. If they _______ (understand) the question, they’d do the exercise easily.

Activity 3: grammar practice (IW-CW) 10’

For each situation, write a sentence in the third conditional explaining how things could have been different.

I got up late and that’s why I missed the bus. If I hadn’t got up late I wouldn’t have missed the bus.

a. Valerie was late for school and so her teacher was angry.
b. Peter studied computer science and so he was able to fix the computer.
c. I wasn’t invited to the party last week. That’s why I didn’t go.
d. The car broke down and so we arrived late.
e. He didn’t buy a new car because he lost his job.
f. The film was awful and so we left early.
Activity 4: grammar practice (IW-PW-CW) 10’

Think about your life. How could things have been different? Write sentences about family, school, friends, the place where you were born or where you live.

*If my parents had lived in Russia, my name wouldn't have been Carmen.*

Now work in pairs. Discuss your sentences.

Activity 5: grammar practice (IW-CW) 10’

Read the text. Then complete the sentences in the first, second or third conditional. Use the correct form of the verbs.

Andrew Chance’s mother was horrified when she received her son’s internet shopping bill. Thirteen-year-old Andrew had spent nearly 1 million pounds on eMall, an American Internet shopping site. Andrew used his parents’ password to get into the site. He then bought a Rolls Royce, a Van Gogh painting and an antique bed. “I’m in big trouble,” the worried teenager said yesterday.

a. If Andrew’s parents _____ (not buy) him the computer, he wouldn’t have shopped on the Internet.

b. Andrew would make more friends if he _____ (spend) less time on the Internet.

c. If his parents _____ (find out) earlier, Andrew would have spent less money.

d. If Andrew’s mother doesn’t pay, she _____ (have to) go to prison.

e. Andrew _____ (not get) into trouble if he hadn’t used his parents’ password.

f. If I _____ (be) Andrew’s mother, I’d sell his computer.

g. If teenagers _____ (have) a computer, they’ll want to surf the Internet.
Session 4
(Evaluation Oriented Activity)
ICT room. KCs: CLC, LLC, DC, MST, PIE
Activity 1: Webtask (PW-CW) 55'

1. You are going to learn about the Olympic Games history. Do you know what the origin of the Olympic Games is? Tell the myth which concerns the origin of the Olympic Games.

http://www.olympic.org

2. Answer the following questions:

- Which were the first games to be shown on television?
- Which were the first games to last for 16 days?
- In which games was there a terrorist attack?
- How many Olympic sports are there?
- Cite five Olympic sports from the past.

3. Look for and tell me about the origin of the Olympic torch.
Session 5
Main focus on: LISTENING KCs: CLC, LLC
Activity 1: Pre-listening (PW-CW) 10’

Discuss the following questions in pairs:

- Are you interested in football? Why? Why not?
- Which football team do you support?
- Do you think it is easier to become a good football player?
- Would you like to be a professional player?

Activity 2: While-listening (IW-CW) 30’

1. Listen to an interview with a young professional footballer, Matthew Jones. Which summary is correct?

   b. Matthew has always wanted to play football and feels very lucky.
   c. Matthew has always wanted to play football, but isn’t sure he enjoys professional football.

2. Listen to the interview again. Choose the correct answer.

   1. Matthew was / wasn’t good at everything at school
   2. Matthew can / can’t run onto the pitch and just start playing.
   3. Matthew was / wasn’t very relaxed when he played his first match.
   4. Matthew can / can’t play football for his job.
Session 6 (Evaluation Oriented Activities)

Main focus on: **SPEAKING** KCs: CLC, LLC, SCC

Activity 1: (PW-CW) 15’
Work in pairs. Choose three sports you have either played or watched. Compare them from these points of view:

- How dangerous are they?
- How energetic do you have to be?
- Are they expensive to play?
- How competitive are they?
- Do you have to be member of a club?
- How easy or difficult is it to improve?

Activity 2: Role-play / Guess the sport GAME (GW-CW) 30’
Evaluation-Oriented-Activity

Write on a piece of paper the name of a sport that you are particularly interested in. From groups of those who are interested in the same sport. Discuss the most important aspects of the sport (number of players, equipments, matches/competition, rules…). Each group then sits as an expert panel in front of the class. The class should prepare questions to ask the panel. For instance:

- Is it played individually or in teams?
- How long do a match last?
Activity 3: On pronunciation (IW-CW) 10’

In English we have to differentiate between the voiced sound /ð/ (this) and the voiceless sound /θ/ (three)

1. Listen to the words pronounced. Write /ð/ or /θ/

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<table>
<thead>
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<tbody>
<tr>
<td>/ð/</td>
<td>/θ/</td>
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</tbody>
</table>


Listen again and check your answers.

2. Which of these words do you hear?

a. thirst – first
b. death – deaf
c. thin – sin
d. faith – face
e. their – dare
f. they – day
g. then – den
h. worthy – wordy

3. TONGUE-TWISTER

THE THIRTY-THREE THIEVES THOUGHT THAT THEY THRILLED THE THRONE THROUGHOUT THURSDAY
“In my opinion, just because a team has an English name it does not have to only contain English players. Nowadays, the majority of the Premier League teams are global clubs with support all over the world. The important thing for fans, wherever they live, is being able to watch teams with great players getting good results. I’m sure that nobody would want to watch a group of local players if they lost every week.

Although foreign players are expensive, they are usually excellent. This means that more people go to watch the games and this, in turn, brings more money back to the club. If, on top of that, they help their clubs to win championships and tournaments, then they can help their clubs to win even more money.

Finally, I think foreign players are improving the skills of local players. Foreign players have more skills and better tactics. English players are starting to improve and learn from these fresh ideas. The quality of English football is higher now, thanks to the arrival of foreign players.”
a. The author thinks that foreign players are a good thing. Firstly, because fans want their team to win, whoever the players are. Secondly, foreign players cost a lot, but in the end they can make money for the club. Finally, these players can improve the quality of English footballers.

b. The author says nowadays the majority of Premier League teams are global clubs with fans all around the world. He says foreign players are expensive and cost a lot, but although they are expensive and cost a lot, they make more people want to go to watch the games.

c. I think foreign players can be good and bad. They are expensive, but not always. They are also good, but some foreign players are very bad too. It’s important that your team wins. The author says that the quality of English football is worse now, but it’s probably better.

Activity 2: Pre-writing (IW-CW) 15’

Look at the summaries again. Which has/have:

a. Incorrect information?
b. Words copied directly from the text?
c. A lot of repetition?
d. All the most important ideas from the text?
e. Only some of the most important arguments?
f. Ideas in the text expressed in different words?
g. Very disorganized ideas?
Activity 3: Pre-writing (IW-CW) 5’

Are these things you should or shouldn’t do in a summary? Make two lists.

a. express the main ideas from the text.
b. express your own opinion.
c. include small details.
d. repeat points.
e. use your own words.
f. use linkers for clarity.
g. use expressions like The author says / thinks / states…

Activity 2 Writing (IW-CW) 20’ EOA

Read the text and write a summary (maximum 50 words).

Some people say that foreign players are improving quality in the English Premier League. Maybe, but meanwhile, there are lots of good quality English players who can’t get experience of top football because nobody gives them a chance. Anyway, sometimes foreign players are good, but they are so good that they are egotistical and don’t play well in a team. Some of them think they are the only important players in the team and become big-headed. Just last week a famous foreign player walked out minutes before the match, because the manager wouldn’t let him wear the number that he wanted! And let’s not forget that some of the foreign players who come to the Premier League are already old and past their best, while the best young foreign players are going to Spain and Italy. So perhaps the quality is getting higher or it isn’t. One thing is certain, though: the price of tickets is getting higher – because of foreign players and their immense salaries.
Session 8
Main focus on: REVISING KCs: CLC, LLC, SCC
Self-evaluation form (IW-CW) 25'

CHECK-UP

1. Complete the sentences with the correct form of the first, second or third conditional.

   a. If I _____ (live) to be 140, I _____ (have) an enormous party.
   b. If I _____ (be) the Prime Minister, I ______ (spend) more money on education.
   c. If I ______(not drink) so much, her mother ______ (get) so angry.
   d. If she ______ (finish) her homework soon, she _____ (phone) her friends.
   e. If he _______ (drive) more slowly, he _____ (have) an accident.
   f. If there _____ (be) no cars, we ______ (solve) the problem of pollution.
   g. If there _____ (be) nothing good on TV tonight, I _____ (read) a book.
   h. If she _______ (go) to university, now she ______ (have) a better job.

2. Complete each sentence in an appropriate way.

   a. If I hadn’t drunk so much coffee last night …
   b. If I had time this week…
   c. If I had known my favourite film was on TV last night…
   d. If I remember it is your birthday next month…
   e. If I went to bed earlier…
   f. If I win the lottery…

3. Are the sentences true or false? Correct the false sentences.

Motor racing drivers wear trainers. False, Motor racing drivers wear helmets.

   a. You need a racket to play tennis.
   b. Golf is played on a court.
   c. Athletes run on a track
   d. You need a basket to play golf.
   e. Basketball is played on a pitch.
   f. Ice-skaters skate on a rink.

NOW I KNOW!!!
1. Complete the sentences in the first conditional.
   a. Your mum _____ (be) angry if you ______ (not tidy) your room.
   b. What _____ he _____ (do) if she ______ (say) no?
   c. _____ you _____ (wait) for me if I _____ (be) late?
   d. If you _____ (get) time, _____ you _____ (send) me an e-mail?
   e. If they _____ (not phone), we _____ (see) them at the concert.

2. Complete the sentences in the second conditional.
   a. Mark _____ (lend) her the book if he ______ (have) it.
   b. What _____ you _____ (do) if you _____ (meet) a famous film star?
   c. _____ she _____ (speak) to him if you _____ (ask) her to?
   d. If he _____ (not play) computer games all the time, he _____ (not get) so many headaches.
   e. If all cars _____ (be) electric, there _____ (be) less pollution.

3. Complete the sentences in the third conditional.
   a. If Paul hadn’t gone to the party, he _____ (not meet) Sue.
   b. If Rachel _____ (remember) her umbrella, she would have got wet.
   c. If Roberto had played better, they _____ (win) the football match.
   d. If the film had finished earlier, we _____ (catch) the bus.
   e. They wouldn’t have put him in prison if he _____ (steal) the car.
   f. If Kate _____ (study) harder, she would have passed her exams.

4. Rewrite the sentences in the first, second or third conditional.
   a. In order to lose weight you need to exercise more. (First) If you want...
   b. He may be late, but he can meet us in the Café. (First) If he is...
   c. An old woman saw him burgle the house. That's why he is in prison. (Third) If she hadn't...
   d. He wants to be rich and famous. Then he'll be happy. (Second) If he was...
   e. Dave fell asleep so he missed the end of the film. (Third) If he hadn't...

5. Complete the sentences in the first, second or third conditional using the correct form of the verbs.
   a. If Kate was a famous film star, she _____ (eat) at the best restaurants.
   b. If we had had enough money, we _____ (stay) in an expensive hotel.
   c. I _____ (visit) museums all the time if I _____ (live) in London.
   d. My grandmother _____ (die) so young if she _____ (smoke) so much.
   e. I _____ (go) to China next summer if I _____ (pass) my exams.
   f. You _____ (have) much better marks if you _____ (study) more.
FAST-FINISHERS: EXAM STRATEGIES

REVISING FOR THE EXAM

1. Match the revision tips and reasons

1. Work out a revision timetable.
2. Read through your notes and highlight the most important information.
3. Prepare for the questions you find difficult. Use the Exam strategies sections in the book.
4. Make a list of your most common grammar mistakes and learn the rules.

a. This will help you to make fewer mistakes.
b. This will help you to organize your time and revise systematically.
c. This will make your work clearer and easier to use when you’re revising.
d. This will help you to feel more confident about questions that you are worried about.

TAKING THE EXAM

2. When you take the exam, which things should you do? Which things shouldn’t you do? Write YES or NO.

a. Make sure how many marks each question is worth. Decide how long to spend on each question.
b. Spend a long time on the first question.
c. Start with the question that you feel confident about. If you aren’t sure of an answer, go onto another question and come back to it later.
d. Check that you have answered all the questions.
e. Look at the context to guess the meaning of any important words that you don’t know.
f. Try to translate every word in the reading text.
g. Spend a few minutes planning your essay.
h. Write an essay longer than the number of words given in the essay question.
i. Leave time at the end to check your answers and do any questions that you left out.