

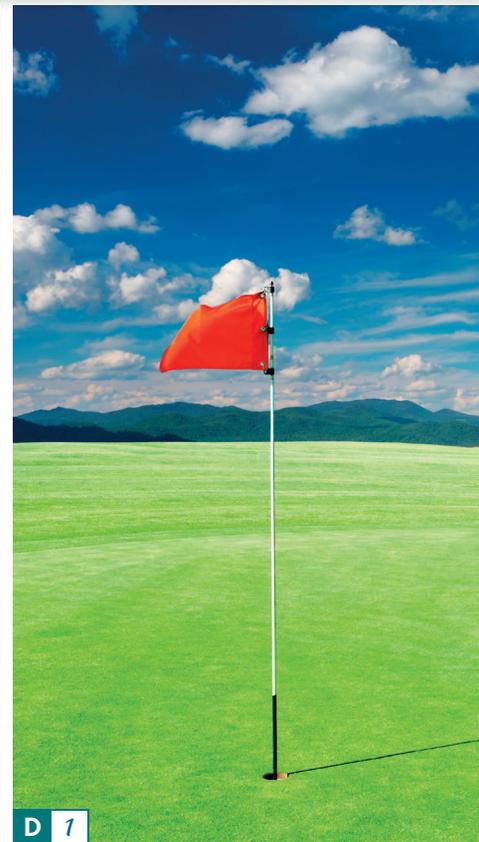
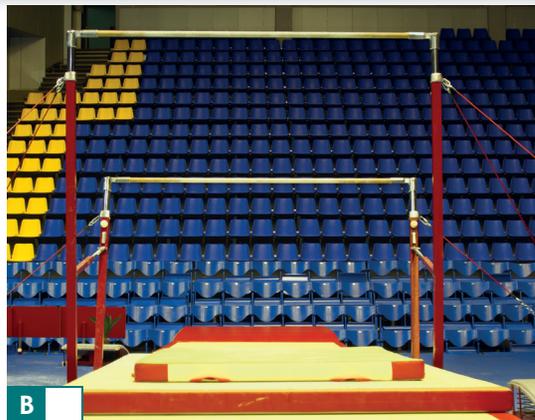
# 7 WE LOVE SPORTS!

## OBJECTIVES

**FUNCTIONS:** talking about abilities; telling time; talking about routines and dates; making suggestions

**GRAMMAR:** *can / can't* for ability; prepositions of time

**VOCABULARY:** sports; telling time; months and seasons; ordinal numbers



## READING

**1** Match the sports in the list with the photos. Write 1–4 in the boxes.

- 1 golf | 2 gymnastics  
3 skateboarding | 4 soccer

**2** Look at Exercise 1. In which sports do you do these actions?

- kick      hit  
push      spin  
jump      do somersaults

**3** 2.02 Read and listen to the article. Write the names under the photos in Exercise 1.

- Tillman | Xavier  
Nikolai | The Firecrackers

**4** Read the article again. Check (✓) the correct box for each sentence.

	right	wrong	doesn't say
0 Nikolai only uses his feet and legs to stop the ball from falling.		✓	
1 Nikolai can do this for more than a day.			
2 Xavier likes to read golf magazines.			
3 Xavier's hero is Rory McIlroy.			
4 Tillman lives in England.			
5 Tillman doesn't need help to get on the skateboard.			
6 The Firecrackers are a group of friends.			
7 The Firecrackers are very entertaining.			

# They're good!

Nikolai Kutsenko



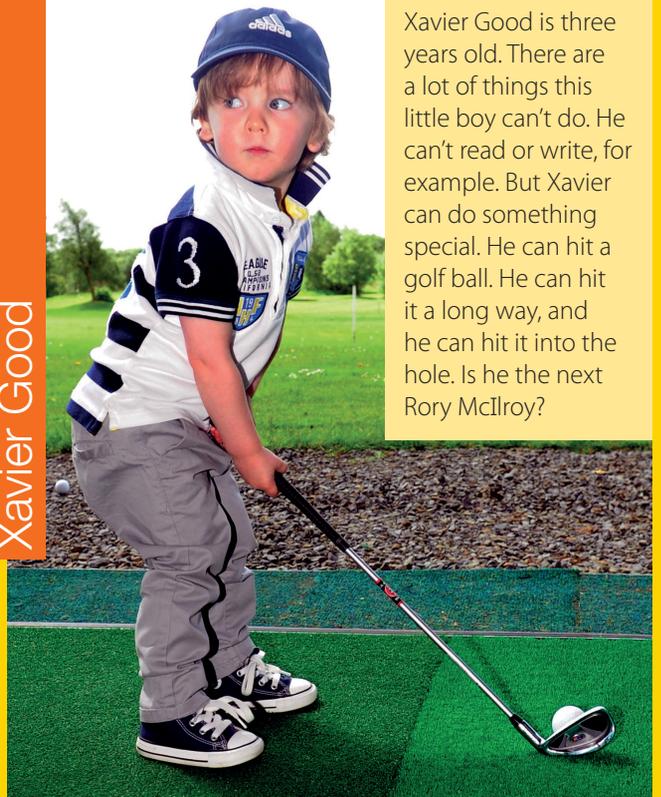
Nikolai Kutsenko can do amazing things with a soccer ball. He can kick a ball well, but he can also keep the ball in the air with his feet, legs, and head. Lots of soccer players can do this. But can they do it for 24 hours and 30 minutes without stopping? Nikolai can, and it's a world record!

Tillman



Skateboarding is a popular hobby with teenagers everywhere. But in the U.S., people always stop and watch a skateboarder named Tillman. Tillman is an English bulldog, but he can skateboard like a person. He jumps on the skateboard and pushes it with his feet, and he's off!

Xavier Good



Xavier Good is three years old. There are a lot of things this little boy can't do. He can't read or write, for example. But Xavier can do something special. He can hit a golf ball. He can hit it a long way, and he can hit it into the hole. Is he the next Rory McIlroy?

The Firecrackers



The Firecrackers are a group of young girls who do gymnastics. They can jump and spin and do somersaults like other gymnasts, but the Firecrackers use a jump rope at the same time. Some people call their routine a dance, not a sport, because they use music. But some gymnastics routines use music, too. Everyone agrees that the girls are athletes – and that their routines are fun and amazing to watch.

## THINK VALUES

### The importance of sports

1 Why do people play sports? Read the reasons below and add two more of your own. Put these reasons in order of importance. Write 1–8 in the boxes.

- It's fun.
- You can make friends.
- It's good to win.
- It's easy.
- It's healthy.
- It's exciting.
- \_\_\_\_\_
- \_\_\_\_\_

2 **SPEAKING** Compare your ideas with others in the class.

*People play sports because they're fun.*

# GRAMMAR

## can / can't for ability

1 Look at the article on page 67 and complete the sentences. Then complete the rule and the table.

- 1 They \_\_\_\_\_ jump.
- 2 \_\_\_\_\_ they do it for 24 hours?
- 3 He \_\_\_\_\_ read or write.

**RULE:** We use <sup>1</sup> \_\_\_\_\_ to talk about ability.  
 The negative form is *cannot*. The contracted form is <sup>2</sup> \_\_\_\_\_.  
 We don't use *do* or *does* with *can* in questions or negative forms.

Affirmative	Negative
I/You/We/He/She/It/They <b>can</b> jump.	I/You/We/He/She/It/They <sup>1</sup> _____ ( <b>cannot</b> ) jump.
<b>Questions</b> <sup>2</sup> _____ I/you/we/he/she/ it/they jump?	<b>Short answers</b> Yes, I/you/we/he/she/it/they <b>can</b> . No, I/you/we/he/she/it/they <b>can't</b> .

2 In your notebook, write sentences about John with *can* or *can't*.

- |                                   |                  |
|-----------------------------------|------------------|
| 0 swim ✓<br><i>John can swim.</i> | 4 cook ✓         |
| 1 sing ✗                          | 5 speak French ✗ |
| 2 play the guitar ✗               | 6 dance ✗        |
| 3 play tennis ✓                   | 7 ride a bike ✓  |

### Pronunciation

The /ɔ/ vowel sound

Go to page 121.



3 Look at the activities in the list. Check (✓) the things you can do.

- |   |  |
|---|--|
| <input type="checkbox"/> swim                                     | <input type="checkbox"/> read and write  |
| <input type="checkbox"/> hit a golf ball                          | <input type="checkbox"/> play the guitar |
| <input type="checkbox"/> do a somersault                          | <input type="checkbox"/> bake a cake     |
| <input type="checkbox"/> skateboard                               | <input type="checkbox"/> jump high       |
| <input type="checkbox"/> throw a ball 20 meters                   |  |
| <input type="checkbox"/> spell my name in English                 |  |
| <input type="checkbox"/> count to 20 in English                   |  |
| <input type="checkbox"/> say the alphabet in less than 30 seconds |  |

4 **SPEAKING** Work in pairs. Ask and answer questions.

*Can you count to 20 in English?*

*Yes, I can. 1, 2, 3, 4, ...*

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## VOCABULARY

### Sports

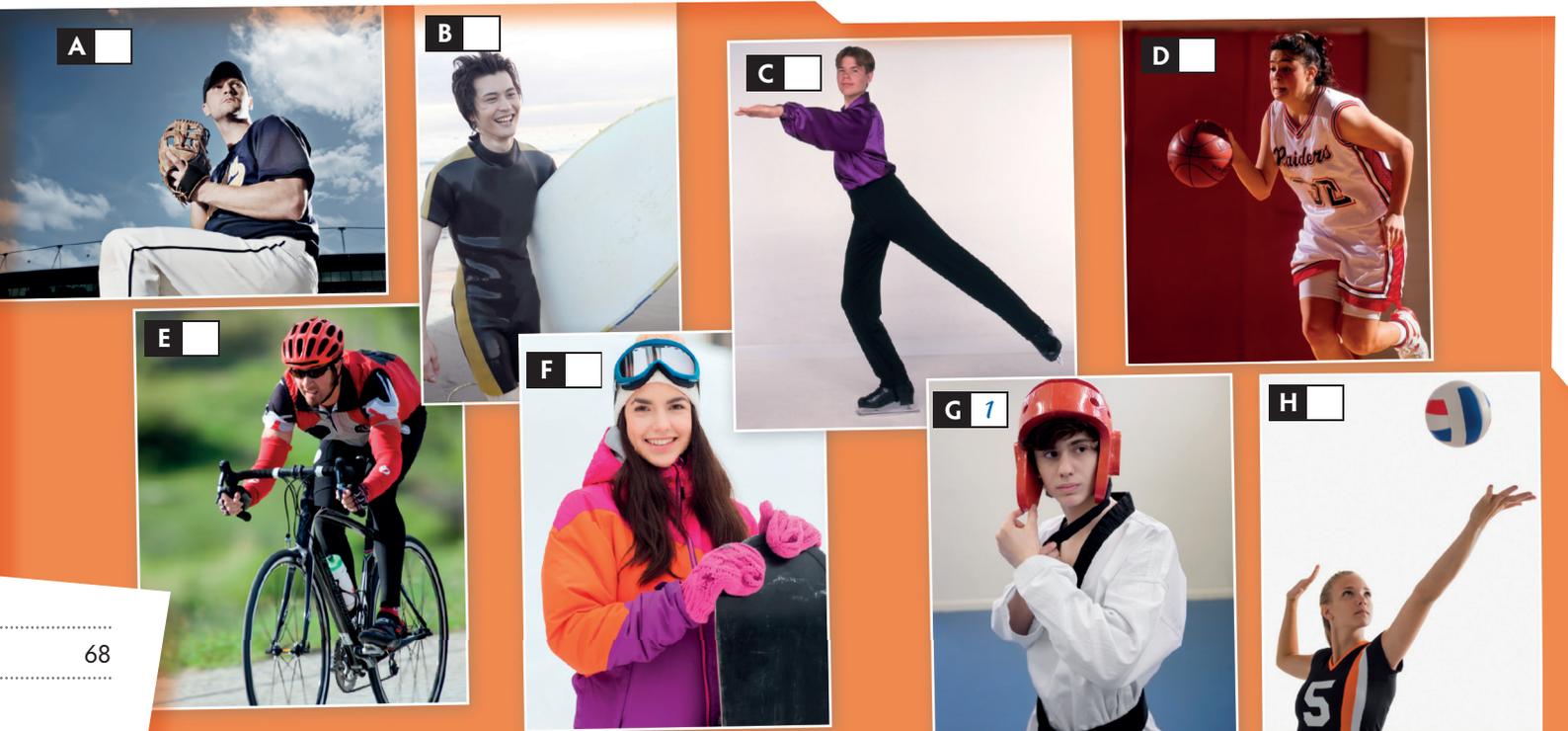
1 **2.05** Match the words in the list with the photos. Write 1–8 in the boxes. Listen and check.

- 1 ~~do taekwondo~~ | 2 ice-skate | 3 play baseball  
 4 play basketball | 5 play volleyball  
 6 ride a bike | 7 snowboard | 8 surf

2 **SPEAKING** Work in pairs. Which of these sports *can/can't* you do? Tell your partner.

*I can ice-skate, but I can't play volleyball.*

Workbook page 67

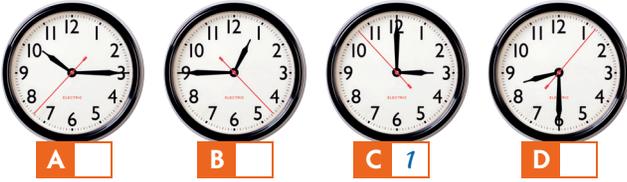


## VOCABULARY

### Telling time

1 **▶▶2.06** Match the times in the list with the clocks. Listen and check.

- 1 ~~It's three o'clock.~~ | 2 It's half past eight.  
3 It's a quarter after ten. | 4 It's a quarter to one.



2 **SPEAKING** Write the times under the clocks. Then ask and answer in pairs.

What time is it?

It's a quarter after four.



0 *It's a quarter after four.* 1 \_\_\_\_\_



2 \_\_\_\_\_ 3 \_\_\_\_\_

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## LISTENING

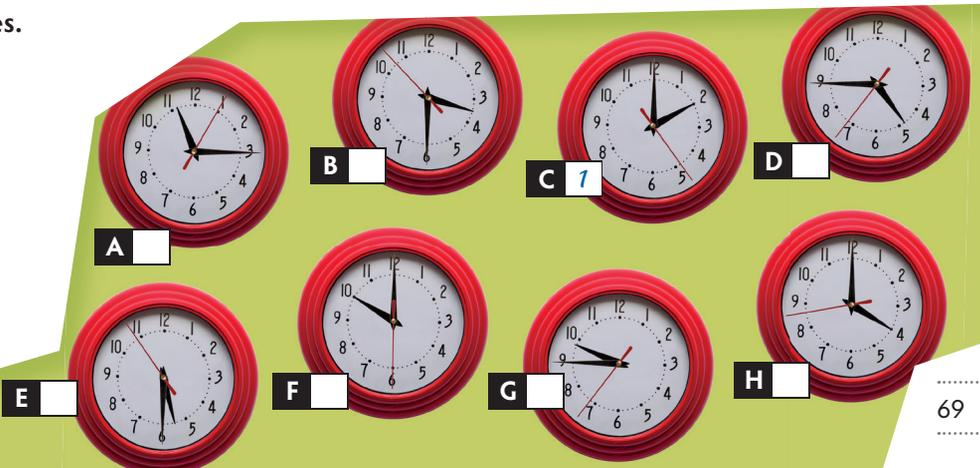
1 **▶▶2.07** Listen to a phone call between Sam and Lucy. When do they decide to go surfing?

2 **▶▶2.07** Listen again and check (✓) the sports you hear.

- a tennis
- b surfing
- c baseball
- d volleyball
- e golf
- f basketball

3 **▶▶2.07** Listen again. Match the clocks and the sentences. Write 1–8 in the boxes.

- 1 The volleyball game starts at ...
- 2 The volleyball game ends at ...
- 3 The golf lesson starts at ...
- 4 The golf lesson ends at ...
- 5 It gets dark about ...
- 6 The basketball game ends at ...
- 7 The basketball game starts at ...
- 8 The time now is ...



4 Think of four things you do every day. Draw the time that you do them on clocks in your notebook.

5 **SPEAKING** Work in pairs. Look at your partner's clock. Guess what he/she does at each time. Use the things below or your own ideas.

get up

eat breakfast

start school

play soccer

do your homework

eat dinner

go to bed

Do you get up at half past six?

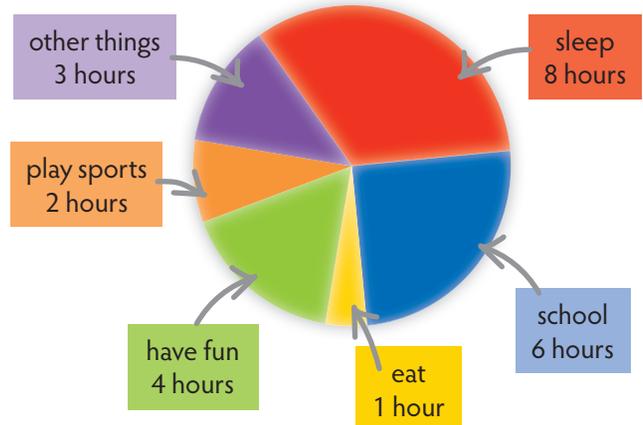
Do you eat breakfast at ...?

Do you ...?

## THINK SELF-ESTEEM

### My time: pie chart

1 Look at the example of a pie chart about time then draw one for you.



2 **SPEAKING** Work in pairs. Talk about your pie chart.

- 1 Are you surprised by your chart?
- 2 Are you happy with how you use your time?
- 3 Would you like to change? How?

3 **SPEAKING** Draw your ideal pie chart. Compare with your partner.

## READING

1 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What important soccer games can you think of?
- 2 Who are the champions in **a** your country **b** the world?
- 3 Look at the photos. What do you think is special about this soccer game?

2 **2.08** Read and listen to the article. Which two teams play "the other final" and who wins?

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3 Read the article again. Put the events in the correct order.

- a Matthijs organizes a soccer game.
- b Germany and Brazil play in the World Cup final.
- 1 c The Dutch team aren't in the World Cup finals.
- d Montserrat and Bhutan play a game of soccer.
- e Matthijs de Jongh has a plan.
- f The Montserrat national team flies to Bhutan.

4 **SPEAKING** Work in pairs. Choose two teams for your perfect "other final."

- 1 Where do they play?
- 2 Who wins?
- 3 Who scores the goals?

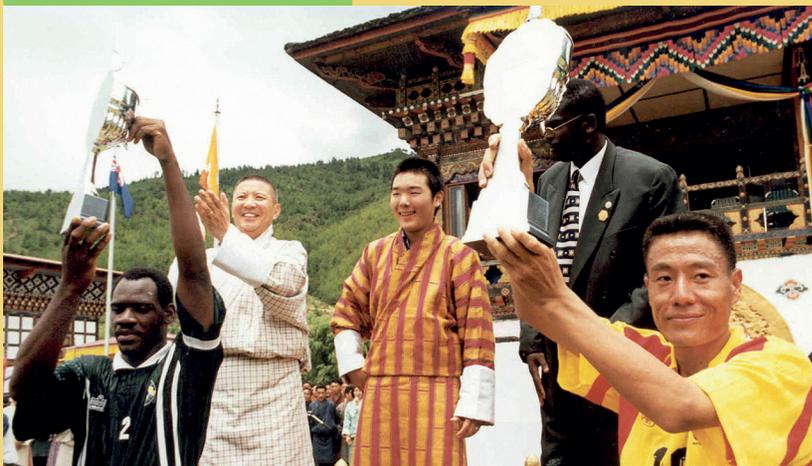
# The other final



**It's June 30, 2002. In the International Stadium in Yokohama, Japan, two great teams, Brazil and Germany, are ready to play in the World Cup soccer final.**

But 4,500 kilometers away in the Changlimithang Stadium in Thimphu, Bhutan, there is another soccer game; Bhutan against Montserrat. Bhutan is number 202 in the world, Montserrat is 203. They are the bottom two teams in the world.

This game is Matthijs de Jongh's idea. He's a Dutch businessman. He can't watch his national team, the Netherlands, because they are not at this World Cup. He's sad, but then he thinks about people from other countries. What about teams that never play in the World Cup? He organizes "the other final" and asks the national teams of Bhutan and Montserrat to play. The Montserrat team flies from the Caribbean to the Himalayan mountains of Bhutan. Thousands of people watch the game. Bhutan wins 4–0, but everyone decides that soccer is the real winner. After their game, both teams sit down with the rest of the world and enjoy the real World Cup final.



## VOCABULARY

### Months and seasons

- 1 2.09 Put the months in the correct order. Write 1–12 in the boxes. Listen and check.

<input type="checkbox"/> June	<input type="checkbox"/> September	<input type="checkbox"/> February
<input type="checkbox"/> May	<input type="checkbox"/> October	<input type="checkbox"/> July
<input type="checkbox"/> March	7 <input type="checkbox"/> January	<input type="checkbox"/> August
<input type="checkbox"/> November	<input type="checkbox"/> April	<input type="checkbox"/> December

- 2 What months are in these seasons in New York City?



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## GRAMMAR

### Prepositions of time

- 1 Read the example sentences and complete the rule with *in*, *at*, and *on*.

The soccer game starts **at** 3:00 p.m.  
My birthday is **in** March. It's **in** the spring.  
The party is **on** Friday.

**RULE:** With times we use <sup>1</sup> \_\_\_\_\_.  
For months and seasons we use <sup>2</sup> \_\_\_\_\_.  
For days of the week we use <sup>3</sup> \_\_\_\_\_.

- 2 2.10 Do you know when these sporting events are? Guess, then listen and check.

*The World Cup final is usually in June or July.*

The World Cup final  
The Australian Open Tennis  
The World Series of baseball  
The Summer Olympics  
The Winter Olympics  
FIFA Confederations Cup

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## VOCABULARY

### Ordinal numbers

- 1 Look at the article on page 70. Complete the sentence with the missing date.

It's June \_\_\_\_\_, 2002. In the International Stadium in Yokohama, ...

**LOOK!** When we say the date, we usually say *March 7th* or *the 7th of March*, but we write *March 7*.

- 2 2.11 Match the numbers with the words. Listen, check, and repeat.

1st <input type="checkbox"/> h	9th <input type="checkbox"/>	a sixth	i thirtieth
2nd <input type="checkbox"/>	10th <input type="checkbox"/>	b eleventh	j eighth
3rd <input type="checkbox"/>	11th <input type="checkbox"/>	c thirteenth	k thirty-first
4th <input type="checkbox"/>	12th <input type="checkbox"/>	d third	l twelfth
5th <input type="checkbox"/>	13th <input type="checkbox"/>	e tenth	m second
6th <input type="checkbox"/>	20th <input type="checkbox"/>	f fifth	n twentieth
7th <input type="checkbox"/>	30th <input type="checkbox"/>	g ninth	o seventh
8th <input type="checkbox"/>	31st <input type="checkbox"/>	h first	p fourth

- 3 **SPEAKING** Write three important dates for you. Tell your partner about them.

*My sister's birthday is on the 8th of May.*

*Our school's Sports Day is on June 20th.*

Workbook page 67

## WRITING

### My favorite sportsperson

- 1 Think of your favorite sportsperson and answer the questions.

- Who is he/she?
- Where is he/she from?
- What sport does he/she do?
- What sort of things can he/she do?
- Are there any things he/she can't do?
- Why do you like him/her?

- 2 **SPEAKING** Work in pairs. Tell your partner about your favorite sportsperson.

- 3 Write a short text (50–70 words) about your favorite sportsperson. Use your ideas from Exercises 1 and 2.

# The big game

**1** Look at the photos and answer the questions.

- 1 Where are they in photo 2?
- 2 What happens to the TV?

**2**  **2.12** Now read and listen to the photostory. Who does Tom want to win?



**TOM** The big game is this afternoon at four o'clock. Why don't we all watch it together?

**RUBY** Great idea!

**TOM** OK. You call Ellie, and I can call Dan. About 3:30 at my place!

**RUBY** I have some stuff to do first, but I think 3:30 is OK.

**1**



**MAN ON TV** Welcome to today's game. We're here live in Rio!

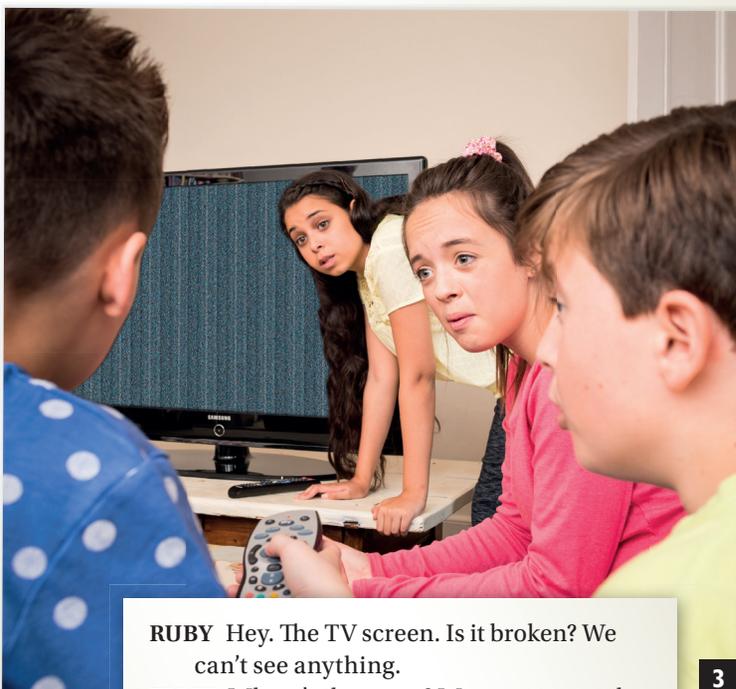
**ELLIE** It's so exciting.

**DAN** I know. I love soccer.

**TOM** The U.S. can win this. I know it. Go U.S.A.!

**RUBY** No way, Tom. Go Brazil!

**2**



**RUBY** Hey. The TV screen. Is it broken? We can't see anything.

**ELLIE** Where's the game? We want to watch the game!

**DAN** Come on, Tom. Do something. The game starts in a few minutes!

**TOM** Just a minute. Let me try and fix it.

**3**



**ELLIE** Oh, no. Now the screen's black.

**DAN** Now what do we do?

**TOM** It's no big deal. I'm sure I can fix it.

**RUBY** This is terrible!

**4**

## DEVELOPING SPEAKING

3 EP4 Watch to find out how the story continues.

- 1 What sports do Ruby, Ellie, and Dan play?
- 2 Who wins the game on TV?

4 EP4 Watch again. Choose the correct answers.

- 0 Who offers to help Tom?
  - A Dan
  - B Ruby
  - C Ellie
- 1 Where is the table for table tennis?
  - A in the living room
  - B in Tom's bedroom
  - C in the game room
- 2 Who wins at table tennis?
  - A Dan
  - B Ruby
  - C Ellie
- 3 Where is the basketball hoop?
  - A in the garage
  - B in the yard
  - C in the park
- 4 Where does Tom find the others?
  - A in the kitchen
  - B in the living room
  - C in the yard
- 5 Who wins the big game?
  - A the U.S.
  - B Brazil
  - C We don't know.

## PHRASES FOR FLUENCY

1 Find the expressions 1–4 in the story. Who says them?

- 1 stuff  
\_\_\_\_\_
- 2 Now what ...?  
\_\_\_\_\_
- 3 It's no big deal.  
\_\_\_\_\_
- 4 I'm sure ...  
\_\_\_\_\_

2 How do you say the expressions in Exercise 1 in your language?

3 Put the sentences in the correct order to make a dialogue.

- ANDY You know, books and things. I need them for school. Now what do I do?
- ANDY No books? Are you sure I can do that?
- 1 ANDY Oh, no! I don't have my school stuff with me.
- SUE What school stuff?
- SUE Oh, it's no big deal. You can go to class without your books.
- SUE Yes, I'm sure you can. Come on, we're late.

4 Complete the mini-dialogues with the expressions from Exercise 1.

- 0 A Who is that woman?  
B I'm sure she's a famous actress, but I can't remember her name.
- 1 A Come to the store with me.  
B I can't. I have a lot of \_\_\_\_\_ to do at home.
- 2 A My computer's broken.  
B But we need the Internet! \_\_\_\_\_?
- 3 A I can't find my pen.  
B \_\_\_\_\_ I have an extra one. Here you go.

## FUNCTIONS

## Making suggestions

1 Complete the sentences from the story. Use the words and phrases in the list.

How about | Let's | Why don't

- 1 \_\_\_\_\_ we all watch it together?
- 2 \_\_\_\_\_ play table tennis?
- 3 \_\_\_\_\_ another game?

2 Complete the suggestions.

- 1 A I'm bored.  
B \_\_\_\_\_ watching a movie?
- 2 A There's nothing to do.  
B \_\_\_\_\_ we go for a hike?
- 3 A I'm hungry.  
B \_\_\_\_\_ make some sandwiches.

3 **SPEAKING** Work in pairs. Act out the mini-dialogues in Exercise 2.

4 **SPEAKING** Make two new dialogues. Use these words for speaker A.

thirsty  
tired