

4

Aiming High

This unit is about athletes and attitudes to sport.

In this unit, the students will learn new words and expressions, and review the passive tenses and the passive form of modals.

The chart below shows the global and operative can-do statements for unit 4.

OBJECTIVE	CAN-DO STATEMENTS: OVERALL AND SPECIFIC	SECTION IN UNIT
Can read a website about famous sports personalities	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for information and argument</i></p> <p>Can understand the main points in informational texts that deal with concrete everyday topics (e.g., hobbies, sports, leisure activities, animals)</p> <p>Can understand texts describing people, places, everyday life, and culture (e.g., traditional food, dress, festivals)</p>	Reading 1 pages 104–105
Can read an article about an athlete and attitudes to sports	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for information and argument</i></p> <p>Can understand the main points in informational texts that deal with concrete everyday topics (e.g., hobbies, sports, leisure activities, animals)</p> <p>Can understand texts describing people, places, everyday life, and culture (e.g., traditional food, dress, festivals)</p>	Reading 2 pages 114–115
<p>Can listen to a radio interview about an important issue in sports</p> <p>Can exchange ideas and information about an important issue in sports</p>	<p>SPOKEN RECEPTION:</p> <p>Can understand enough to be able to meet needs of a concrete type especially if speech is clearly articulated</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g., basic personal and family information, shopping, local geography), especially if speech is clearly articulated</p> <p><i>Listening to audio media and recordings</i></p> <p>Can extract important information from short radio broadcasts (e.g., weather forecasts, concert announcements or sports results) and interviews (e.g., addressing personal likes and dislikes), provided that articulation is clear</p> <p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Informal and formal discussions</i></p> <p>Can exchange opinions, agree / disagree with others, and compare objects / people</p>	Listening and Speaking page 110–111

<p>Can collaborate to present information about a sportsperson</p> <p>Can collaborate to present a dialogue about a decision related to sports</p> <p>Can exchange ideas and information about the advantages and disadvantages of doing sports</p>	<p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Information exchange</i></p> <p>Can ask and answer questions about plans and intentions (e.g., what to do and where to go)</p> <p><i>Informal and formal discussions</i></p> <p>Can exchange opinions, agree / disagree with others, and compare objects / people</p>	<p>Vocabulary Practice page 117</p> <p>Speak Your Mind Let's Talk page 122</p>
<p>Can prepare for a debate by writing and using cue cards to help present a speech</p> <p>Can disagree with a topic and give reasons</p>	<p>SPOKEN PRODUCTION:</p> <p>Can describe everyday aspects of his/her environment, events and activities (e.g., people, places, a job or study experience) using level-appropriate language (vocabulary and grammar)</p> <p><i>Sustained monologue: Putting a case</i></p> <p>Can express agreement or disagreement using simple formulaic expressions to explain why</p> <p>COLLABORATION:</p> <p><i>Facilitating collaborative interaction with peers</i></p> <p>Can collaborate in simple, practical tasks, asking what others think, taking in responses, making suggestions, asking for repetition, reformulation and/or clarification when necessary</p>	<p>Speak Your Mind Let's Debate page 123</p>
<p>Can write an opinion essay</p>	<p>WRITTEN PRODUCTION:</p> <p>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like 'and', 'but' and 'because', with increasing accuracy of spelling based on a developmental continuum</p> <p><i>Written reports and essays</i></p> <p>Can give his / her impressions and opinions in writing about topics of personal interest (e.g., sports, music, reality TV)</p>	<p>Writing page 121</p>
<p>At the end of the unit, the students will be able to:</p> <ol style="list-style-type: none"> 1. research the Paralympics and present a timeline and a paralympic sportsperson to the class 2. invent a new sport, explain how to play it and present it to the class 3. use the Internet to find current information 	<p>SPOKEN PRODUCTION:</p> <p>Can describe everyday aspects of his / her environment, events and activities (e.g., people, places, a job or study experience) using level-appropriate language (vocabulary and grammar)</p> <p><i>Addressing audiences</i></p> <p>Can give a short, rehearsed presentation on a topic pertinent to everyday life, giving reasons and explanations for opinions, plans and actions</p> <p><i>Sustained monologue: Describing experience</i></p> <p>Can describe family, people, school, living conditions, job, daily routines, likes / dislikes, etc.</p> <p>MEDIATION:</p> <p>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</p> <p><i>Relaying specific information in writing</i></p> <p>Can relay in writing (in Language B) specific information contained in simple, informational texts (written in Language A)</p>	<p>Task page 127</p>

	COLLABORATION: <i>Facilitating collaborative interaction with peers</i> Can collaborate in simple, practical tasks, asking what others think, taking in responses, making suggestions, asking for repetition, reformulation and/or clarification when necessary	
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NEW WORDS

PART 1

achieve	charity	form (v)	match (n)	stadium
afterwards	confuse	height	maximum	station
ahead	data	hold (one's) breath	meter	strongly
aid	dialogue	honest	opera	sympathy
angel	diploma	humor	patient (n)	the first
at (its) best	drama	ignore	point	tram
avatar	equipment	lead	post	virus
award (v)	expectation	league	represent	would rather
canal	expression	level	second (adv)	
category	extent	live (adj)	shoot	
centimeter	finish (n)	marathon	show	

PART 2

accept	bone	in spite of	since	tyre
ache	candidate	injure	sparkling water	victory
adopt	chips	labour	such	wish (someone) luck
and so on	commitment	lift	sunshine	
apply	committee	not really	surely	
be into	crisps	out of	switch	
be worth	end up	petrol	technique	
bin	have no doubt	previous	temperature	

SPEAK YOUR MIND

by the way	despite	factor	in addition	therefore
consideration	due to	however	rather than	what about ... ?

These words are reviewed at least three times in this unit of the Student's Book and Workbook. They are also recycled at least three times in later units of the Student's Book and Workbook as well as numerous times in the Digital Extra component: Wordlist Plus and Vocabulary Booster.

Activities for the students to monitor and assess their own vocabulary acquisition:

- **Track New Words** (Student's Book, pages 111 and 123)
- **Review** (Student's Book, pages 124-125)
- **Check Yourself** (Workbook, pages 114-117)
- **Read and Check** (Student's Book, pages 126-127 and Workbook, pages 118-119)
- **Digital Extra Component:** Wordlist Plus and Vocabulary Booster

In this unit, the students will learn about famous sports personalities and their attitudes to sports, discuss a controversial subject about whether playing sports makes people too competitive and write an essay expressing an opinion, using the new vocabulary and the passive tenses. At the end of the unit, they will be able to research the history of the Paralympics and present a Paralympic sportsperson to the class or invent a sport, explain how to play it and present it to the class.

Pages 100-101

The opening spread introduces the theme of the unit – sports. Tell the students to look at the title and the opening pages of the unit. Ask them what they think the title of the unit “Aiming High” means (*to be ambitious*). Explain that when you want to be successful, for example, in sports, you have to aim high.

Share the objectives on the page with the students. Point out that they show what skills the students will learn and what they will be able to do as they progress through the unit.

- A** This exercise introduces the students to the topic of sports. Ask the students to look at the pictures of unusual sports on these pages and match each description to a picture.

ANSWERS

1. c 2. b 3. f 4. e 5. d 6. a

- B** In this activity, the students match the names of the sports to the pictures.

ANSWERS

cheese rolling – a	zorbing – b
frisbee throwing – c	lacrosse – f
sand-skiing – e	quidditch – d

- C** In this exercise, the students discuss which of these sports they would like to play and why. Encourage discussion and accept all logical answers.

Pages 102-103

PART 1 Not Just Sports

In this part, the students will read a website for sports fans about present and past Israeli athletes. They will learn the vocabulary they need in order to understand the reading text and discuss it.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words before reading the text to internalize their meanings.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 92 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher’s Guide.

- A** The students practice recognition of the new words to internalize their meanings.

- 1** This exercise introduces some of the new words the students will learn in Part 1. The students decide which of the new words they can use to talk about helping other people. The exercise can be done orally or the students can write their answers in their notebooks. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

aid, charity, equipment, match, patient, virus

- 2** In this exercise, the students match the new words in A1 to the meanings.

ANSWERS

- | | |
|------------|----------|
| 1. shoot | 4. form |
| 2. league | 5. aid |
| 3. charity | 6. virus |

- 3** In this recognition exercise, the students complete the expressions with the words given.

ANSWERS

- | | |
|------------|-------------|
| 1. match | 4. strongly |
| 2. patient | 5. category |
| 3. award | 6. finish |

- 4** To further internalize the meanings of these words and expressions, the students complete the sentences with the expression that they made in exercise A3.

ANSWERS

- | | |
|--------------------------|-------------------|
| 1. hospital patient | 4. strongly agree |
| 2. light-weight category | 5. a close finish |
| 3. award a prize | |

- 5** In this activity, the students answer the questions to show that they understand the meaning of the new words in context.

Accept all logical and grammatically correct answers.

- 6** In this exercise, the students complete the post about a special sports day with the new words provided. Remind the students to make any necessary changes to the words, for example, adding -s to make a noun plural or making sure that the subject agrees with the verb. Tell them to say who wrote the post in order to check their comprehension of the post.

ANSWERS

- | | |
|--------------|-------------|
| 1. charity | 4. formed |
| 2. patients | 5. strongly |
| 3. equipment | 6. post |

The Friends of the Lincoln Hospital wrote the post.

B These exercises introduce more new words in the context of a listening passage.

- 1** The students refer to the list of new words to decide which of them can be used to talk about sports.

POSSIBLE ANSWERS

achieve, centimeter, expectation, height, hold one's breath, live, meter, represent, stadium, the first

- 2** To familiarize the students with the vocabulary before reading the text, they show their understanding of the new words by choosing the correct answers.

ANSWERS

- | | |
|--------------------|---------------------|
| 1. under the water | 4. isn't |
| 2. football | 5. is happening now |
| 3. sad | 6. tall |

- 3** In this recognition exercise, the students complete sentences with the words given to show that they understand their meanings.

ANSWERS

1. expectations
2. represent
3. meters
4. achieve
5. the first

- 4** In this activity the new words are presented in a different context. Tell the students to look at the pictures of Israeli sportsmen and sportswomen. They then listen to the sports reporter and answer the questions about the main ideas: which athlete he is talking about and what his or her achievement was.

See *Teaching Suggestions for Listening* in the Introduction to this Teacher's Guide.

LISTENING SCRIPT

Presenter: Oren, as a sports reporter, what is the most exciting moment you remember?

Oren: I'll never forget when our gymnast won a gold medal in the 2020 Tokyo Olympics. We all held our breath in the Olympic stadium along with many other people who were watching live on TV as Artem Dolgopyat did his final gymnastic exercise. Before the games, as an unknown athlete, no one had great expectations of him, but on that day, he became a national hero. At a height of one meter 64 centimeters, this shy young man became the first Israeli in 17 years to win a gold medal. He achieved this through hard work and intensive training. As a young boy, he faced many difficulties and he got very little sympathy from his coach in the Ukraine who pushed him very hard. After moving to Israel, he continued to train and was eventually chosen to represent Israel in the 2020 Olympics. And we are lucky that he was!

ANSWER

Artem Dolgopyat. He won a gold medal in the 2020 Tokyo Olympics.

You may wish to share the following background information with the class.

Artem Dolgopyat became the first Israeli artistic gymnast to win a gold medal at the Olympic Games when he won gold in the floor exercise at the 2020 Games in Tokyo. Born in Ukraine, Artem immigrated to Israel at the age of 12 and became a member of Maccabi Sports. Artem competed in the top youth competitions and in 2017 he won a silver medal in the floor exercise at the World Championships held in Montreal, Canada. That same year he also won medals at the Maccabiah Games and in 2018 and 2019, he won in the floor exercise at the European Championships.

WORKBOOK page 93

Refer the students to the Workbook, page 93 for further practice of the new words.

Pages 104-105

READING 1 Spotlight on Israel

In this section, the students read a webpage for sports fans.

Suggestion: Before asking the students to read the webpage, tell them to look at the two pages. Ask them if they are familiar with the sportspeople and what they know about them. (For example, Linoy Ashram won a gold medal in the Olympics.)

See *Suggestions for Teaching Reading* in the Introduction to this Teacher's Guide.

A

The students read the webpage for sports fans. Point out that this is a site for fans so it will include information about the athletes' personal lives and their achievements. Ask the students to focus on any surprising facts while they are reading.

Accept all logical answers.

Following the Text

The students answer general questions about the text to help them gain an overall perspective of the whole text and how it is organized.

Have the students copy the chart into their notebooks. Point out that they may have to tick more than one column for some answers.

ANSWERS

- | | |
|-----------------|--------------------|
| 1. Sagi Muki | 3. Deni Avdija |
| 2. Linoy Ashram | 4. Avishag Semberg |

Pages 106-107

B The students answer questions about the text in order to demonstrate their comprehension.

ANSWERS

1. he wanted to help the hospitals buy equipment for patients during the corona pandemic / he wanted to help the hospital in his hometown
2. a. a good chance
b. "if Mollaei had competed, he himself may not have won"
3. to become a doctor or an athlete
4. Accept all logical answers that the students can justify.
5. They were both chosen to play in the NBA.
6. a, e
7. Dreaming big and dreaming of it every day.

You may wish to share the following background information with the class. Encourage the students to share additional information.

Sagi Muki is an Israeli half-middleweight judoka. Since the age of four, Muki has been coached by Israeli judoka Oren Smadja. In 2019, Muki won the gold medal in the World Championship and in 2021 Muki won the bronze medal at the European Judo Championships – for Men's 81 kg.

Linoy Ashram became the first female Israeli athlete to win a gold medal at the Olympic Games. She won it in the individual all-around for rhythmic gymnastics at the 2020 Games in Tokyo. In April 2022 Asham announced she was retiring. She had competed in international contests since 2014, and has won close to 100 medals from various international competitions. Ashram plans to be a coach for Israel's gymnastics team.

Deni Avdija is an Israeli-Serbian who plays for the Washington Wizards in the NBA (National Basketball Association). He started playing basketball in the fourth grade for his hometown team Bnei Herzeliya and then in 2013 for Maccabi Tel Aviv. He excelled as a youth player and won two gold medals for Israel, including at the 2019 FIBA U20 European Championship. He is a hard worker and holds himself to a high standard. He's friendly and funny and teammates describe him as fun-loving, but he's also introspective. He says that he missed a lot of things, but if you want to be a great player, you have to put in the work.

Avishag Semberg is an Israeli taekwondo athlete. She won an Olympic bronze medal for Israel at the 2020 Summer Olympics in the women's 49 kg competition. In 2022, she won a silver medal in the Sophia Open Tournament.

C In this exercise, the students write a personal response to the reading text. The students decide which Israeli athlete they would add to the website and give reasons for their choice.

Accept any logical and grammatically correct answer.

Suggestion: Have the students share their responses with the class after writing them down, to encourage them to express their opinions.

Suggestion: After reading the text, you may wish to point out a new word or expression from the Band II vocabulary list that appears in the reading text, in order to offer the students a more detailed examination of the lexical item, focusing on depth of knowledge.

Point out that the word *finish* can be both a noun (the end) and a verb (to complete). Ask the students what other words in the list are both nouns and verbs and list them on the board (*aid, award, form, match*). Ask the students to write two sentences with each word; one as a noun and one as a verb. [*aid* – to help (v), help (n); *award* – to give a prize (v), a prize (n); *form* – to create something (v), shape (n); *match* – game (n), to choose two things that go together (v)].

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of contexts.

- A** 1 In this exercise, the students choose the correct word to demonstrate their understanding of the words.

ANSWERS

- | | |
|--------------|-------------|
| 1. awarded | 5. aid |
| 2. virus | 6. achieved |
| 3. equipment | 7. diploma |
| 4. sympathy | 8. level |

- B** In this exercise, the students show that they understand the new words by answering the questions, paying attention to the new words in bold.

Accept all logical and grammatically correct answers.

Suggestion: The students can do this exercise in pairs, taking turns to ask and answer the questions.

- C** The purpose of this collaborative activity is to give the students the opportunity to work in pairs to write a short report about a sportsperson and the record/s that he / she has set. Tell them to use the new words. Point out the speech bubbles that can be used as examples. Then tell them to present their report to the class.

Suggestion: Tell the students to use the Internet to find information about the athletes and their records. For example,

1. Roger Federer – won a record 16 Grand Slam singles titles. From 2005 to 2010, he reached an unheard-of 18 out of 19 Grand Slam finals.
2. Usain Bolt – five-time world champion and three-time Olympic gold medalist. He holds individual records in the 100-meter dash and the 200-meter.
3. Martina Navratilova – won 18 Grand Slam singles titles, 31 Grand Slam doubles titles and 10 Grand Slam mixed titles.
4. Michael Jordan – scored an average of 31 points per game in NBA Finals. From 1986 to 1993, he led the league in scoring each year and won 10 scoring titles in 12 years.

WORKBOOK page 94

Refer the students to the Workbook, page 94 to do the vocabulary exercises.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrates a common linguistic feature. Here the Word Power focuses on international words or words that we find in other languages.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 96 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the explanation with the class. Have the students do the exercises to demonstrate understanding of the new words.

- D** 1 In this exercise, the students answer the questions. Remind them to make any necessary changes.

ANSWERS

- | | |
|-----------------|-----------|
| 1. drama, opera | 3. tram |
| 2. canals | 4. avatar |

- 2** Asks the students to work in pairs. Each student creates three more clues for other words. They should take turns to ask their partner the questions and to guess their partner's words. The clues can also be a definition or meaning of the word. (For example, Which word makes you smile?)

- E** In this exercise, the students complete the sentences with the new words given.

ANSWERS

- | | |
|-------------|------------|
| 1. humor | 3. maximum |
| 2. dialogue | 4. data |

WORKBOOK page 97

Refer the students to the Workbook, page 96 for further practice of the new words

Pages 108-109

GRAMMAR The Passive – Present Simple, Past Simple and Future Simple

In this section, the students learn about the use of the Passive tenses. Before you begin, you may want to check that the students understand the form and usage of the passive in their own language. Then write a sentence in English in the passive on the board and ask the students how the passive is formed. Remind them that we use the verb *to be* and the V3 form of the verb.

Read the explanation about the grammar point with the class and go over the rules for each tense. To check the students' understanding of the uses and form ask the students the questions that appear.

ANSWERS

1. was, is, will
2. the V3

Suggestion: Write six sentences on the board (three active and three passive) and have the students decide which are active and which are passive.

Refer the students to the Grammar Appendix on pages 236-237 for additional information and examples.

- A** The purpose of this exercise is for the students to practice identifying active and passive sentences. They complete the sentences about a triathlon sports competition by choosing the correct verb.

ANSWERS

- | | |
|-----------------|---------------|
| 1. are included | 4. swim |
| 2. cover | 5. are called |
| 3. is limited | |

- B** In this exercise, the students complete the passage about the Ironman competition using the Present Simple passive.

ANSWERS

1. is organized
2. are not (aren't) allowed
3. is not (isn't) permitted
4. is sometimes used
5. is regarded

You may wish to share the following background information with the class.

The Ironman is considered to be one of the most difficult one-day sporting events in the world. Athletes take part in a 140.6 miles (226.3 kilometers) triathlon that includes swimming 2.4 miles (3.9 kilometers), biking 112 miles (180.2 kilometers) and running 26.2 miles (42.2 kilometers) – completed in that order. Most Ironman events have a time limit of 16 or 17 hours to complete the race. The World Championship has been held in Hawaii every year since 1978.

- C** This exercise combines practice in both form and meaning. The students must select the correct verb according to the context of the sentence, and then practice forming the Past Simple Passive tense by completing the sentences.

ANSWERS

1. was thrown, was not (wasn't) hurt
2. was stopped
3. were ... announced
4. were not (weren't) chosen
5. was ... played
6. was not (wasn't) informed

Suggestion for less-advanced students: Give the students the verbs to use for each sentence.

Suggestion for more-advanced students: Have the students look up some information about the Ironman competition and write 2-4 of their own sentences in the Passive about the competition. For example: *Athletes are required to swim, ride and run in the competition. / The official Ironman competition is held in Hawaii.*

- D** 1 In this exercise, the students use the words given to write sentences in the Future Simple Passive.

ANSWERS

1. The members of the team will be chosen tomorrow.
 2. When will the medals be awarded?
 3. My bike won't be fixed in time for the race.
 4. A new stadium will be built in the center of town sometime soon.
 5. Our athletes will be met by the President when they return home.
 6. Unfortunately, Israel won't be represented in the competition.
- 2** In this collaborative exercise, the students work in pairs to make predictions about sports in the future. Tell them to use the Future Simple Passive and the verbs given to help them. Tell the students to use the example sentence as a model.

- E** This exercise combines the use of the Passive in all three Simple tenses along with an interesting context for comprehension. The students complete the article about Marathon Mom with the correct form of the verb in brackets using the Present Simple, Past Simple and Future Simple forms of the Passive. Tell them to answer the question about the Jerusalem marathon to demonstrate comprehension of the article.

ANSWERS

- | | |
|------------------|-----------------------------|
| 1. is said | 7. were amazed |
| 2. was run | 8. are worn |
| 3. was included | 9. are scheduled |
| 4. is considered | 10. was not (wasn't) chosen |
| 5. is required | 11. will be won |
| 6. was won | |

Because it is difficult to combine professional sports with being a full-time mother.

You may wish to share the following background information with the class.

Bracha “Beatie” Deutsch is a Haredi American-Israeli marathon runner. She has a degree in school counseling and a black belt in Taekwondo. Deutsch began running in 2016 at the age of 25. She runs in appropriate religious dress and dedicates her runs to charitable causes. She has won the Tiberias Marathon and the Jerusalem Marathon, as well as the Israeli half-marathon and the Marathon National Championships.

WORKBOOK > page 97

Refer the students to the Workbook, page 97 for additional practice.

Pages 110-111

LISTENING AND SPEAKING Winning at Any Cost

This section integrates the skills of spoken reception and spoken interaction and production. The students first listen to an interview about a very special sportsman and then discuss the topic.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 100 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

A This pre-listening activity introduces the new words that appear in the radio program that the students are going to hear.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher’s Guide.

- 1 Before they listen, read out the words so that the students hear how they are pronounced. Ask the students which words are used to talk about a race.

POSSIBLE ANSWERS

ahead, lead, marathon, second

- 2 This exercise practices comprehension of the meanings of the new words in context. The students choose the correct answer to complete the sentences.

ANSWERS

1. b 2. a 3. b 4. a 5. a 6. b 7. b

- 3 In this exercise, the students complete sentences with the new words given. Remind the students to make any necessary changes to the words, for example, adding -s to make it plural making sure that the subject agrees with the verb or, in this exercise, adding capital letters.

ANSWERS

1. show	5. ahead
2. would rather	6. extent
3. at his best	7. confusing
4. station	8. Afterwards

B The students listen to the radio program about a long distance race in Spain. They will hear the recording twice. The first time, they listen for the main idea: who won the race.

See *Teaching Suggestions for Listening* in the Introduction to this Teacher’s Guide.

LISTENING SCRIPT

Radio host: Good morning to all our listeners and welcome to your local radio station. You are listening to Sports Weekly, our program which talks about important issues in the world of sports. With us today is James O'Reilly, a sports reporter. He is going to talk about an issue that is always relevant for sportsmen and women – to what extent should you ignore other competitors in order to win? So what do you say, James?

James: Well, obviously every person who takes part in a sports competition wants to win – that's the aim, isn't it? The question is: should you win at any cost? Should you do whatever it takes to win?

Radio host: OK, can you give us an example of what you mean?

James: Certainly. In 2012, there was a long-distance race in Navarra, in Spain, and Abel Mutai, a runner from Kenya, was leading the race. In fact, he was running so far ahead that it was clear that he was going to win very easily. Then, when he was a short distance from the finishing line, a surprising thing happened. He slowed down. In fact, he slowed down so much that the runner who was in second place, a Spanish runner called Ivan Fernandez Anaya, caught up with him. The crowd couldn't understand what was going on – what was keeping Mutai?

Radio host: So what was keeping him? What happened next? Did Anaya cross the line instead of Mutai?

James: That's the thing. He didn't. Anaya, who was used to running in long-distance races and marathons, immediately saw from the expression on Mutai's face that he thought he had already finished the race. Something had confused Mutai and he was sure that he had won! So Anaya stopped running and showed Mutai where the finishing line was. He let Mutai cross it first. Then, Anaya crossed it, coming in second.

Radio host: So what you are saying is that Anaya had the chance of winning the race and he gave it up?

James: Exactly. Afterwards he told reporters that in his opinion, it was the right thing to do. He is obviously a very honest person. He would rather lose than win the race in this way. In other words, he knew that he wouldn't have deserved to win the race.

Radio host: Well, I think that's an amazing story and, for me, it shows sports at its best. Athletes should win because they deserve to, and not because someone else made a mistake. If you ask me, we should call Ivan Fernandez Anaya "The Angel of Navarra" from now on!

James: Absolutely!

Radio host: Thank you, James. That was a very interesting story!

ANSWER

Abel Mutai, a runner from Kenya, won the race.

You may wish to share the following background information with the class.

Abel Mutai is a famous Kenyan long-distance runner, who specializes in the 3,000 meters steeplechase. He won the gold medal at the 2005 World Youth Championships, a bronze medal at the 2012 Summer Olympics, came seventh at the 2013 World Championships and finished ninth at the 2009 World Athletics Final. His personal best times are 8:05.16 minutes in the 3,000 meters, achieved in June 2006 in Lisbon; and 8:01.67 minutes in the 3,000 meters steeplechase, achieved in May 2012 in Rome.

Ivan Fernandez Anaya is a Spanish, long-distance runner who runs cross country and marathon events. In 2012, Anaya showed the ultimate sportsmanship when he helped Abel Mutai win a race in Navarra, Spain. Mutai, who was leading the race, thought that he had passed the finish line ten meters sooner than it actually ended. Thinking he had already won, he stopped running. Mutai looked back and saw that people were telling him to keep going, but since he didn't speak Spanish, he didn't understand what they were saying, so Anaya guided Mutai to the finish line. Anaya could have easily been declared the winner by running ahead, but instead he showed the world what true sportsmanship is.

- C** In this exercise, the students listen to the radio program a second time, paying attention to specific details. Have the students read the questions before they listen. This will help them focus on the specific information they need to listen for, in order to answer.

The students write their answers on page 101 of the Workbook.

ANSWERS

- | | |
|-----------------|----------------|
| 1. c | 4. slowed down |
| 2. wants to win | 5. b |
| 3. in 2012 | 6. a |

- D** In this collaborative activity, the students work in pairs to express their opinions about what the Spanish runner, Anaya, did. Tell them to use the new words and the speech bubbles to help them.

WORKBOOK page 101

Refer the students to the Workbook, page 101 for further practice of the new words.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A**
1. The students go to the Vocabulary Tracker on page 239 of the Workbook. In writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can use the Digital Extra component, *Wordlist Plus*, to review the words that they don't know by creating their own personal wordlist.
 2. Tell the students that they can use one of the tips on pages 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.
- B**
1. In this collaborative exercise, the students work in pairs to prepare a podcast about the advantages and disadvantages of individual and team sports. Tell the students to list the pros and cons of individual and team sports and decide which they support. Before they begin writing, they should tick the words that they think they will use on the Vocabulary Tracker. Have the students share their podcasts with the class. Check that they are using the new words correctly. You may wish to walk around the class and listen or give help to the students while they are working.
 2. Ask the students how many new words they used.

Pages 112-113

PART 2 A Dream Come True

In this part, students will read about a sportsman whose aim is to win an Olympic medal.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words alone and in context before reading the text to internalize their meanings.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 103 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

A These exercises introduce some of the new words the students will learn in Part 2.

- 1** The students decide which of the new words they can use to talk about the dangers of being an athlete. The exercise can be done orally or the students can write their answers in their notebooks. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

ache, bone, end up, injure

- 2** In this exercise, the students demonstrate that they understand the meanings of the new words by giving an example of each situation. Point out that there are many correct answers.

POSSIBLE ANSWERS

1. getting married, registering for a course
2. hand, foot, face
3. a competition, the school / town council
4. our bad habits / behavior, cruelty to animals
5. your back, your shoulder

- 3** This exercise helps internalize the meaning of new words by showing common collocations. The students choose the two words or phrases that can be used with the new word to show that they understand the new words.

ANSWERS

1. b, c 2. a, c 3. a, b

- 4** In this exercise, the students complete a dialogue about a new swimmer with the new words given. Remind them to make any necessary changes.

ANSWERS

- | | |
|-----------------|------------------|
| 1. Are ... into | 4. ended up |
| 2. not really | 5. out of |
| 3. and so on | 6. wish ... luck |

- 5** In this exercise, the students select the correct words to complete a text about a traditional sport that is played in Florence, Italy. Tell them to use the new words given and answer the question.

ANSWERS

- | | |
|---------------|-----------|
| 1. not really | 4. end up |
| 2. and so on | 5. bones |
| 3. injured | 6. surely |

The winners get a free dinner at a restaurant.

Suggestion: For additional practice, you may wish to ask the students to write down two words that can be associated with each of the new words. They should share their associations with their partner. For example, *ache* – head, heart; *end up* – in a place, with a new friend, etc.

- B** **1** This exercise introduces the rest of the new words in a listening passage. Ask the students which words they could use to talk about participating in the Olympic Games.

POSSIBLE ANSWERS

accept, apply, be worth, committee, have no doubt, technique, victory

- 2** In this exercise, the students show their understanding of the new words by choosing a new word to replace the familiar words in bold in the sentences. Point out or elicit that there is more than one way to say the same thing.

ANSWERS

- | | |
|------------------|--------------|
| 1. victory | 4. since |
| 2. have no doubt | 5. committee |
| 3. in spite of | 6. technique |

- 3** In this activity, the students complete the sentences with the new words given. Remind them to make any necessary changes to the words, for example, adding *s* to make it plural making sure that the subject agrees with the verb or, in this exercise, paying attention to the positive or negative form of the verb.

ANSWERS

- | | |
|-------------|----------------|
| 1. sunshine | 4. such |
| 2. apply | 5. isn't worth |
| 3. accept | 6. switch |

- 4** The purpose of this exercise is to hear the words from exercise B1 in context. The students listen to the movie review and decide if Derice's decision to go to the winter Olympics was surprising.

LISTENING SCRIPT

Good evening and welcome to "Golden Movies", the program about old, but good, movies. One such movie is a sports comedy from the year 1993. It's called *Cool Runnings* and it is based on a true story. In 1987, Derice Bannock trains hard to represent Jamaica in the 100-metres race in the Olympic Games, but he falls and doesn't make it into the team. However, he doesn't give up hope. He decides to switch sports and apply to represent Jamaica in bobsledding in the winter Olympics, in spite of the fact that he has never done it before. That's a surprising decision since Jamaica is an island in the Caribbean Sea with lots of sunshine and no snow! He starts training for the sport along with some of his friends and they do all they can in their attempt to win an Olympic victory. At the beginning, they have problems with the Olympic Committee, but eventually, they are accepted and the team ends up at the Olympic Games. Their techniques aren't always perfect and they don't win, but they certainly have style and they return home as heroes! I suggest that you see the movie *Cool Runnings* – it's worth watching and I have no doubt you will enjoy it!

ANSWER

Because he comes from Jamaica, an island in the Caribbean Sea with lots of sunshine and no snow.

WORKBOOK page 104

Refer the students to the Workbook, page 104 for further practice of the new words.

Pages 114-115

READING 2 Still Going for Gold!

In this section, the students read about someone who wants to win an Olympic medal and demonstrate their understanding of the main ideas and basic details.

- A** The students read a human interest story about a sportsman who wants to win an Olympic medal. The question focuses their attention on the main idea.

ANSWER

bobsledding

Suggestion for less-advanced students: Give the students the following dates that appear in the reading text: 1991, 2016, 2018 and 2022. Ask them what happened on each date to provide practice in scanning the text for highlights in AJ's career.

Following the Text

The students answer general questions about the text to help them gain an overall perspective of the whole text and how it is organized. Matching headings to paragraphs will ensure that the students understand the main idea of each paragraph.

ANSWERS

1. AJ came to live in Israel in 2016. / He has Israeli citizenship.
2. a. Paragraph 4
b. Paragraph 2
c. Paragraph 5
d. Paragraph 1
e. Paragraph 3

Pages 116-117

B The students answer questions about the text in order to demonstrate their comprehension.

ANSWERS

1. Israel is a country of sunshine and hot weather / Israel doesn't have much snow
2. b
3. 1. Two forms of winter sports don't require such long-term training.
2. He had a better chance of being chosen to represent Israel than the USA.
4. broken bones and damage to the brain
5. He wasn't allowed to use his special technique as it was against the rules. The new word is *technique*.
6. Because even with all the difficulties and the fact that AJ's previous attempts at winning a medal were unsuccessful, he has no doubt that one day he will succeed. / One thing is sure – AJ is not about to give up.
7. Possible answer: He has tried hard to achieve his dream.

C In this exercise, the students write a personal response to the reading text. Tell them to answer the questions about AJ and give reasons for their answers.

Accept all logical and grammatically correct answers.

Suggestion: In order to offer the students a more detailed examination of the lexical item, focusing on depth of knowledge, point out the words *ache* and *technique*. Explain that sometimes the letters /ch/ make the sound of /k/. Ask the students what other words have this sound. (For example, chemist, schedule, echo, stomach, character, chemistry).

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of contexts.

A In this exercise, the students demonstrate their understanding of the meaning of new words by choosing the correct answers to complete the sentences.

ANSWERS

- | | |
|-------------------|------------|
| 1. apply | 5. into |
| 2. sunshine | 6. victory |
| 3. technique | 7. surely |
| 4. wishes me luck | 8. accept |

B In this activity, the students give additional examples to show understanding of the new words.

POSSIBLE ANSWERS

1. a job
2. a friendship
3. a driving test
4. helping someone in trouble
5. playing a sport

C The purpose of this collaborative activity is to give the students the opportunity to use the new words in a conversation on a relevant topic. The students work in pairs to write a conversation about giving up a sport and present their conversation to the class. Tell the students to use the new words and look at the speech bubbles as an example.

WORKBOOK page 105

Refer the students to the Workbook, page 105 for further practice of the new words.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrates a common linguistic feature. Here the Word Power focuses on words that are different in British and American English.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 107 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the explanation with the class. Have the students do the exercises to demonstrate understanding of the new words.

D 1 In this exercise, the students match the new words to the pictures.

ANSWERS

- | | |
|-----------|--------------------|
| 1. lift | 6. labour |
| 2. bin | 7. sparkling water |
| 3. chips | 8. tyre |
| 4. petrol | 9. temperature |
| 5. crisps | |

2 In this exercise, the students copy the chart into their notebooks and list the new words in the British English column. They then complete the chart with the American words. Tell the students that they can use the Internet to find the words in American English.

ANSWERS

British English	American English
bin	garbage can
chips	French fries
crisps	potato chips
labour	labor
lift	elevator
petrol	gas
sparkling water	soda
temperature	fever
tyre	tire

Suggestion: Ask the students what other words they know that are different in American and British English. Ask them to list them. Alternatively, give them either the American or British form of the following words.

British English	American English
biscuits	cookies
cupboard	closet
tube / underground	subway
flat	apartment
pavement	sidewalk
handbag	purse
maths	math
motorway	highway
shop	store
sweets	candy

- 3** In this activity, the students write a short conversation using as many American words as they can. Then tell them to switch their conversations with a partner. The partner will write the conversation using British English.

Suggestion: Ask each pair to present one of their conversations to the class. The students should then say if it was written in American or British English.

WORKBOOK page 107

Refer the students to the Workbook, page 107 for more practice of the new words

Pages 118-119

GRAMMAR The Passive – Modals

This section teaches the students to identify and use Modals in the Passive. Read the explanation about the grammar point with the class and explain that we use Modals in the Passive when the suggestion or action is more important than the person who did it. Remind the students that modals do not change according to the subject. Point out that the Modal Passive form is similar to the Future Passive tense, except that the modal takes the place of *will*. To check their understanding of the form, ask the students to answer the questions.

ANSWERS

1. the verb *be*
2. V3

Suggestion: Review the modals the students have learned and their uses (*can, must, should, may* and *might*).

Refer the students to the Grammar Appendix on page 237 for additional information and examples.

- A** In this exercise, the students practice creating the modal passive by completing the sentences correctly with the words given. Then the students to decide if they agree with the statements and explain their reasons. Encourage discussion.

ANSWERS

1. Some sports can only be done by men.
2. People shouldn't be encouraged to do it.
3. Every student must be taught how to swim.
4. We cannot be expected to succeed in the Winter Olympics.
5. Athletes who take drugs to improve their results mustn't be allowed to compete in competitions again.

- B** In this exercise, the students practice creating the passive form of the modals by completing the sentences with the modals given and the correct form of the verb in brackets. Explain that they must decide which modal fits each sentence according to the context.

ANSWERS

1. might be given
2. should be told
3. couldn't be done
4. mustn't be changed
5. Can ... be switched

- C** In this activity, the students create sentences using the positive or negative form of the modal passive with the aid of pictures and the words given.

ANSWERS

1. The cars can't be fixed.
2. The athlete should be helped.
3. The match must be stopped.
4. The sportsman might be injured.
5. The ball couldn't be caught.
6. Safe equipment must be used.

- D** In this exercise, the students read the article and choose the correct answers in the passive. Tell them to answer the question to demonstrate comprehension of the main idea of the article.

ANSWERS

1. can be seen
2. may also be awarded
3. aren't paid
4. must be supported
5. was forced
6. was given
7. wasn't sold
8. must be found
9. are considered
10. should be allowed

They have financial difficulties. / They aren't paid well and find it difficult to support themselves.

- E** In this productive exercise, the students tell their partner about Israeli teams or athletes that they admire. Tell them to use the passive form of the verbs and modals. Have them read the speech bubbles and point out that they can use them as examples for their discussion.

WRITING Expressing an Opinion

In this scaffolded writing section, the students learn how to write an opinion essay. Read the explanation about an opinion essay with the class and explain that in order to convince the reader that your opinion is correct, you need to add information to support your point of view.

- A** 1 The students read the model opinion essay about sports and focus on the main idea by answering the question, followed by offering their opinion on the subject.

ANSWERS

Sports are to win.

Accept all logical answers.

- 2** The students copy and complete the chart in their notebooks, according to the information in the model.

ANSWERS

1. Her opinion is that we have to play sports seriously.
2. The whole idea of sports is to win.
3. We keep score and measure our times so that we can see our progress.
4. Sports are done to keep fit and to keep our bodies healthy.
5. We have to push ourselves (physically and mentally) when we play sports, in order to keep fit and healthy.
6. It is obvious that sports must be taken seriously and to get the maximum benefit, we should try to win.

Suggestion for less-advanced students: Draw the chart on the board and complete it with the students. Point out that all the answers appear in the model and check that the students go back to the model to find them.

Writing Tip

Read the tip with the students and point out that we can use a variety of expressions to show that we are expressing an opinion. Make sure the students understand the expressions and tell them to vary their use of these expressions in their essay.

- B** In this exercise, the students read the model again to find how many expressions from the writing tip appear in the model.

ANSWERS

Seven expressions (*If you ask me, it seems to me that, in my opinion, I don't think, Personally, I strongly believe that, It's obvious that*)

- C** This activity practices the use of the expressions in the writing tip box. Tell the students to use the points given to write sentences expressing the opposite opinion given in the model. Tell them to write a sentence for each point using the expressions. Then have them write a sentence of their own for each point.

POSSIBLE ANSWERS

1. I strongly believe that competition causes stress. People who play to win a game feel more stressed and they cause stress for the other players.
2. It seems to me that competition might affect friendships. People who only play sports to win will get angry with the other players on their team and this can have a negative effect on their relationship with them.
3. As far as I am concerned, there is enough competition in other areas of our lives. We face enough competition in school, in jobs and in our social activities – sports should be for fun.

Refer the students to the Workbook, page 111 for additional practice of the writing skills.

WRITING TASK

This task requires the students to apply what they have learned in the unit. Read the writing task with the students and tell them to write an opinion essay about whether they think sportsmen and women are paid too much money. Tell them to write 80-100 words using the new words.

Go over the guidelines for the task and make sure that the students understand what they are required to do.

Point out to the students that they can use the checklist to edit their work and check that they have completed all the requirements for the task so that they won't lose any points. The checklist appears on page 217 of the Workbook.

To assess this activity, use the photocopiable chart on page 207 of this Teacher's Guide.

Pages 122-123

SPEAK YOUR MIND

This section provides the students with the opportunity to practice their spoken language. They learn how to collaborate in a team to structure an argument and state their points of view in order to debate a controversial topic. Each unit prepares the students for a stage in the debate process. For the full debate process see page 172 of this Teacher's Guide.

LET'S TALK

A The students use pictures to stimulate a discussion about people who become too competitive when they play a sport.

1 In this interactive activity, the students answer the questions about the pictures.

POSSIBLE ANSWERS

1. a – The boy is not playing with the others. He is probably not good enough and they don't want him on their team.
b – The girls are celebrating their victory.
2. a – feel sad
b – feel happy

2 The students discuss the advantages and disadvantages of doing sports. Tell them to use their answers from exercise A1 and look at the speech bubbles to help them with their discussion.

Suggestion for less-advanced students: Do the exercise together as a class. Have the students brainstorm their answers and then choose some of them to write on the board. This will help the students to see a variety of answers.

LET'S DEBATE

This section introduces the students to the new words and teaches them how to prepare for the debate on the topic: Playing sports makes people too competitive. Explain to the students that a debate involves two teams that present arguments for and against a topic and try to persuade the audience to agree with their opinion.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 112 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the debate topic with the students. Point out that the debate topic is usually controversial and that they will learn to prepare arguments that will support both views – for and against – the topic.

B The students learn the new words they will need to use in their debate.

1 Tell the students to find at least three connectors.

POSSIBLE ANSWERS

despite, due to, however, in addition, therefore

2 In this exercise, the students find one word or expression for each function listed.

POSSIBLE ANSWERS

1. in addition, What about ... ?

2. however, despite

3. due to

4. therefore

3 The purpose of this exercise is to practice using new words and expressions in the context of the debate topic. The students complete three of the sentences to show that they understand the meanings of the new words while at the same time relating to the topic.

Accept all logical and grammatically correct answers.

Suggestion for more-advanced students: Have the students who have used different words read out their sentence completions so that the whole class is exposed to all of the new words and the students have a chance to hear how they are used.

Tip! Write the speech and make cue cards

Read the tip with the students. Remind them of the previous stages in the debate process (brainstorming, choosing ideas, introducing the topic). Explain that cue cards will help them focus on the main ideas of their speech.

C **1** In this activity, the students read the cue cards to determine which one is against the topic for debate.

ANSWER

Cue card 1

2 Tell the students to listen to a speech about being competitive in sports in order to check their answer. Tell them to read the cue cards again before they hear the recording so that they will be familiar with the content of what they hear.

LISTENING SCRIPT

It is true that sports have several advantages. However, they can also have negative effects. Sports are extremely competitive, due to the fact that the aim is to win. This can sometimes be a factor in making sportsmen and sportswomen do anything in order to win and therefore push themselves too far and actually damage their health. Some even feel they have to take drugs to improve their performance despite the possible dangers, and which, by the way, is also illegal! In addition, when there are winners there are also losers. So what about the losers? Don't they deserve some consideration? Some people are not naturally good at sports and losing at sports frequently might make them feel very uncomfortable. Rather than making them feel good, sports can in fact do the exact opposite and badly affect their self-image.

ANSWER

Cue card 2

An additional point is: Some sportspeople feel that they have to take drugs to improve their performance ... which is illegal

D In this activity, the students in teams write a speech opposing the opinion in the topic.

- 1** Tell the students to use the ideas in exercise C and add their own. Tell them to be sure to check that their ideas disagree with the topic (for example, playing sports does not make people too competitive). Go over the Useful Phrases to make sure the students know what they mean. Tell them to use the new words and the Useful Phrases to help them.
- 2** Tell the students to read the checklist on page 218 of the Workbook to help them prepare their speech.
- 3** The students prepare their cue cards with the information from the speech and present their ideas to the class using their cue cards.

While each pair of students is giving their presentation, have the other students evaluate them according to the following criteria:

1. Could I understand what they said?
2. Did they speak fluently?
3. Did they state their opinion / argument clearly?

Suggestion: Tell the students to choose one team member to present the ideas on the cue card. The students listening should write down any comments or questions that they have about the presentation. Tell them to ask the speaker their questions at the end of the presentation.

WORKBOOK page 113

Refer the students to the Workbook, page 113 for further practice of the new words.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A**
 1. The students go to the Vocabulary Tracker on page 240 of the Workbook. In writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can also use the Digital Extra component, Wordlist Plus, to review the words that they don't know by creating their own personal wordlist.
 2. Tell the students that they can use one of the tips on pages 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.
- B**
 1. In this activity, the students work in pairs to write a proposal for a new sports hall in the school, using the new words. They should decide what the hall should look like, which sports would be played there and what special features the hall would have. Tell the students to use the information from the reading texts on pages 104-105 and 114-115 to help them. Before they begin writing, they should tick the words that they think they will use. Then they should share their descriptions with a partner.
 2. Ask the students how many new words they used.

Pages 124-125

REVIEW

This section reviews the new words and expressions taught in the unit. All the new words are listed according to the part of the unit in which they appear. Have the students go over all the words to make sure they know what they mean before doing the exercises. They can test themselves using Wordlist Plus and the Vocabulary Tracker. The review also includes a review of the grammar points taught in the unit. The last two exercises in the Review are cumulative and review words and grammar points from Units 1-4.

Suggestion: Review the new words orally by giving the students the meanings in Hebrew or Arabic of some of the more challenging words and asking the students to find the words on the wordlist.

- A** In this exercise, the students complete the graphic organizer in their notebooks. They choose six new words, say when they would probably use the word and write a sentence using the new word.

Suggestion for more-advanced students: Ask the students to choose six more new words and to write a short paragraph using the new words they chose.

- B** In this exercise, the students choose the correct answer to show that they understand the meanings of the words they have learned.

ANSWERS

1. b 2. c 3. c 4. b 5. a 6. c 7. b 8. a

- C** To review recognizing the form, the students complete the sentences with the passive form of the verb in brackets. In order to demonstrate comprehension, they choose the correct answers.

ANSWERS

1. is called, court
2. is used, rugby
3. fourteen, were represented
4. Bicycles, are ridden
5. bronze, is given
6. were not allowed, running
7. white, is worn
8. were won, two

- D** This exercise reviews the new words in the context of a passage about the first Olympic Games. The students complete the passage with words and expressions they have learned in the book. They are given some of the letters in the missing words to help them recall the words.

ANSWERS

- | | |
|------------|----------------|
| 1. based | 7. citizens |
| 2. ancient | 8. categories |
| 3. really | 9. injured |
| 4. called | 10. spite |
| 5. stadium | 11. victory |
| 6. culture | 12. eventually |

- E** In this productive activity, the students work in pairs to prepare a radio report about an important sports event. Tell them to use the new words and the grammar that they have learned in Units 1-4 and then present their reports to the class.

The students are referred to the Digital Extra component called Vocabulary Booster. The Vocabulary Booster offers reinforcement and assessment, and promotes speaking. Interactive activities include speaking activities, games, a unit review and a cumulative review.

WORKBOOK page 114

Refer the students to Check Yourself in the Workbook, page 114.

Point out that Check Yourself in the Workbook reviews vocabulary, grammar and writing. The vocabulary section reviews recognition and production of the vocabulary in the unit. It is cumulative and includes words learned in all previous units.

Pages 126-127

READ AND CHECK True Champions

The students are presented with a text for independent reading that recycles words from all previous units.

A To monitor vocabulary acquisition, the students are asked to look at the words in bold in the text and see how many they remember. The reading text provides a cumulative review of words learned in former units.

B The students read the article about a father and son. Tell the students that while reading, they should focus on the main idea – why they started doing sports.

ANSWER

They started doing sports because his son Rick showed he was interested in sports and asked his father if he could take part in a competitive race.

C The students answer the questions about Dick Hoyt and his son. The questions reflect the categories of comprehension: basic (or literal), inference, integration and personal response.

ANSWERS

1. b
2. 2. Engineers at a local university made a device that allowed Rick to communicate by identifying his head movements.
4. The message showed Rick was interested in sports.
3. Participating in many different kinds of races.
4. c, e
5. What made a person who had never really been into sports suddenly become so interested in them?

D In this writing task, the students write a paragraph expressing their own opinion about the words on the statue. Remind them to use correct paragraph structure: main ideas and supporting sentences.

Accept all logical and grammatically correct answers.

WORKBOOK page 118

Refer the students to the Workbook, page 118 for an additional reading text and comprehension.

TASK

The task requires that the students apply what they have learned in the unit. They choose one of the two tasks.

In the first task, the students research the history of the Paralympic Games and present it in a timeline. In addition, they choose one Paralympic athlete who has not been mentioned in the book and present him or her to the class.

In the second task, the students invent a new sport, name it and describe the rules and the special skills that the players require. Then they present their sport to the class.

Go over the guidelines for the task on page 223 of the Workbook and make sure that the students understand what they are required to do.

Point out to the students that the checklist can help them see if they have completed all the requirements for the task so that they won't lose any points. The checklist appears on page 223 of the Workbook.

To assess this activity, use one of the photocopiable charts on page 214 or 215 of this Teacher's Guide.

Suggestion: The students can use a digital tool:

to create their time line – *Time graphics* <https://time.graphics/>

to create the rules for a new sport – *Office templates* <https://templates.office.com/en-US/Search/results?query=rules+for+a+sport>

to present their new sport – *Canva* <https://www.canva.com/>

SUGGESTIONS FOR FURTHER READING

Cinderella Man by Cerasini (Penguin, level 4)

Legends Profile by Michael Jordan (nba.com/news/history-nba-legend-michael-jordan)

Formula One by Alex Raynham (Oxford Bookworms Factfiles, level 3)

On Tour by Bradley Wiggins (Orion Publishing Co.)

Wimbeldon 2021: The Official Story of the Championships by Paul Newman (Vision Sports Publishing Ltd.)

Pele (biographyonline.net/sport/football/pele.html)

Michael Jordan (<https://www.britannica.com/biography/Michael-Jordan>)

Serena Williams (<https://www.britannica.com/biography/Serena-Williams>)