

Continuing the “close to home” theme, this Unit looks at sport. While this might be seen as boy-oriented, in fact many girls like playing and watching sports, hence the large number of female fans at baseball and volleyball games. This Unit is therefore an opportunity for some demystifying of gender preferences. For example, Korea has a women’s soccer team. If the teacher feels that a balance needs to be redressed, however, the next Unit is about fashion, which is also less gender-specific than it used to be.

Students might well make the comment that they don’t have time for sport because of their heavy study schedules. This will also be an opportunity to discuss the “Mens Sana in Corpore Sano” concept (A healthy mind in a healthy body) and to make the point that regular physical activity enhances study, as well as promoting health.

## Page 65

### Brainstorming (Individuals)

- Students set up the learning schema by identifying their sports preferences.

### Task 1 (Individuals)

- They then build upon this vocabulary schema by making 4 preference questions.
- Next, students ask these questions to everyone in the class (data collection).
- They should count the number of ‘Yes’ and ‘No’ answers and enter the numbers in the boxes provided.

If there are too many students in the class for this to be carried out, students can ask one or two questions to everybody.

Students should by now be able to understand the instructions and carry them out.

### Task 2 (Individuals)

- Students analyze their results and write their conclusions, using “On the whole”, “In general”, “By and large” and “All in all”.

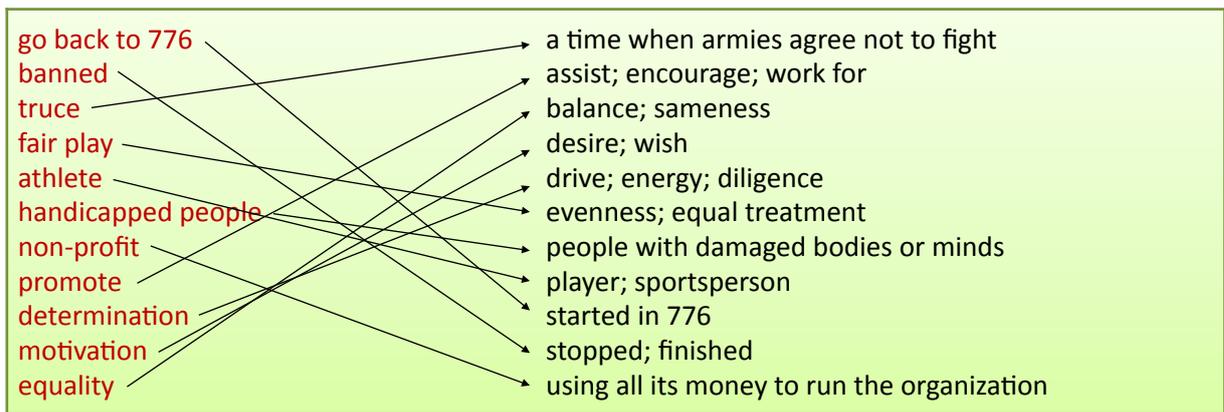
In addition to having carried out a brief process of data collection and analysis, these phrases will be useful for discussion, role-playing and debating.

The teacher might like to ask some students to report their findings to the class.

## Page 66

### The Olympic Spirit (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (Track 30) and ask students to read the paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don’t know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.



As in Units 1, 2 and 3, students can use “Classroom Language”. They can also study one paragraph per group (jigsaw activity) if they wish.

This passage mentions the two Koreas participating together in the Olympics. It also mentions the Paralympics. These are both topics that can lead to meaningful discussion. It is hoped that students will want to find out more, in which case they can go to the online website for the book, as well as doing their own research.

**Further Reading:** The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

## Page 67

### Comprehension Check (pairs or groups)

● Students answer the questions to confirm their comprehension of the reading passage.

Students should by now be able to check their answers with each other. They might also like to try another method at this stage. How about reading the comprehension questions before the reading passage? Students could talk about the questions and see if they know any of the answers. This would promote curiosity about the topic. Then they could read the reading passage to satisfy their curiosity.

#### Answers

1. IOC means International Olympic Committee.
2. IPC means International Paralympic Committee.
3. The goals of the Olympic Games are to balance body and mind, in a spirit of peace, friendship and fair play. For the original athletes, participation was more important than winning.
4. The goals of the Paralympics are to develop sporting opportunities for disabled people, and to promote values such as courage, determination, motivation and equality.
5. The original Olympics continued for 383 years, from 776 to 393 AD.
6. No, the Modern Olympics did not start in France. They began in Athens, Greece, in 1896.
7. For the original Olympian athletes, taking part was more important than winning. Modern athletes, on the other hand, are under a lot of pressure to win gold medals for their countries.
8. In times of war, a truce was made between the fighting armies, so that people could travel safely to the Games. This Olympic Truce could be seen in the 2000 and 2004

Summer Olympics and the 2006 Winter Olympics, when North and South Korea marched under the same flag.

9. Another word for 'handicapped' in the passage is 'disabled.'

## Think for Yourself

Students find out information about the Olympics. This develops their information-finding skills and hopefully their curiosity. The final two questions are opinion-based, in preparation for the discussion on the following page.

Suggested answers:

- The 2000 Summer Olympics were held in Sydney, Australia. The 2004 Summer Olympics were held in Athens, Greece.
- The 2008 Summer Olympics were held in Beijing, China.  
The 2012 Summer Olympics were held in London, England.  
The 2016 Summer Olympics were held in Rio de Janeiro, Brazil.
- The 2006, Winter Olympics were held in Turin, Italy.  
The 2010, Winter Olympics were held in Vancouver, Canada.  
The 2014 Winter Olympics were held in Sochi, Russia.
- The Olympic logo is composed of five rings, coloured blue, yellow, black, green, and red. They represent the five different areas of the world involved in the Olympics (North and South America, Africa, Australia, Asia and Europe).
- The games were banned in 393 AD by the Roman Emperor Theodosius. He said they were pagan cults.
- Some people say the original Olympic ideas are not followed today. This is because athletes have great pressure to win for their country. Originally they were happy just to participate.
- Winning is very important these days. Some people say winning is everything. Some say winning is the only thing. Athletes get big contracts with major sponsors when they win.
- Some athletes take drugs in order to win. They have great pressure to win and this is one way to do it. It is unfair, because it is not natural. It is not in the spirit of the Olympic Games.

## Background Information

This information here is about the Olympics. As always, this can be read when waiting for other groups to finish, or it can be an interesting source of information at any time. Again, it is hoped that this information will spark curiosity in the students. They can see that there are many interesting facts about the Olympics and they can start asking their own questions. This can lead to a presentation to the rest of the class - an effective end-of-course activity.

## Page 68

### Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Asking for information' and 'Responding'.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

These questions raise various sport-related issues: drugs, commercialism (sponsors), corruption, and match-fixing. Students who are interested might like to make a presentation about any of these.

Suggested answers:

1. My favorite sport is tennis. I like it because anyone can play it. All you need is a racket and some tennis balls and a partner. You can play it all the year round. People of any age can play tennis. What's more, I love watching tennis on TV.
2. Yes, Kim Yu-na is my role model. She has shown that if you work hard you can be successful. She also had a bad back problem. She had to have surgery. But she got over it and started training again and working hard. Then she won the gold medal.
  - I think that sports stars become fashion idols because they are already popular. They are also very fit, so they have good bodies. Finally, I think they get a lot of money from being fashion models.
3.
  - Yes, I like to watch sports on TV. Why is that? Well, it is very exciting and I can cheer for my team or my player.
  - No, I do not like to watch sports on TV. I think people who do this are couch potatoes. Instead of watching golf or soccer on TV, for example, we should go and play golf or soccer. Then we will be much more healthy and fit.
4.
  - Yes, I like to watch baseball live at the baseball stadium. I think it is boring to watch it on TV. When I go to the stadium I can feel the atmosphere and the excitement. I can watch the players in real life. I can even ask them to sign my autograph book.
5.
  - A: Yes, I like to play sports. B: Can you tell me why? A. Maybe it's because I love physical activity. Or it could be that I like to play with other people.
  - C. No, I don't like to play sports. D: Why is that? C: I think it is silly to chase after a ball. Also, I don't like the competition. I prefer to work out by myself in the gym or health club.
6.
  - A: Yes, I think professional sports people get too much money. B: How come? A: Their job is to entertain us. They don't have to go to the office every day. They don't have to study for tests every day. They just do what they love - playing a sport. They don't deserve more money than other people.
  - C: No, I don't think sports people get too much money. D: Can you tell me why you think that? C: They are the best in their sport. They have to train hard every day. And they can be injured easily. Finally, their career is very short. They need to earn as much money as possible while they are at the top.
7.
  - Yes, I think the original Olympic spirit is still alive. Most athletes enter the Olympics because they want to participate and they want to do their best.
  - No, I don't think the original Olympic spirit is still alive. It is all about money and nationalism these days.
  - Yes, I think the Olympics are too commercial. Athletes want to win so that they can get lots of money from sponsors. Furthermore, advertisements are everywhere during the Olympics.
  - No, I don't think the Olympics are too commercial. They need money to run the Games and sponsors give them that money. The athletes compete because they want to do their best and the sponsors help them to do that.
  - Yes, I think there is too much drug-taking. We are always hearing of athletes who have taken drugs. This is unfair and unsporting.
  - No, I don't think there is too much drug-taking. In my opinion the newspapers blow it up too much.
  - Yes, I think there is too much nationalism. It is not important which country you come from. The important thing is taking part.
  - No, I don't think there is too much nationalism. It is good to represent your country and to

compete against other countries. You can show your national spirit.

8. - Yes, I think sport is all about winning. It teaches us how to work hard and never give up. It helps us to be the best.
- No, I don't think sport is all about winning. When you have a winner you must have a loser. I think sport is all about taking part. winning is not important.

Further [Conversation Strategies](#) are offered. These appear throughout the book and help students to structure their discussions.

## Page 69

### Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 31 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of 'sport'.
- Finally, they answer the questions in the [Dialogue Quiz](#).

### Dialogue Quiz

1. Today is the day on which the Rose Bowl is played. In 2016 this was January 1.
2. Mr. Brown call Kevin and Seung-min couch potatoes because they are watching football on TV.
3. The Rose Bowl is called 'The Granddaddy of them all' because it is the oldest Bowl game. 'Them all' refers to all the other Bowl games.
4. No, Mr. Brown does not watch the game with the two boys.
5. Mr. Brown will find out the final score from Kevin and Seung-min
6. In 2016 the Iowa Hawkeyes played the Stanford Cardinals. Stanford won 45-16.
7. The main Bowl games are: Rose Bowl, Orange Bowl, Sugar Bowl, Cotton Bowl Classic, Peach Bowl and Fiesta Bowl.

As already mentioned, this need not be a whole-class activity. If students are working well on reading and discussion, this page can be looked at by groups rather than the whole class. When they have finished the other pages, they can perform the dialogue (as in Reader's Theatre), perform it again with different roles if wished, and even start on their own role play about sport.

The teacher could play the CD-Rom at the end of class as a nice way of closing.

The dialogues in the book present informal language about the main topic. However, they can be useful sources of stimulation for a role-play project. Students could write, prepare and perform a role-play for a mid-term assignment or test. This can be based on one of the Units already studied.

In terms of assessment, there are various oral-performance and performance-English resources online. For example:

<http://www.pearsonlongman.com/primaryplace/pdf/oral-assessment.pdf>

<http://www.pearsonlongman.com/ae/worldview/wvvideospeakingrubric.pdf>

## Page 70

### Debate Corner

- Students in groups choose one of 4 propositions for their debate topic.
- They choose two students to give the “Pro” arguments, and two to give the “Con” arguments. If they have 5 members, then one student can be the Timekeeper.
- The rest of the page is taken up with suggested phrases.

These phrases are different from page 62. The two pages (62 and 70) can be used as basic reference. Other phrases will appear later in the book, but these are the basic ones. Phrases from the other Units (Conversation Strategies, etc.) should also be used as they appear and added to the stock of debating and discussing vocabulary.

Phrases are also given for the Timekeeper. If there is a 5th student in the group, then he/she can be valuable in terms of controlling the debate. Each speaker can be given 2 minutes (for example) and the Timekeeper can control this. At the end of the debate, the Timekeeper can decide whether the proposition has been accepted or rejected. If possible there can be a vote, perhaps of students in another group.

## Page 71

### Let's Debate! (groups of 4 or 5)

- Pro and Con students write three arguments and a conclusion on this page.
- The first speakers can simply write their arguments.
- The second speakers need to think about how they will disagree with the other team (see pages 55, 62 and 70).
- The timekeeper should look at the phrases on pages 70 and 72 and think about how to start and end the debate.

### Let's Begin!

- The Timekeeper starts the debate using the phrases on page 70 and following the structure on this page.
- Speaker 1 of the Pro pair gives their three arguments, followed by speaker 1 of the Con pair.
- Speaker 2 of the Pro pair then disagrees with the Con pair and gives the Pro conclusion. Speaker 2 of the Con pair then does the same.
- Students should use the phrases on pages 55, 62 and 70.

Sample arguments appear on the next page. Argument 1 is in favor of the proposition. Argument 2 is a sample rebuttal.

The debate is getting more structured now and the phrases more sophisticated. It will be worth spending time acquiring the phrases on pages 62 and 70.

## Page 72

### Debate Samples

- Students listen to Track 32 on the CD-Rom.
- At the same time, they read the Debate Samples.

- They can try reading these out loud if they wish and practice using suitable stress and emphasis.

These Debate Samples model the phrases on page 70. They show Pro Speaker 1, Con Speaker 2 (rebutting Pro Speaker 1) and the Timekeeper.

This is a condensed role-play of the debate. However, Pro Speaker 2 and Con Speaker 1 are omitted. The sample goes from Pro Speaker 1 to Con Speaker 2, who rebuts Pro Speaker 1.

Students could try this as a role-play first, before making their own debate.

Levels of proficiency tend to vary significantly even in a streamed class of students. The teacher should therefore allow students to perform at their particular level. If reasoned argument is too difficult for the students, there are a number of alternatives:

1. They can be encouraged to do what they can, following the structure in this book, but using whatever language they can manage (such as a number of short sentences). In this case they need positive feedback and assistance.
2. They can read the sample debate as if it were Readers' Theatre.
3. There are a number of online debate sites where they can find sample arguments. For example: <http://idebate.org/debatabase>. There are many debates on this site, including ones similar to the ones in this book. Students having difficulty with making their own arguments can find arguments on this site and either memorize them or adapt them to their needs. This is not cheating; it is modeling. Many great artists learn their skill by copying the masters. Students can do the same and gradually learn how to make their own arguments.

Here are some more Argument Samples based on the other topics. First of all, based on the first motion: "Sport develops our minds and bodies".

**Pro Speaker 1:** Yes, sport definitely develops our minds and bodies, for three reasons. First, I'm saying that it is good for every aspect of life. Second, the point is that sport teaches us about living with other people. It makes us good citizens. Third, I'm talking about what we learn through winning and losing. These are both important experiences. Don't get me wrong. I don't think that winning is everything. What I mean is sport teaches us to love taking part.

**Con Speaker 1:** What do you mean? In what way does sport develop our minds and bodies? First of all, sport develops only our bodies. Sports people are not intelligent. Second, you can't mean that sport teaches us to live with other people. Many sports people are angry and bad tempered when they play. Third, you may be right that taking part is important, but winning is much more important. It is the only reason for playing. I feel great when I beat other people.

Here are some more Argument Samples based on the second motion: "Winning isn't everything".

**Pro Speaker 1:** I'm going to give three reasons why winning isn't everything. In fact I think winning is not important at all. First, do we play sports just to beat other people? No. We play sports for the excitement, the enjoyment, and the challenge of doing our best. Second, I'm talking about respect for everyone in the game. Everyone is doing their best. It doesn't matter who wins. Third, Don't get me wrong. Someone must win. But if there are no losers, there will be no winners. Everyone is important.

**Con Speaker 1:** Come off it! Everyone knows that winning is everything. In fact it is the only thing. Let's get it straight. First of all, sport is about competition. The best man or woman wins. That's a rule of life. Second, sport is about endurance and toughness. The winners are the best people to be role models. Third, sport is about skill. The most skillful people win. What I'm saying is that sport is about life. We have to be tough and skillful to succeed in life.

Here are some more Argument Samples based on the third motion: "The Olympic Games have lost the original spirit".

**Pro Speaker 1:** It's a sad fact that the Olympic Games have lost the original spirit. Let me give you three reasons for this. First, competition has become too important in modern life. Everyone has to compete against everyone else. Second, money has become too important. Now people play sports for the money. Let me put it another way. They have lost the joy of sport. There is no challenge or enjoyment. Third, the Games are not personal any more. People have to compete for their countries. This is very stressful.

**Con Speaker 1:** What are you trying to say? Do you really think that? here are three reasons why the motion is wrong. First, athletes still take part for the personal challenge. This has not changed. Second, the motto of the Olympics is still "Faster, Higher, Stronger." The point is that athletes are still following this motto. Third, the Olympics are watched by billions of people. They watch their role models doing their best. This helps them do their best in life. To sum up, what I'm saying is the Olympic spirit is still alive.