

Fighting and arguing

Lead-in (page 22)

Write *fight* and *argue* on the board. Discuss the difference in meaning. Then use the cartoon to elicit the words *contest*, *competition*, and *compete*.

Presentation (page 22)

1. Before playing the presentation: Tell students to listen and decide whether Richard and James have competed before. (They have.)
2. Ask two students to read the dialog.
3. Now ask students to read through the idioms and definitions and find any that they have heard or read.

Fun fact

take the gloves off

Take the gloves off comes from boxing when the fighters literally lose control, take off their boxing gloves, and start to fight harder using their bare fists.

Focus on meaning (page 23)

A Which idiom?

In pairs or groups, students complete the activity and then check their answers.

B Matching

Students work alone to match the items and then check their answers in pairs.

Focus on form (page 24)

A Prepositions

Students work alone to complete the sentences and then check their answers in pairs.

B Scrambled sentences

In pairs or groups, students unscramble the sentences and then check their answers.

Focus on use (page 25)

A Time line

In pairs or groups, students complete the task and then check their answers.

B Over to you

1. For 1: Have students work in pairs or groups and discuss their opinions. Then ask one of the students to lead a whole class discussion.
2. For 2: Give students a few minutes to think about idioms in their own languages. Students then share them as a whole class.

Now write (page 25)

If there is time, give students a few minutes to make notes. Circulate and monitor. Assign students to finish their writing as homework.