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2

Sample Material

It's just a game

You can't score if you don't shoot.

A proverb

BBC



THE BRUJAS

5 Watch the BBC video.
For the worksheet, go to page 118.

2.1

VOCABULARY

Sport • phrasal verbs • collocations
• people in sport

I can talk about sports.

SHOW WHAT YOU KNOW

1 Add the verb **do**, **go** or **play** to each list of sports/forms of exercise.

1 _____ badminton, basketball, ice hockey, table tennis, volleyball, American football

2 _____ kayaking, cycling, rowing, sailing, skating, skiing

3 _____ aerobics, athletics, boxing, judo, karate, yoga

2 **SPEAKING** Add any other sports you know to the lists. Then discuss the questions.

1 What other sports do you do, go, play (or watch)?

2 Which sports do you do on a court, a course, a pitch, a rink, a track or in a ring?

3 Which are individual sports and which are team sports?

4 What do you call the people who do these sports?

basketball – basketball player cycling – cyclist

athletics – athlete



- 3 Read the blog post and comments. Then write your own comment and compare it with a partner.
- 4 **SPEAKING** Discuss these choices. Which do you prefer and why?
- 1 individual sports or team sports?
 - 2 indoor sports or outdoor sports?
 - 3 winter sports or summer sports?
 - 4 doing sport or watching sport?
 - 5 sport or no sport?

SPORTING QUESTIONS

Following news this week that the total number of teenagers taking up team sports has fallen, we're asking why so many people prefer individual sports. Sure, there are advantages: if you work out at the gym, you **burn off** calories and keep in shape and do it at a time that is convenient for you. But what about the friendship and the feeling of togetherness you get when you play for a team?

Are you a team player or do you prefer to do it alone? Here's what our readers said.



Jordan, 16

Not everyone has the confidence or the ability to participate in team sports. I'm 16 and I like **taking on** new challenges, but I'm not good enough to **get into** my school football team.



Jack, 17

When I play tennis, it's just me against my opponent – it's quite lonely without teammates. When I'm preparing for a competition I just see my coach. When I compete in a tournament and I **beat an opponent**, there's just my family **to cheer me on**. I love tennis, I love winning matches, but I miss the sense of belonging you get in a team.



Sherri, 16

I prefer team sports, but sometimes it's difficult when you **let your team down**. Last year, I had such a lot of school work that I had to **drop out of** my basketball team halfway through the season. I felt terrible.



Megan, 17

I do an individual sport, karate, but I feel part of a team and I'm motivated to **score points** for my club. I **go in for** competitions, and when I **came first** recently, I felt it was for the club, not for myself. With the trainers, other club members and supporters, it's like a big family.

WORD STORE 2A Phrasal verbs

- 5 1.18 Complete WORD STORE 2A with the base forms of the phrasal verbs in red in the blog. Then listen, check and repeat.
- 6 **SPEAKING** Complete the questions with the verbs in WORD STORE 2A. Then ask and answer.
- 1 Are you somebody who likes to _____ on a challenge?
 - 2 What do you shout when you _____ your team on?
 - 3 Do you think a national team _____ the country down when it loses?
 - 4 Have you ever had to _____ out of a team for any reason?
 - 5 Which school team is it easiest to _____ into?
 - 6 Does your school _____ in for many inter-school competitions?
 - 7 What is the best type of exercise to _____ off calories?

WORD STORE 2B Collocations

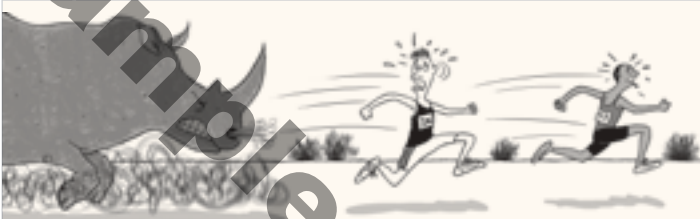
- 7 1.19 Complete WORD STORE 2B with the underlined words in the blog. Then listen, check and repeat.
- 8 1.20 Put the lines of one person's views about sport in the correct order. Then listen and check.
- 1 I'm not into competitive sport. I'll never **break**
 - a goal!** I like being healthy and **keeping**
 - first.** I've seen men cry when the opposing team **scores**
 - a prize** for sport. In fact, I usually **come**
 - 2 **a world record**, and I'm sure I'll never **win**
 - last** in races and if I'm in a team we always **lose**
 - in shape.** But I don't need to **beat**
 - the match.** I don't understand people who need to **come**
 - my opponent** – I'm happy just to take part.
- 9 **SPEAKING** Discuss which is more important: to win or to take part?

WORD STORE 2C People in sport

- 10 1.21 Match the pictures in WORD STORE 2C with the words in the box. Then listen, check and repeat.
- 11 Complete the sentences with the words in WORD STORE 2C.
- 1 We play for the same team. He's my _____.
 - 2 I have a whistle, a red and a yellow card. I'm a _____.
 - 3 I organise training and help you improve. I'm your _____.
 - 4 I follow my team everywhere. I'm their biggest _____.
 - 5 I play against you. I want to beat you. You're my _____.
 - 6 I buy a ticket and watch the game. I'm a _____.
- 12 **SPEAKING** Work in pairs. Student A: think of a sport. Student B: use the vocabulary from the lesson and ask twenty yes/no questions to find out the sport your partner is thinking of.
- B: *Is it a team sport?* A: *Yes.*

1 Read *Running Wild*. Answer the questions.

- Had Chris Stewart run in Africa before?
- Why wasn't he running very fast?
- Why did a local runner overtake him at high speed?

**RUNNING WILD**

Chris Stewart and two other British **athletes were competing** in a 20-kilometre race in Kenya. **They hadn't competed** in Africa before, but **Chris believed** that it was important to save energy on a long-distance race so **he wasn't running** very fast. After three kilometres, **he was leading** when suddenly, **a local runner overtook** him at high speed. **He knew** his rival would get tired later in the race so **he didn't speed up** – but then **he looked round and saw** that **a large rhinoceros had crashed through** the trees next to the road and **it was chasing** after them ...

2 Look at the verb phrases in blue in the text. Put them in the correct category below.

- **Past Simple:** *Chris believed*
- **Past Continuous:** *athletes were competing*
- **Past Perfect:** *They hadn't competed*

3 Read the GRAMMAR FOCUS and complete it with the name of the appropriate tense.**GRAMMAR FOCUS****Narrative tenses**

- You use the **¹Past Continuous** to set the scene.
... athletes **were competing** in a 20-kilometre race in Kenya.
- You use the **²_____** to describe the main events of a story.
He **didn't speed up** – but then he **looked round and saw** ...
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer unfinished action (Past Continuous).
He **was leading** when suddenly, a local runner **overtook** him.
- You use the **³_____** to make it clear that one past action happened before another past action.
He saw that a large rhinoceros **had crashed through** the trees.

4 Choose the best ending for each sentence. Compare with a partner.

- Tom couldn't play because
a he had forgotten his trainers.
b he forgot his trainers.
- Jeff broke his leg when
a he skied. b he was skiing.
- The referee blew his whistle and
a the game started. b the game was starting.
- Sue and Jenny were excited because
a they hadn't been to a football match before.
b they didn't go to a football match before.
- It was snowing when
a the marathon had begun. b the marathon began.
- Paula was leading the cycle race when
a she fell off her bike. b she had fallen off her bike.

5 1.22 Read *Lucky Break* and choose the correct verb form. Then listen and check.

In 1956, goalkeeper Bert Trautmann **¹was playing / had played** for Manchester City in his first FA Cup final when he **²dived / was diving** for the ball in the 75th minute. He **³was knowing / knew** that he **⁴hurt / had hurt** himself but he **⁵was carrying on / carried on** playing. He **⁶helped / had helped** his team to beat Birmingham City 3–1. He then **⁷had gone / went** to hospital where the doctors couldn't believe he **⁸had been / was** still alive. He **⁹was breaking / had broken** his neck!

6 Write questions about *Lucky Break* using the correct tense.

- Who / win / the 1956 FA Cup final and what / be / the score?
Who won the 1956 FA Cup final and what was the score?
- Trautmann / ever play / in an FA Cup final before?
- What position / Trautmann / play / when he got injured?
- How / Trautmann / hurt himself?
- Trautmann / stay / on the pitch for the whole game?
- Why / doctors / think / Trautmann was lucky?

7 SPEAKING Ask and answer the questions in Exercise 6.**8 SPEAKING You are going to tell your partner a story. Choose option A or option B. Think about what to say and how to say it. Then tell the story.**

Option A: Think of an exciting sports event you've seen or an exciting game you've played in.

Option B: Choose one of the true stories in this lesson. Close your book.

I'll never forget the time I scored the winning goal for our school team. We were playing in the final of ...

2.3

LISTENING

Note completion
I can understand the key points of a radio interview on a familiar topic.

- 1 SPEAKING** Discuss what you know about the sports people in photos A–C.
- 2 1.23** Listen and match each speaker with their favourite sports star A–C. What human quality do all three sports stars have in common?
 Speaker 1: Speaker 2: Speaker 3:
- 3 1.23** Match sports stars A–C with three adjectives each according to the speaker's opinions. Then listen again and check.

- (caring courageous determined
 generous passionate positive
 powerful strong supportive)

- 4 SPEAKING** Discuss which sports star you would choose as a good role model. Give reasons for your choice.
- 5 1.24** Listen to an interview with Jackie Smith, a windsurfing champion. Answer the questions.

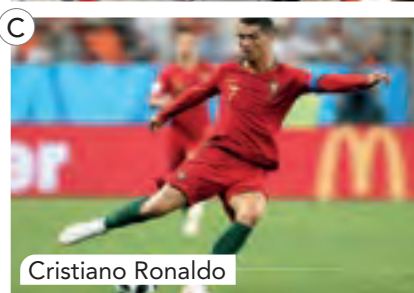
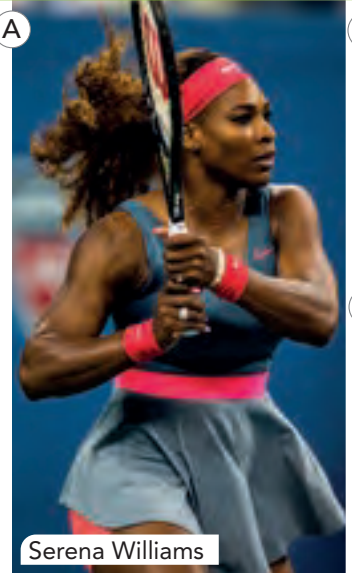


- 1 Who were her role models when she started windsurfing?
- 2 What other water sports has she tried?
- 3 Who are her role models now?

EXAM FOCUS Note completion

6 1.24 Listen again and complete the sentences with a word or short phrase.

- 1 Jackie was _____ when she won the international windsurfing championship.
- 2 When Jackie's mum was _____, she took part in windsurfing events herself.
- 3 Jackie learnt to swim when she was about _____.
- 4 Although Jackie is _____ younger, she has always admired Rachel.
- 5 Jackie and Rachel both became members of a _____ when they were young.
- 6 Jackie's mum encouraged her when she took up _____.
- 7 In Jackie's first windsurfing competition, she finished in _____ place.
- 8 Jackie thinks that she is very much like her _____.



WORD STORE 2D Phrasal verbs

- 7 1.25** Complete WORD STORE 2D with the phrasal verbs in the box. Then listen, check and repeat.
- 8 SPEAKING** Complete the questions with the particles in WORD STORE 2D and then discuss them with a partner.
 - 1 In terms of sporting ability, do you take _____ your mother or your father?
 - 2 Has anybody ever talked you _____ taking up a sport or joining a team?
 - 3 What new sport or leisure activity would you like to try _____?
 - 4 Which sports person do you look _____ to?
 - 5 Do you find it easy to pick _____ the rules to a new game or sport?
 - 6 Have you ever given _____ in a race and just stopped?
 - 7 Think of a sport you don't like. What puts you _____ it?

PRONUNCIATION FOCUS

9 1.26 Listen and repeat the words in the table.

Sound	Examples
1 /i:/	team _____
2 /ɜ:/	serve _____
3 /ɔ:/	sport _____
4 /u:/	shoe _____
5 /a:/	start <u>arm</u> _____

10 1.27 Add the words in the box to the table in Exercise 9. Then listen, check and repeat.

(arm court draw first grew heart loose
 ski speed world)

2.4

READING

Gapped text

I can identify key information in an extended article.

1 SPEAKING Complete UK TODAY with the words in the box. Then discuss the questions.

{ champions district grass matches
tournament white }

- 1 What other tennis tournaments do you know?
- 2 How many tennis players can you name in 60 seconds?
- 3 What are the rules of tennis – how do you score?

2 Match the sportspeople with the rituals.

- | | |
|------------------------------------------|--------------------------|
| 1 Sidney Crosby (Canada, ice hockey) | <input type="checkbox"/> |
| 2 Stephanie Rice (Australia, swimming) | <input type="checkbox"/> |
| 3 Cristiano Ronaldo (Portugal, football) | <input type="checkbox"/> |
| 4 Laura Kenny (UK, cycling) | <input type="checkbox"/> |
| 5 Rafael Nadal (Spain, tennis) | <input type="checkbox"/> |

- a always waits near the net to let the opponent reach his/her chair first.
- b steps on a wet towel while wearing clean socks before a race.
- c swings his/her arms eight times, splashes his/her body with water four times and then presses his/her goggles into his/her face four times.
- d steps onto the pitch with his/her right foot first.
- e has used the same stick for years.

3 Read the note about Rafael Nadal and then read an extract from his autobiography. Answer the questions.

- 1 What are the five steps in Nadal's final preparations for the match?
- 2 Which Wimbledon rule upsets Nadal's rituals?
- 3 How often does Nadal drink from his water bottle?
- 4 How important are his family to Nadal at a tournament like Wimbledon?
- 5 Why doesn't Nadal smile during the match?

EXAM FOCUS Gapped text

4 Read the text again. Complete gaps 1–3 with sentences A–E. There are two extra sentences.

- A We shook hands, exchanged the faintest of smiles, and then each pretended the other wasn't there.
- B Some call it superstition, but it's not. If it were superstition, why would I keep doing the same thing over whether I win or lose?
- C It's another manoeuvre that requires no thought, but I do it slowly, carefully, tying it tightly and very deliberately behind the back of my head.
- D At one o'clock, with an hour to go before the start of play, we went back down to the locker room.
- E It's part of Wimbledon protocol on Final Day. It doesn't happen anywhere else.

UK TODAY

- Wimbledon is the world's oldest tennis ¹tournament, established in 1877.
- Wimbledon is a ²_____ in southwest London.
- It is the only Grand Slam played on ³_____.
- Players must wear mostly ⁴_____ clothes.
- There are 674 ⁵_____ over the two weeks.
- ⁶_____ receive a ¾ size replica trophy.

5 **1.29** Match the expressions in the box with the definitions. Use the phrases in blue in the text to help you. Then listen and repeat.

{ the point of no return repeat a sequence
the first/last step a decisive moment
do the same thing over give sb peace of mind
a break from your routine the first/last phase }

- 1 sth different from what you normally do = a break from your routine
- 2 an important point in time = _____
- 3 the first/last stage in a process = _____
- 4 the first/last action in a series of actions = _____
- 5 make sb feel calm = _____
- 6 the moment when you can no longer change anything = _____
- 7 repeat one action = _____
- 8 do a series of actions again = _____

6 SPEAKING Choose three expressions in Exercise 5 and write your own sentences. Discuss how important rituals and routines are in your life.

WORD STORE 2E Word families

7 **1.30** Complete WORD STORE 2E with the correct form of the underlined words in the text. Mark the stress in the new words. Then listen, check and repeat.

8 Complete the sentences with the correct form of the words in WORD STORE 2E. Which sentences are true for you? Compare with a partner.

- 1 I'm not a _____ person. (superstition)
- 2 I find it difficult to show _____ when people criticise me. (resilient)
- 3 I know swimming is good for me, but I find it boring and _____. (repeat)
- 4 I'm sure that leaving school will be a _____ moment in my life. (decide)
- 5 I don't lead a very _____ life. I'm quite lazy and don't like sports. (action)

A: *I'm definitely not a superstitious person. What about you?*

B: *Oh, I'm very superstitious – everybody in my family is.*



From

RAFA MY STORY

1.28

Chapter 1

The Silence of the Centre Court

Forty-five minutes before the game was scheduled to start I took a cold shower. Freezing cold water. I do this before every match. It's the point before **the point of no return; the first step in the last phase** of what I call my pre-game ritual.

5 Under the cold shower, I enter a new space in which I feel my **power** and **resilience** grow. I'm a different man when I emerge. I'm **activated**.

After Titin, my physical therapist, had bandaged my knee, I stood up, got dressed, went to a basin, and ran water
10 through my hair. Then I put on my bandanna. ¹_____ There's a practical point to it: keeping my hair from falling over my eyes. But it's also another moment in the ritual, another **decisive moment**, like the cold shower, when I am aware that very soon I'll be entering battle.

15 An official in a blazer walked in and told us it was time. Now I was supposed to hand over my bag to a court attendant for him to carry it to my chair. ²_____ I don't like it. It's **a break from my routine**. I handed over my bag but took out one racket. I led the way out of the locker room, along corridors
20 with photographs of past champions and trophies behind glass frames, down some stairs and left and out into the cool

English July air and the magical green of the Centre Court.

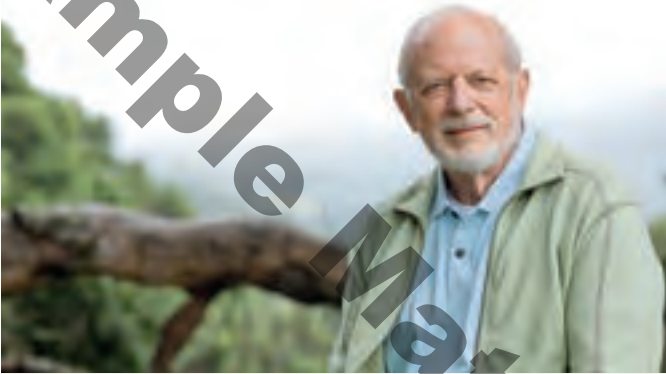
I sat down, took off my white tracksuit top, and took
25 a sip from a bottle of water. Then from a second bottle. I **repeat the sequence**, every time, before a match begins, and at every break between games, until a match is over. A sip from one bottle, and then from another. And then I put the two bottles down at my feet, in front of my
30 chair to my left, one neatly behind the other, diagonally aimed at the court. ³_____ It's a way of placing myself in a match, ordering my surroundings to match the order I seek in my head.

The last part of the ritual, as important as all the
35 preparations that went before, was to look up and search for my family members among the blur of the Centre Court crowd. I don't let them intrude on my thoughts during a match – I don't ever let myself smile during a match – but knowing they are there, as they always have
40 been, **gives me the peace of mind** on which my success as a player rests. I build a wall around myself when I play, but my family is the cement that holds the wall together.

Rafael Nadal was born in Spain in 1986. He began playing tennis at the age of three and turned professional at fifteen. Nadal has won seventeen Grand Slam titles including eleven French Opens and two Olympic gold medals. He beat Roger Federer in the longest final in Wimbledon history in 2008. He won Wimbledon again in 2010, and in 2011 he was named Laureus World Sportsman of the Year.

- 1 What does a sports psychologist do? Read the text and find out.

THINK LIKE A WINNER



I'm a sports psychologist. I work with top athletes and I **help them to prepare** for important competitions. Of course, they **need to prepare** physically: they **should get** plenty of sleep, remember to drink lots of fluids and avoid drinking alcohol. That's the easy part! But after they've **spent time preparing** their body, I **make them relax** and prepare the mind. I focus on three areas: visualisation, positive thinking and relaxation.

- 2 Read the GRAMMAR FOCUS. Complete the examples with the phrases in blue in the text.

GRAMMAR FOCUS

Verb patterns

- verb + to infinitive

Of course, they **need** ¹ to prepare physically.

Examples: aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want

- verb + object + to infinitive

I **help them** ² _____ for important competitions.

Examples: advise, allow, encourage, force, remind, teach, urge, warn (not)

- verb + -ing

But after they've **spent time** ³ _____ their body, I ...

Examples: avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time

- modal verb + infinitive without to

... they **should** ⁴ _____ plenty of sleep ...

Examples: can, could, might, should, would

- verb + object + infinitive without to

I **make them** ⁵ _____ and prepare the mind.

Examples: make, let

- 3 1.31 Complete the text with the correct verb pattern using the words in brackets. Then listen and check.

Visualisation

Before an important event, I **advise** ¹ athletes to visit (athletes/visit) the stadium. This **allows** ² _____ (them/visualise) the day of the competition. They **can** ³ _____ (imagine) the smells and the sounds in the stadium, and they **imagine** ⁴ _____ (win) the competition. Then, when the day of the competition arrives, they **try** ⁵ _____ (recreate) the success they imagined.

Positive thinking

I **encourage** ⁶ _____ (athletes/talk) to themselves before a big race. I **force** ⁷ _____ (them/concentrate) on the times when they won. They **need** ⁸ _____ (stay) in the present and tell the negative voice in their head to **stop** ⁹ _____ (talk). Good athletes **want** ¹⁰ _____ (win), but top athletes **expect** ¹¹ _____ (win). That's positive thinking!

Relaxation

Even top athletes **can't help** ¹² _____ (feel) nervous, especially when they find themselves standing next to last year's champion! I **let** ¹³ _____ (them/talk) to me about their worries, but on the day of the competition, negative thoughts are not allowed! It's a simple fact that if they **manage** ¹⁴ _____ (control) their nerves, they **tend** ¹⁵ _____ (do) better. Winning – it's all in the mind!

- 4 List some sports that you like watching or doing. In your opinion, which sports need more mental and which ones more physical preparation?
- 5 Write a second sentence so that it has a similar meaning to the first. Use the words in brackets. Which sentences are true for you?
- I'm happy to lend money to my friends. (don't mind)
I don't mind lending money to my friends.
 - I don't have enough money to buy new trainers. (can't afford)
 - I would like to learn how to skate one day. (hope)
 - My uncle showed me how to swim. (teach)
 - I don't want to take up jogging. (not intend)
 - My parents won't allow me to stay out all night with my friends. (let)
- 6 Complete the sentences to make them true for you. Write four true sentences and one false one.
- I can't stand ...
I can't stand watching sport on TV.
 - I enjoyed ...
 - I wasted a lot of time ...
 - I spend a lot of time ...
 - I've refused ...
- 7 **SPEAKING** Read your sentences. Guess which of your partner's sentences is false.

2.6

USE OF ENGLISH

so, too, neither/nor, not either

I can respond to news and opinion using so, too, not ... either and neither ... nor.

1 **1.32** Listen to dialogues 1–5 about sports and match them with photos A–E. Then answer the questions.

- 1 What was the final score in the match?
- 2 What are the players doing after the game?
- 3 What do the man and woman find surprising about this sport?
- 4 In which sports do women still get paid less than men?
- 5 What do the two friends both decide to join?

2 **1.32** Complete the exchanges with the correct auxiliary. Then listen again and check.

- 1 We had so many chances. → So _____ they!
- 2 I don't aim at your head. → Neither _____!
- 3 I find this really boring. → Really? I _____.
- 4 I can't think of any women drivers. → I _____ either.
- 5 I've never thought about it. → Nor _____ I.
- 6 He's one of the best players in the country. →
So _____ Steph Houghton.
- 7 I couldn't do it. → No, neither _____ I.
- 8 I'd love to be able to run properly. → I _____ too.

3 Read the LANGUAGE FOCUS. Then match statements 1–6 with replies a–f.

LANGUAGE FOCUS

so, too, neither/nor, not either

- To say that something is the same or agree with a positive statement, use the following:
so + auxiliary/modal verb + subject or **subject + auxiliary/modal verb + too.**
He is one of the best players in the country. → **So** is Steph Houghton./Steph Houghton is **too**.
You serve so fast! → **So** do you./You do **too**.
- To say something is the same or agree with a negative statement, use the following:
neither/nor + auxiliary/modal verb + subject or **subject + auxiliary/modal verb + either.**
I can't think of any women drivers. → **Neither** can I./I can't **either**.
We didn't score a single goal. → **Nor** did they./They didn't **either**.
- To say something is different, or disagree with a statement, use the following:
I find this really boring. → **Really? I don't.**
I never had the chance to do go-karting. → **Oh. I did.**

- 1 Our neighbours do a lot of sport.
 - 2 My mum can't stand watching football on TV.
 - 3 I'd love to have a go in a Formula One car.
 - 4 I've played for the school team several times.
 - 5 My brother couldn't ride a bike until he was eight.
 - 6 My best friend is going to take up running.
- a So am I. c So have I. e Really? I wouldn't.
b I couldn't either. d Ours do too. f Nor can mine.

4 **SPEAKING** Take it in turns to read statements 1–6. Give your own replies.



Marathon



Motor racing



Hockey



Football



Tennis

5 **USE OF ENGLISH** Choose the correct response, A, B or C.

- 1 X: I must do more exercise. Y: _____
A Yes, I must too. B So do I.
C Really? I don't.
- 2 X: I've never been to a football match.
Y: _____
A Nor do I. B Neither have I.
C I didn't either.
- 3 X: My parents are very sporty. Y: _____
A Really? Mine aren't. B Mine aren't either.
C Nor are mine.
- 4 X: My local sports centre hasn't got a sauna.
Y: _____
A Mine hasn't either. B Oh, mine hasn't.
C Mine too.
- 5 X: We went swimming yesterday. Y: _____
A Oh, we did. B So we did.
C So did we.

6 **Complete the sentences to make them true for you.**

- 1 I'd like to ...
- 2 I'm interested in ...
- 3 I can't ...
- 4 I used to ...
- 5 I don't mind ...
- 6 I should ...

7 **SPEAKING** Take it in turns to listen to your partner's sentences and respond. How similar are you?

FOCUS VLOG About sport

8 Watch the Focus Vlog. For the worksheet, go to page 119.

A story

I can write a story with a simple linear sequence.

- 1 **SPEAKING** Look at photos A–F and match them with the extreme sports in the box. Then discuss the questions.

bungee jumping mountain biking rafting
 rock climbing snowboarding water skiing

- 1 What extreme sports have you tried?
- 2 What extreme sports would you like to try?
- 3 What extreme sports would you never like to try? Why?

- 2 Read the beginning of the story. What do you think went wrong?

There's a first time for everything!

I don't think many people have been in a situation like the one Lilly and I experienced last winter. We were learning to snowboard for the first time in the spectacular mountains of Austria. Of course, many things can go wrong when you're new to an extreme sport, but what happened to us was very unusual. The old saying, 'there's a first time for everything' is definitely true based on our experience!

- We'd **booked** lessons before we arrived, and **were both** **feeling** quite nervous as we **took** the lift up the mountain with Max, our enthusiastic instructor. 'Don't worry' he said, 'you might fall over a bit, but you'll love it!' The first lesson was really challenging and we fell over A LOT! By the end of the first day, we were **completely** **exhausted** but, as promised, we'd had a brilliant time and fallen totally in love with snowboarding.

- The following day, Max was demonstrating how to turn. As our eyes followed him down the slope, he suddenly disappeared. '**Where did he go?**' I asked Lilly, as we headed for where he'd disappeared. We discovered Max at the bottom of a big hole. 'I think it's broken' he said holding his left leg. We called for help on his radio and **twenty minutes later** the three of us were in a helicopter heading for the medical centre.

- I'm pretty sure we enjoyed the helicopter ride more than poor Max! The doctor confirmed that he had broken his leg. She said it was the first time she'd ever seen learners bring their instructor in for treatment.



- 3 Read the story and put the events a–g in chronological order (1–7).

- a They arrived in Austria
- b They rode in a helicopter
- c They radioed for help
- d They booked lessons
- e Max fell down a hole
- f They had their first lesson
- g They met Max

- 4 **SPEAKING** Discuss your own experiences of trying out a sport for the first time.

- 5 Read the advice for writing a story and complete the examples in the **WRITING FOCUS** with the words in purple from the story.

WRITING FOCUS

A story

• Beginning your story

- Use an opening sentence and interesting title that makes the reader want to read on.
- Set the scene for the story so the reader can imagine what might happen next.
- Finish the beginning section with a problem, or at a point which is exciting or interesting.

• Telling your story

- Use a range of different narrative tenses to tell the story.

Use the **Past Continuous** to set the scene.

We ¹ were both feeling quite nervous.

Use the **Past Simple** to describe the main events.

We ² _____ the lift up the mountain.

Use the **Past Perfect** to make it clear that one past action happened before another past action.

We ³ _____ lessons before we arrived.

- Use adverbs and strong adjectives to make the story exciting.

By the end of the first day, we were

⁴ _____.

- Use sequencers so the reader can follow the story.

⁵ _____ the three of us were in a helicopter ...

- Use one or two short sentences for dramatic effect.

We discovered Max at the bottom of a big hole.

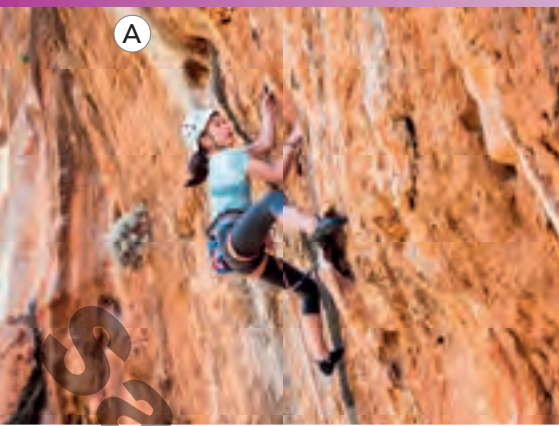
- Use some direct speech to make the story come alive.

⁶ '_____', I asked Lilly.

• Ending your story

- Think of an exciting, funny or unexpected ending to the story to help the reader remember it.

- 6 Find and underline more examples of the narrative tenses from the **WRITING FOCUS** in the story.



7 Complete the story with the correct narrative form of the verbs in brackets.

'3-2-1 bungee'!

I wanted to jump, but my legs wouldn't move.

I ¹ _____ (visit) New Zealand when I ² _____ (decide) to try bungee jumping. I ³ _____ (never do) it before, but felt quietly confident as I watched from the ground. An hour later though, as I stood on the edge of the bridge looking down, I ⁴ _____ (realise) that all that confidence ⁵ _____ (disappear). 'Come on Dan! You can do it!' shouted the other jumpers. 'Three-two-one bungee!' ... Nothing. 'I ... I ... I'll have to get down' I said. And so I did, though not quite as planned. As I turned to climb off the platform, I ⁶ _____ (stand) on a rope and lost my balance. My cry of horror ⁷ _____ (become) a scream of pure joy as I fell towards the ground. That ⁸ _____ (be) the day I fell in love with bungee jumping.

8 Complete the LANGUAGE FOCUS with the underlined examples in the story in Exercise 2.

LANGUAGE FOCUS

Linkers to describe events in a sequence

- **Beginning:** ¹ before we arrived/left/got there, (at) first, on the first morning/day
- **Middle:** then, later, the ² _____ morning/evening, after that/three days, on the third/fourth day
- **End:** eventually (meaning after a long time), finally, in the end
- **Other:** ³ _____ the first day/lesson/journey/holiday

9 Choose the correct option.

The longest weekend of my life

Some weekends are special for the wrong reasons. Last weekend was one of them. ¹After / Then very little training, my best friend and I attempted our first 100km walking race. ²Finally / On the first morning we fell out because he'd forgotten to pack the map. Luckily, we were able to borrow somebody's extra one. ³After six hours / At first we reached the first rest stop. We'd fought most of the way about which was the fastest way to go. ⁴Finally / By the end of the first day we'd walked forty-three kilometres and were not really speaking to each other anymore. ⁵The following morning / The day before, we started walking again at 5 a.m. and I can honestly say I've never heard so much complaining in all my life! ⁶Eventually / Before, we reached the finishing line after thirty-two hours of walking and an entire weekend of arguing. We haven't seen or spoken to each other since.

SHOW WHAT YOU'VE LEARNT

10 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Write a story about trying a new sport or activity for the first time and:

- use the first sentence and title to catch the reader's attention.
- set the scene and mention the characters involved in the story.
- use a range of narrative tenses to tell the story.
- finish the story with something exciting, funny or unexpected.

2.8

SPEAKING

Asking for and giving an opinion
 • agreeing and disagreeing

I can ask for, give, agree with and disagree with an opinion.

SPEAKING FOCUS

Asking for someone's opinion

What do you think about ...?

Giving an opinion

I think .../I (just) don't think .../If you ask me .../
 The thing is .../To be honest ...

Agreeing with an opinion

I agree./That's true./Absolutely!

Half agreeing with an opinion

I'm not so sure about that./I'm not convinced.

Disagreeing

That's not true./I'm sorry, I don't agree with you.

Disagreeing strongly


No way! (informal)/Are you kidding? (informal)
 I'm afraid I completely disagree.

Note:

If you have no strong opinions, you can say:
 Personally, I don't feel strongly one way or the other.

1 Look at the jobs in the box and number them from most (5) to least (1) important for society.

an actor a farmer a football player a nurse
 a pilot a police officer a scientist a surgeon

2  1.33 Read and listen to a conversation between a brother and sister and answer the questions.



- 1 What do they disagree about?
- 2 Who does their father agree with?
- 3 Who do you agree with?

3  1.33 Use the SPEAKING FOCUS to complete the phrases in the conversation. Then listen again and check.

Tom: Goal! Messi's just scored a fantastic goal! He's definitely the best footballer in the world!

Jan: Hm, I'm not ¹ _____ about that.

Tom: What do you know about football?

Jan: I know that some football players get millions of euros a month! If ² _____, they earn too much.

Tom: That's ³ _____. Only a few players earn that much and they deserve it.

Jan: No way! Football players don't save lives! Football's just a game!

Tom: Are ⁴ _____? It's the most popular game in the world.

Jan: That's true but they don't do anything important. They just kick a ball!

Tom: The ⁵ _____, football players can only play when they're young so they have to earn a lot in a short time.

Jan: I'm ⁶ _____. I just don't think footballers are good role models.

Tom: I'm sorry, ⁷ _____ – they're great role models. They train really hard ...

Dad: Hey, what's going on in here? Calm down you two.

Jan: He thinks it's OK to pay Messi two million euros a month! What ⁸ _____ that?

Dad: That's ridiculous.

Jan: You see!

Dad: To ⁹ _____, I think he should get at least ten million!

4  1.34 Read the opinions below and choose the appropriate responses in a and b. Then listen and check.

1 I think female athletes should earn the same salary as male athletes.

- a I agree. / No way! All athletes should be paid equally.
- b Absolutely. / I'm not convinced. Male athletes attract more spectators.

2 If you ask me, running is the best sport in the world.

- a I'm afraid I completely disagree. / That's true. You can do it anywhere and any time.
- b Absolutely. / That's not true. Playing team sports is much better.

3 In my opinion, golf is for old people.

- a I agree. / I'm not convinced. It's too slow for young people.
- b Are you kidding? / I agree. My brother is twenty and he loves playing golf.

4 I think boxing should be banned. It's too dangerous.


- a Absolutely. / No way! I think it's great.
- b I'm sorry, I don't agree with you. / That's true. It's too violent.

5 **SPEAKING** Practise the dialogues in Exercise 4. Choose answer a or b according to your own opinion.

6 **SPEAKING** Discuss the topics below. Use the SPEAKING FOCUS to help you.

- We should do more sport at school.
- Animals should not be used in sport.

ROLE-PLAY Asking for and giving an opinion

 Watch the video and practise. Then role-play your dialogue.

2.1 Vocabulary 4.9

athlete /'æθli:t/
 athletics /æθ'letɪks/
 athletics track /,æθ'letɪks træk/
 badminton/squash/tennis court
 /'bædmɪntən/'skwɒʃ/'tenəs kɔ:t/
 basketball/handball/netball/volleyball
 court /'bɑ:skətbɔ:l/'hændbɔ:l/'netbɔ:l/
 'vɒlibɔ:l kɔ:t/
 beat/defeat an opponent/the
 champion /,bi:t/dɪ'fɪt ən ə'pəʊnənt/ðə
 'tʃæmpjən/
 boxing /'bɒksɪŋ/
 boxing/sumo/wrestling ring /'bɒksɪŋ/
 'sʊmɔ:/reslɪŋ rɪŋ/
 break a world record /,breɪk ə ,wɜ:ld
 'rekɔ:d/
 burn sth off /'bɜ:n ,sʌmθɪŋ 'ɒf/
 challenge /'tʃæləndʒ/
 cheer sb on /,tʃɪə ,sʌmbədi 'ɒn/
 coach /kəʊtʃ/
 come first/second/last /,kʌm 'fɜ:st/
 'sekənd/'lɑ:st/
 compete /kəm'pi:t/
 competitive sport /kəm'petətɪv 'spɔ:t/
 competitor /kəm'petɪtə/
 cricket/football/hockey/rugby pitch
 /'krɪkət/'fʊtbɔ:l/'hɒki/'rʌgbɪ pɪtʃ/
 drop out of /,drɒp 'aʊt əv/
 fan/supporter /fæn/sə'pɔ:tə/
 get into /,get 'ɪntu:
 go in for /,gəʊ 'ɪn fə/
 golf course /'gɒlf kɔ:s/
 hockey /'hɒki/
 individual/team sport /,ɪndəvɪdʒuəl/
 ,tɪm 'spɔ:t/
 indoor/outdoor sport /'ɪndɔ:/,aʊt'dɔ:
 spɔ:t/
 judo /'dʒu:dəʊ/
 keep fit/in shape /,ki:p 'fɪt/ɪn 'ʃeɪp/
 let sb down /,let ,sʌmbədi 'daʊn/
 lose a match/a game /,lu:z ə 'mætʃ/
 ə 'geɪm/
 lose a point /,lu:z ə 'pɔɪnt/
 match /mætʃ/
 miss a goal /,mɪs ə 'gəʊl/
 motor racing track /'məʊtə ,reɪsɪŋ træk/
 opponent /ə'pəʊnənt/
 opposing team /ə,pəʊzɪŋ 'tɪ:m/
 player /'pleɪə/
 red/yellow card /,red/,jeləʊ 'kɑ:d/
 referee /,refə'ri:
 rink /rɪŋk/
 sailing /'seɪlɪŋ/
 score a goal/points /,skɔ:r ə 'gəʊl/
 'pɔɪnts/
 skating /'sketɪŋ/
 spectator /spek'teɪtə/
 squash /skwɒʃ/
 (table) tennis /('teɪbəl) ,tenəs/
 take on (a challenge) /,teɪk 'ɒn ə
 ('tʃæləndʒ)/
 teammate /'ti:mmeɪt/
 tournament /'tʊənəmənt/
 trainer /'treɪnə/
 training /'treɪnɪŋ/

volleyball /'vɒlibɔ:l/
 win a point /,wɪn ə 'pɔɪnt/
 win a game/match/prize /,wɪn ə 'geɪm/
 'mætʃ/'praɪz/
 work out /,wɜ:k 'aʊt/
 wrestling /'reslɪŋ/

2.2 Grammar 4.10

blow a whistle /,bləʊ ə 'wɪsəl/
 break your neck /,breɪk jə 'nek/
 chase after /'tʃeɪs ,ɑ:ftə/
 crash through /'kræʃ ,θru:
 cycle race /'saɪkəl reɪs/
 dive for the ball /,daɪv fə ðə 'bɔ:l/
 FA cup /,ef eɪ 'kʌp/
 final /'faɪnəl/
 get injured /,get 'ɪndʒəd/
 goalkeeper /'gəʊl,ki:pə/
 hurt yourself /'hɜ:t jɔ: ,self/
 lead /li:d/
 (long-distance) race /,(lɒŋ 'dɪstənts)
 reɪs/
 marathon /'mærəθən/
 overtake /,əʊvə'teɪk/
 position /pə'zɪʃən/
 rival /'raɪvəl/
 runner /'rʌnə/
 speed /spi:d/
 speed up /,spi:d 'ʌp/
 sports event /'spɔ:ts ɪ,vent/

2.3 Listening 4.11

be passionate about /,bi 'pæʃənət
 ə ,baʊt/
 caring /'keərɪŋ/
 courageous /kə'reɪdʒəs/
 determined /dɪ'tɜ:mənd/
 enter a competition /,entə ə
 ,kɒmpə'tɪʃən/
 generous /'dʒenərəs/
 give (sth) up /,gɪv (,sʌmθɪŋ) 'ʌp/
 inspiration /,ɪnspə'reɪʃən/
 inspiring /ɪn'spaɪərɪŋ/
 join a club /,dʒɔɪn ə 'klʌb/
 look up to /,lʊk 'ʌp tə/
 modest /'mɒdəst/
 pick up /,pɪk 'ʌp/
 positive /'pɒzətɪv/
 put sb off /,pʊt ,sʌmbədi 'ɒf/
 role model /'rəʊl ,mɒdl/
 row /rəʊ/
 sailing club /'seɪlɪŋ klʌb/
 take after /,teɪk 'ɑ:ftə/
 talk sb into /,tɔ:k ,sʌmbədi 'ɪntə/
 try out /,traɪ 'aʊt/

2.4 Reading 4.12

action /'ækʃən/
 activate /'æktɪveɪt/
 active /'æktɪv/
 bandage a knee /'bændɪdʒ ə ni:
 bandanna /bæn'dænə/
 bounce the ball /,baʊns ðə 'bɔ:l/
 break from your routine /,breɪk frəm jə
 ,ru:'ti:n/
 decide /dɪ'saɪd/

decision /dɪ'sɪʒən/
 decisive /dɪ'saɪsɪv/
 decisive moment /dɪ'saɪsɪv 'məʊmənt/
 do the same thing over /,du: ðə ,seɪm
 ,θɪŋ 'əʊvə/
 emerge /ɪ'mɜ:dʒ/
 fall over sth /,fɔ:l ə'əʊvə ,sʌmθɪŋ/
 give sb peace of mind /,gɪv ,sʌmbədi
 ,pɪs əv 'maɪnd/
 goggles /'gɒgəlz/
 gold medal /,gəʊld 'medl/
 hand over /,hænd 'əʊvə/
 intrude on /ɪn'tru:d ɒn/
 locker room /'lɒkə ru:m/
 physical therapist /,fɪzɪkəl 'θerəpəst/
 power /'paʊə/
 powerful /'paʊəfəl/
 racket /'rækət/
 repeat a sequence /rɪ'pi:t ə 'si:kwəns/
 repetition /repɪ'tɪʃən/
 repetitive /rɪ'petɪtɪv/
 resilience /rɪ'zɪliəns/
 resilient /rɪ'zɪliənt/
 splash your body with water /,splæʃ jə
 ,bɔ:di wɪð 'wɔ:tə/
 superstition /,su:pə'stɪʃən/
 superstitious /,su:pə'stɪʃəs/
 swimming /'swɪmɪŋ/
 swing your arms /,swɪŋ jə(r) 'ɑ:mz/
 take a sip /,teɪk ə 'sɪp/
 the first/last phase /ðə ,fɜ:st/,lɑ:st 'feɪz/
 the first/last step /ðə ,fɜ:st/,lɑ:st 'step/
 the point of no return /ðə ,pɔɪnt əv
 ,nəʊ rɪ'tɜ:n/
 trophy /'trɒfi/
 turn professional /,tɜ:n prə'feʃənəl/

2.5 Grammar 4.13

jogging /'dʒɒŋɪŋ/
 refuse /rɪ'fju:z/
 stadium /'steɪdiəm/
 urge /ɜ:dʒ/

2.6 Use of English 4.14

(hockey) stick /('hɒki) stɪk/
 motor racing /'məʊtə ,reɪsɪŋ/
 sauna /'səʊnə/

2.7 Writing 4.15

cry of horror /kraɪ əv 'hɒrə/
 extreme sport /ɪk'stri:m 'spɔ:t/
 mountain biking /'maʊntən ,baɪkɪŋ/
 rafting /'rɑ:ftɪŋ/
 rock climbing /'rɒk ,klaɪmɪŋ/
 slope /sləʊp/
 take the lift up the mountain /,teɪk ðə
 ,lɪft ʌp ðə 'maʊntən/
 walking race /'wɔ:kɪŋ reɪs/
 water skiing /'wɔ:tə ,skiɪŋ/

2.8 Speaking 4.16

deserve sth /dɪ'zɜ:v sʌmθɪŋ/
 do sport /,du: 'spɔ:t/
 kick a ball /,kɪk ə 'bɔ:l/
 ridiculous /rɪ'dɪkjələs/
 violent /'vaɪələnt/

VOCABULARY AND GRAMMAR

1 Choose the correct option.

- The *opponent* / *referee* showed two red cards during the first half of the match.
- I'm confident England can *win* / *beat* almost any team they play against this season.
- Steven was sorry for *letting* / *dropping* the other players down when he missed the goal.
- Julie was so fast that she *hit* / *broke* the world record by five seconds.
- Giles is a popular *trainer* / *spectator* because he shows players how they can improve.
- I've decided not to *come* / *go* in for the basketball team this year, but I'll still play for fun.

2 Complete the sentences with the correct form of the words in capitals.

- In figure skating, constant _____ is the best way to learn difficult tricks. **REPEAT**
- You can _____ your device by touching the screen and entering the password. **ACTIVE**
- That runner has such a _____ start that he seems to take off like a racing car. **POWER**
- You have to be _____ in a game like basketball because there is no time to stop and think. **DECIDE**
- Athletes need to show _____ when they are recovering from injuries and defeat. **RESILIENT**
- That player is so _____ that he won't go on the field without wearing his 'lucky' ring. **SUPERSTITION**

3 Write sentences from the prompts. Use the Past Simple, Past Continuous or Past Perfect.

- The match / not / start / at 7 o'clock / because / it / snow.
- Ann / get / lots of / money / when / she / win / the tennis competition?
- John / buy / squash racket / even though / he / not / play / squash / before.
- you / play / golf / when / you / hurt / yourself?
- I / swim / calmly / when / suddenly / someone / jump / into the pool.
- When / Juliet / get home / Henry / already / go to / the match.

4 Choose the correct option.

- I don't think my parents will let me *go* / *to go* to the rugby match on my own.
- The doctor has advised me *give up* / *to give up* professional sport if I don't want to get injured seriously.
- Tim tends *getting tired* / *to get tired* easily, so he has to be very active to keep in shape.
- You really should stop *wasting* / *to waste* your time at table tennis practice.
- Everyone at the stadium expected their team *winning* / *to win* the match.
- I can't help *laughing* / *to laugh* when I see that video of me trying to learn to ski.

USE OF ENGLISH


5 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- Sarah and Lena _____ after their mother – they look the same and have similar personalities too. James is always ready to _____ on a challenge. Now he is training to climb Mt Everest.
A go B take C come
- Marcus was thrilled to get _____ the school swimming team after doing the trials three times. We tried to talk my dad _____ coaching the rugby team, but he just didn't have time.
A about B out of C into
- If you're tired of karate, maybe you should try _____ kickboxing. It's a lot of fun! After hurting his knee, Brad dropped _____ of the long jump competition.
A out B off C on
- I look _____ to famous athletes who help young people. Darren picked _____ basketball while playing with his older brothers.
A around B out C up
- Maria was excited to score the final _____ of the match. It looked like a perfect shot, but he missed the _____ by centimetres.
A goal B mark C point
- Learning about the risk of head injuries put Todd _____ American football completely. Going to the gym is good, but you can burn _____ even more calories in a dance class.
A out B off C up

6 Choose the word or phrase, A, B or C, that has a similar meaning to the underlined words in each sentence.

- In the end, Joanna didn't join the team, and Kim didn't either.
A either Joanna or Kim joined the team
B neither Joanna nor Kim joined the team
C Joanna joined the team but Kim didn't
- If you ask me, golf is a very boring sport.
A I agree that B I'm sorry but C I think that
- The athletes completed the 20-kilometre run and then they got ready for the swimming race.
A After the athletes had completed the 20-kilometre run,
B Before completing the 20-kilometre run,
C While the athletes were completing the 20-kilometre run,
- I enjoy playing baseball and my sister enjoys it as well.
A so does my sister B nor does my sister
C so my sister does
- The local football team coach tries not to talk to the press after his team loses a match.
A stops talking B refuses to talk C avoids talking

LISTENING

7  1.35 Listen to Jim and Beth's conversation and complete the sentences with a word or short phrase.

- 1 Beth is going _____ for running shoes.
- 2 She needs them for a competition _____.
- 3 Jim trains _____ times a week.
- 4 Jim is sure Beth will start winning _____ soon.
- 5 Beth is taking part in the _____-metre race on Sunday.
- 6 Jim has a match in the morning, but he's free after _____.
- 7 Beth's event starts at _____ o'clock.

READING

8 Read the article and choose from the sentences (A–E) the one which fits each gap. There are two extra sentences.

Olympic Opening Ceremonies

The Olympic Opening Ceremony is always a highlight of the games. Read on to find out how different countries have used the ceremony to promote their cultures.

The opening ceremony of the Sydney games in 2000 explored Australia's history from the earliest days of Aboriginal culture. ¹_____ The show celebrated the great Australian landscape, the cities and the diversity of the people.

In 2004 the Olympics returned to their birthplace, and Greece presented a stunning picture of its history and achievements. ²_____ This vision symbolised Greece as a tiny country with far-reaching ideas that changed the world.

China's ceremony in 2008 definitely scored a goal. An awe-inspiring display by 15,000 performers was almost military in its exactness. ³_____ For sheer size and precision, the Beijing ceremony seems impossible to beat.

Not surprisingly, the 2012 London ceremony was a total contrast. It replaced Chinese precision with British eccentricity and humour. Perhaps Queen Elizabeth II parachuting from a plane in the arms of James Bond seemed unrelated to the Olympic spirit, but it certainly made a statement about Britain!

- A While there were several mistakes during the show, on the whole it was an amazing display.
- B It is hard to imagine the training that had gone into keeping so many people in order.
- C It painted a picture of the energetic, multicultural country Australia has become.
- D Some Greek people thought hosting the Olympics was too expensive, but others saw big advantages.
- E As the centrepiece of the ceremony, the stadium floor filled with water and a young boy in a small boat sailed across it.

SPEAKING

9 Do the task in pairs.

Student A

Your school wants to organise a Family Sport Day. Your class is responsible for preparing a competition in any sport you choose. Start the conversation with Student B to discuss what you have to do. Topics you should mention:

- Awards
- Age groups
- Judges
- Type of sport

Student B

You're Student A's classmate. Your school wants to organise a Family Sport Day. Your class is responsible for preparing a competition in any sport you choose. Student A starts the conversation to discuss what you have to do. Use some or all of the following sentences:

- So, tell me, what kind of sports competition should we organise?
- I'm not sure it's a good idea.
- I think we need to organise the competition for different age groups.
- What exactly do you mean by (a small prize)?

WRITING

10 Read this announcement in an international magazine for schools and write a short story in reply.

Holiday surprises

We are looking for stories about surprises that you've had on holiday. Write a story that begins with this sentence:

I woke up feeling sad because it was the last day of my holiday.

Mention in your story:

- the beach
- a competition.

VOCABULARY

2.1

Sport • phrasal verbs
• collocations • people in sport

SHOW WHAT YOU KNOW

1 Complete the dialogues with the correct form of the words in brackets.

- John: Quick! Catch the ball!
Roger: Ouch! Sorry, I'm a hopeless basketball player (PLAY).
- 1 Graham: It's a beautiful day. Let's go to the pool.
Harry: I'm not a very good _____ (SWIM), I'm afraid.
- 2 Claire: Did I see your brother riding a bike on TV yesterday, Sam?
Sam: Possibly. He's a professional _____ (CYCLE) doing the Tour de France.
- 3 Paulo: Wow. You've got a lot of medals. Running, jumping, throwing the javelin ...
Tess: Yes, I used to be a good _____ (ATHLETICS) when I was younger.
- 4 Karl: Who's that guy in the picture?
Jan: You are joking! That's Lionel Messi – the best _____ (FOOTBALL) in the world!
- 5 Aman: Look! It's snowing! Let's go skiing this weekend!
Rafaele: Oh, no – you're not a _____ (SKI), are you? I hate all winter sports.

2 Choose the correct words.



SPORTS FOR ALL!



At Abbeydale sports club we offer a wide range of sports and activities. In the main sports hall, club members can ¹do / play basketball or volleyball on our indoor ²courts / pitches. Outdoors, you can ³do / play hockey, cricket, football and rugby on full-size ⁴pitches / courses. In our fantastic new building we offer the chance to ⁵do / go judo, karate and aerobics as well as ⁶do / play tennis or table tennis. Plus, we have a brand new badminton ⁷court / course and indoor ⁸ring / rink for ice-skating too! In the summer, you can ⁹do / go athletics on the main field or run around our running ¹⁰ring / track and members can also ¹¹do / go canoeing and sailing on our beautiful lake. We are currently building a pool, so very soon you will be able to ¹²do / go swimming at the club too.

Contact us at abbeydale_sc@hitmail.com

REMEMBER BETTER

To help you remember sets of words, categorise them in different ways. Write the words on individual pieces of paper and then group and regroup them according to different categories. Examples of categories for sports include: team vs individual sports, indoor vs outdoor sports, everyday vs extreme sports, sports which use a ball, etc.

WORD STORE 2A | Phrasal verbs

3 Complete the sentences with the correct prepositions.

- How could Jane let us down like that? She's the best player on the team and she didn't arrive for the match.
- Adam's hurt his arm, so he has to drop _____ of the tennis competition this weekend.
 - Williams has to take _____ last year's champion in the final game of the season.
 - Uma is an excellent sailor. She got _____ it when her dad first took her sailing at the age of six.
 - My mum's running in the marathon this Sunday. Do you want to come and cheer her _____ with me?
 - I've decided to go _____ for a karate tournament. Do you think I can win it?
 - How many calories do you think 45 minutes of yoga burns _____ ?

WORD STORE 2B | Collocations

4 Choose the correct words.



Welcome to "Sports Thoughts" on Radio Sport. This week we will ask marathon runner, Jeremy Bradshaw, what it was like to ¹come / win / score first in the London Marathon. We'll talk to Pat Goodhill who ²kept / beat / lost the national speed-climbing champion and ³scored / won / broke a world record at last week's UK climbing championships. Skier Daisy Leader will tell us how she ⁴loses / scores / keeps in shape during the summer and give us some expert advice on ⁵beating / keeping / coming fit during the winter season. We'll also ask footballer, Alastair Madson, what he feels is more important for his career: ⁶scoring / breaking / winning goals or ⁷beating / winning / breaking matches. Finally, you'll have the chance to ⁸win / score / keep a prize in our weekly phone-in competition.

Now, this news has just come in – US basketball player Dick Boyd amazed fans and teammates earlier this evening when he ⁹scored / kept / won more than 100 points in a single game. And we have heard that AFC Woolwich's Donny Wellard says he might quit professional football after he managed to ¹⁰miss / lost / broke a goal in Saturday's World Cup final from just one metre ...'

5 Look at the sports results and complete the gaps with the correct names.

FOOTBALL: United 2 - City 1

United won the game.

- 1 a _____ defeated b _____.
- 2 _____ scored one goal.
- 3 _____ lost the match.

TENNIS: WILLIAMS 3 - WOZNIACKI 6

- 4 _____ won the game.
- 5 a _____ beat b _____.
- 6 _____ lost the match.

WORD STORE 2C | People in sport

6 Use the words in the box to label people in sport. There are two extra words.

- (opponent referee supporter
spectator teammate)



- 1 _____ me 2 _____ 3 _____

7 Complete the dialogue with the names of people in sport. The first letters are given.

Reporter: Here we are live from the National Stadium with Zoe Striker of Team UK, the new women's 100m sprint *champion*. Zoe, you are finally the *champion* of the world. How does it feel?

Zoe: Wonderful! I've been training hard with the help of my ¹*c*_____, and the other athletes in the UK team – my fantastic ²*t*_____. I couldn't have done it without them or all of the ³*s*_____ that were watching and cheering me on here in the stadium. I've got the best ⁴*f*_____ in the world!

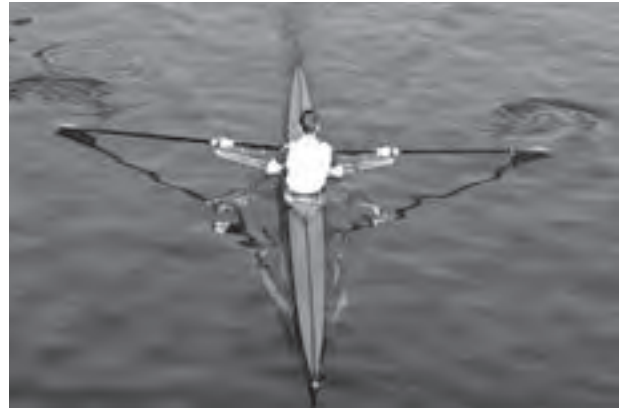
Reporter: And how about the ⁵*r*_____ ? For a moment I thought he was going to stop the race.

Zoe: That was a little worrying, yes. But I've been practising all week with my ⁶*t*_____ and I was prepared for any of my ⁷*o*_____ trying to stop me winning.

Reporter: Thank you Zoe. The UK is proud of you and your thousands of ⁸*s*_____ around the world can't wait for your next competition.

SHOW WHAT YOU'VE LEARNT

8 Complete each pair of sentences with the same word A–C.



- 1 How old were you when you first ___ into rowing? Don't worry – I've ___ a pair of skates I can lend you.
A been B got C had
- 2 I feel that my team really ___ me down after they failed to win the cup. James ___ me borrow his tennis racket, so we can play tomorrow.
A put B took C let
- 3 Swimmer Simon Davies said his main aim this year is to ___ his own world record. You look exhausted, Mike. Let's have a ___ at this café.
A break B rest C keep
- 4 The best way to lose weight is to keep ___ and watch what you eat. The jacket really suited Rachel, but unfortunately it was the wrong size and didn't ___ her.
A shape B fit C healthy
- 5 My sports ___ told me I need to lose some weight if I want to win the trophy. I think we'll take the ___ to the stadium. There shouldn't be too much traffic.
A trainer B fan C coach

9 Complete the sentences with the correct form of the words from the box. There are two extra words.

- (beat come goal point referee
spectator teammate win)

- My *teammates* threw me into the river after we won the boat race.
- 1 I know I can't run very fast but I didn't think I'd _____ last in the race.
 - 2 With two minutes of the match left, the fans were screaming at the _____ to blow the whistle.
 - 3 The _____ had paid £275 each for tickets to watch the game from the VIP area.
 - 4 Mai Lee _____ the favourite Jinjing Ho to become this year's women's table tennis champion in our county.
 - 5 If Barlow scores the next _____, he'll win the match and be the new table tennis champion.

SHOW WHAT YOU KNOW

1 Put the story in the correct order.

Ray didn't finish the race.

- She tried to help him get up.
 - When the ambulance arrived, Lisa and Ray were chatting and laughing.
 - He had only run three miles when he fell over and hurt his foot.
 - When Ray's leg was better, he asked Lisa on a date.
 - But he couldn't stand because he had hurt his ankle.
 - Lisa was watching the race when Ray fell over.
- Six months later they got married.

2 ★ Complete the sentences with the correct form of the verbs in brackets.

The official fired the gun and the race began (begin).

- 1 It was raining heavily when Ferguson _____ (crash) his Ferrari.
- 2 When I reached the 10 km sign, the fastest runners _____ (already/cross) the finishing line.
- 3 The race began at 16:00 and the last cyclist _____ (finish) at exactly 17:08.
- 4 Diane was already at the gym when she realised she _____ (forget) her towel.
- 5 Fyfe and Scott _____ (climb) Everest when the accident happened.

3 ★★ Choose the correct verb forms.

- 1 R: Right, Jones! It's a yellow card for you.
J: Oh Ref! What ^adid I do / had I done / was I doing?
R: I ^balready blew / had already blown / was already blowing the whistle three times Jones, but you carried on playing!
- 2 F: Did you see the ice hockey last night, Ben? Great goal by Grabic, huh?
B: Well, I ^awatched / had watched / was watching the game when the doorbell rang. I went to answer it; it was some sales person, and when I got back I ^bmissed / had missed / was missing the goal!
- 3 TV J: Arthur, at 76 years of age you're the oldest competitor to finish the marathon today. Why ^adid you decide / had you decided / were you deciding to run?
A: Oh, well, last year my grandson and I were watching the race on TV when he ^basked / had asked / was asking: 'Grandad, have you ever done that?' I told him that I hadn't run a marathon and he said: 'Maybe you should try'. So, I ^cdid / have done / have been doing it for my grandson, Timmy.

4 ★★★ Look at the signs and complete the sentences and questions with the correct form of the verbs in brackets.

BIKE RACE

9 a.m. – 10 a.m.



At 8 a.m. the race hadn't started (start).

- 1 It _____ (begin) at 9 a.m.
- 2 At 9:30 a.m. the competitors _____ (cycle).
- 3 A: _____ the race _____ (finish) at 10:30 a.m.?
B: Yes, it had.

SKI JUMPING

COMPETITION

11 a.m. – 1 p.m.

- 4 When I arrived at 11:30 a.m., the competition _____ (begin).
- 5 A: _____ it _____ (snow) when you got there?
B: Yes, it was.
- 6 At exactly 12:45 the last competitor _____ (jump).
- 7 By 2 p.m. the crowd _____ (leave).

SHOW WHAT YOU'VE LEARNT


5 Find and correct the mistakes.

- I played rugby when I broke my arm. was playing
- 1 We went to the Alps in April, but we couldn't ski because the snow already melted. _____
 - 2 I watched the race when Hope won the gold medal and broke the world record. _____
 - 3 Were City beating Arsenal in last night's game? _____
 - 4 The referee didn't concentrate when Burton touched the ball with his hand. _____
 - 5 In yesterday's Brazilian Grand Prix, Lewis was finishing in second place. _____
 - 6 Boxer Joe Foster was fighting over 100 opponents when he retired in 1994. _____

1 Look at the recording extract. Put questions 1–4 in gaps A–D.

So, why did you take up windsurfing?

- 1 What other water sports did you do?
- 2 Are your mum and your cousin still your role models?
- 3 Was your cousin a good windsurfer?
- 4 Who inspired you?

Extract from Student's Book recording  1.24

- P: First of all, congratulations Jackie. Last month you **became** the world under eighteen windsurfing champion!
- J: Yes, that's right. Thank you.
- P: *So, why did you take up windsurfing?* **A** _____
- J: Two people really: my mum and my cousin, Rachel. I first ¹ _____ windsurfing with my mum. We lived near the sea, and we spent every summer on the beach. My mum had entered windsurfing competitions when she was a teenager. She ² _____ anything, but she really enjoyed it. She started to ³ _____ me how to windsurf as soon as I could swim [...]. I was only about 7 years old. My cousin Rachel was there too. She and her family lived near us. My mum gave us both lessons together. Rachel's two years older than me and I've always looked up to her. I still do.
- P: **B** _____
- J: Yes, but she was good at a wide range of sports. [...] She was a really good example for me – I wanted to be sporty like her. [...]
- P: So you grew up near the sea. **C** _____
- J: All sorts. At first, windsurfing wasn't my favourite thing. I liked other water sports like swimming and sailing. Rachel talked me into ⁴ _____ the children's sailing club. We ⁵ _____ all our weekends there, even in winter. We did lots of sailing, and then Rachel thought we should try out rowing. I wasn't sure about rowing at first, [...] but my mum thought it was a good idea. Now I'm glad I did it because it made my arms strong, and that helped my windsurfing. [...]
- P: **D** _____
- J: Yes, definitely. I think I take after my mum – I hope I have some of the same qualities anyway. And Rachel is like a big sister to me.

2 Complete gaps 1–5 in the interview with Jackie in Exercise 1 with the verbs from the box. Change the forms if necessary. There are two extra verbs.

(become do go join
not win play spend teach)

3 Choose the combination which is not possible in each group.

- 1 **spend** sports ... / hours ... / the weekend ...
- 2 **win** a competition / a goal / a race
- 3 **teach** a subject / someone the rules / first place
- 4 **go** surfing / aerobics / running
- 5 **join** the gym / a club / athletics

4 Complete the sentences with verbs from Exercise 3. Change the verb forms if necessary.

If you want a body like a fitness instructor, you'll have to **spend** hours in the gym every week.

- 1 After Greg finishes studying Sports Science at university, he wants to _____ Physical Education at a secondary school.
- 2 Sarah didn't buy that snowboard. She _____ a competition and that was the first prize.
- 3 Hey, can I play too? Will you _____ me the rules?
- 4 Now that you've spent so much money on trainers and equipment, don't you think you should actually _____ running?
- 5 Most students _____ several clubs during their first few weeks at university. It's a good way to meet new people.
- 6 Finally it has snowed and we are going to _____ the weekend in the mountains. I can't wait!

REMEMBER BETTER

When you learn a new verb or review one you already know, use a dictionary and find nouns that often go with it. Write sentences about yourself or people you know to help you remember these collocations.

Write sentences with the verbs and nouns from Exercise 3.

SPEND hours

My brother spends hours playing online games.

WORD STORE 2D | Phrasal verbs

5 Choose the correct words.

- 1 I really look *up / over / across* to Ronaldo. He's a true professional athlete.
- 2 My sister takes *up / on / after* my mum – they're both excellent skiers.
- 3 How did you ever talk me *in / into / to* climbing? I'm terrified of heights.
- 4 Karen was put *off / on / out* snowboarding after I told her how I broke my leg last winter.
- 5 A true champion would never give *over / down / up* after losing one match.
- 6 Rob's always wanted to try *out / on / in* canoeing, so let's invite him too.
- 7 Sarah had trouble picking *on / up / at* how to play badminton at first, but she's good now.

2.4

READING

- A high school hero • collocations
- rituals and routines
- word families

1 Read the text quickly and choose the best title for it.

- 1 Autistic boy's dream job as school basketball team manager
- 2 Autistic boy joins national basketball team
- 3 Autistic boy's basketball dream becomes a reality

It sounds like fantasy: an autistic schoolboy is brought onto the basketball court as a last minute substitute*, scores 20 points in four minutes and becomes a national hero. However, in February 2006 that is exactly what happened to 17-year-old Jason McElwain, from Rochester, New York.

Jason has autism, a condition that makes communicating, socialising and reading other people's feelings difficult. 1_____. Before that, apart from a couple of minutes in a junior game in 2004, Jason's autism had always stopped him from actually playing for the team. But on the evening of the annual 'Senior Night' game, which was held in the students' final year of high school, the team's coach gave J-Mac, as he is called, a shirt with the number 52 on the back, and told him he would let him play in the all-important game at some point. In the final few minutes, Jason was sent onto the court. When his teammates passed him the ball, Jason calmly aimed* and scored seven baskets* from 13 shots, scoring five points a minute and breaking school records. Athena beat their opponents Spencerport 79-43. 2_____. His teammate Rickey Wallace said: 'I knew he could shoot, but I didn't know he could score 20 points.'



Jason's father, David McElwain, 51, said: 'He was really happy on the way home. He didn't sleep a lot that night.' Jason's sporting achievement was filmed, and by the evening, a video of him in action had already gone viral*. Eventually, the video reached the television sports channel ESPN and Jason quickly became famous around the country. 3_____. Jason even met the American President at the time, George W Bush, who presented him with a special award. Since 2006, Jason has graduated from high school and found part-time work with a well-known food store. 4_____. He is also involved in public speaking, and is a talented runner. In September 2012, he completed his first marathon in 15th place, in only 3 hours, 1 minute and 41 seconds. With all the activity that is going on in his life, Jason admits that he hasn't been playing as much basketball, but says: 'Occasionally, I'll go and shoot baskets.'

GLOSSARY

substitute (n) – in team sports: a player who is sent onto the pitch/court to replace another player who is tired, injured or playing poorly
aim (v) – in sports: to look carefully and choose the place you want to throw or kick a ball, or shoot a weapon

basket (n) – in basketball: the rings at either end of the court; also, the point which is scored when you throw the ball successfully into one of those rings
go viral – if a picture, video, joke, etc. goes viral, it spreads widely, especially on the Internet

2 Read the text. Complete gaps 1–4 with sentences A–F. There are two extra sentences.

- A When that happened the coach couldn't believe the team's good luck.
- B He wrote a book, *The Game of My Life*, which was published in 2008 and now travels across the United States raising money for autism charities.
- C However, that did not prevent coach Jim Johnson from making him 'manager' of Greece Athena High School's basketball team.
- D What is more, because of this condition, he often found it difficult to do any sports activities.
- E He received offers from celebrities, such as basketball hero Earvin 'Magic' Johnson and TV star Oprah Winfrey, as well as film companies and publishers keen to tell his story.
- F At the end of the game, spectators carried Jason off the court on their shoulders.

3 Read the text again and answer the questions.

- 1 What is autism?

- 2 Who gave Jason the opportunity to play in the 'Senior Night' game?

- 3 At what point did Jason join the game?

- 4 Which team won the game?

- 5 Who described Jason's feelings after the game?

- 6 What did certain celebrities, film companies and publishers want to do?

- 7 Where does Jason do his charity work?

- 8 Which of Jason's other sporting achievements is mentioned in the text?

4 Complete the collocations with the verbs from the box. Use the text to help you. There are two extra verbs.

(beat bring complete go pass
play present raise score)

play for a team

- 1 _____ someone on as a substitute
- 2 _____ the ball
- 3 _____ a basket
- 4 _____ someone with an award
- 5 _____ money for charity
- 6 _____ a marathon (or any other race)

REMEMBER BETTER

When you learn a new verb-noun collocation, you can extend your vocabulary knowledge by looking up alternative verbs that go with that noun in a dictionary. Write them as a word web in your notebook with the noun in the centre.

VOCABULARY PRACTICE | Rituals and routines

5 Look at the vocabulary in lesson 2.4 in the Student's Book. Complete the sentences with a phrase from the box. You may need to change part of the phrase.

(a decisive moment break from sb's routine
do the same thing over give sb peace of mind
repeat a sequence the first step
the last phase the point of no return)

As soon as we go around the next bend, we will go past *the point of no return*. The water moves so fast that we will only be able to move in one direction – down the river towards the sea!

- 1 As a _____ I chose to run around the hill rather than over it. It's good to do something different once in a while.
- 2 The referee sent off our best player for cheating. That was _____ in the game. What a joke!
- 3 The _____ in becoming a professional athlete is to decide which specialisation to focus on.
- 4 You can beat this boxer. He always _____ of punches after he moves back two steps. Watch! Left, left, right, left, right. It's the same every time!
- 5 It might be boring _____ but every successful tennis player knows it's the only way to hit the ball perfectly with your racket.
- 6 The fact that winning or losing isn't important can really _____ and help you see the bigger picture. It's simply a game and we're playing for fun – so just enjoy it!
- 7 This is _____ of our yoga class this morning and then you can all go home. Take a deep breath, touch your toes and hold the position for three minutes.

WORD STORE 2E | Word families

6 Complete the sentences with the correct form of the words in brackets.

I'm quite lazy, so I prefer less *active* (ACT) sports like darts or snooker.

- 1 Plenty of sportspeople are _____ (SUPER). For example, Michael Jordan used to wear his college shorts under his official NBA sports kit.
- 2 Why can't I be more _____ (DECIDE)? I just don't know which team I want to play for the most.
- 3 You need pretty _____ (POWER) legs to be a professional long jumper.
- 4 Don't you find playing chess rather _____ (REPEAT)? You do the same moves over and over again.
- 5 Athletes need a lot of _____ (RESILIENT) if they are to return after a serious injury and compete at the highest level again.

SHOW WHAT YOU KNOW

1 Match verb patterns A–E to the sentences.

- A verb + to infinitive
- B verb + object + to infinitive
- C verb + -ing
- D modal verb + infinitive without to
- E verb + object + infinitive without to

I want to drive a Formula 1 car one day. A

- 1 We might go for a swim later.
- 2 The coach makes us run 3 kilometres before the training starts.
- 3 Please remind me to put a clean towel in my gym bag.
- 4 Karen fancies watching basketball on TV at home.
- 5 We arranged to meet at the top of the ski lift at 4 o'clock.

2 ★ Cross out to where it is not necessary.

Welcome to the Singapore F1 Grand Prix, where today's race should ~~to~~ be very exciting.

- 1 We'd like to remind to our viewers that this is a very important race for Sebastian Vettel.
- 2 Vettel is attempting to win his third race in a row here in Singapore.
- 3 If the other drivers let him to win again, he'll almost certainly become this year's champion.
- 4 It is raining, so the teams have all decided to start the race with wet-weather tyres.
- 5 Remember, Vettel only just avoided to crashing during this year's wet Monaco Grand Prix.
- 6 Vettel's manager has warned him not to drive too fast in these difficult conditions.
- 7 Keep to watching after the race for more exciting motor racing action here on Turbo Channel. !



3 ★★ Complete the texts with the correct form of the verb in capitals.

1 RUN

Shelly tries to run every day. She doesn't mind ^a _____ when the weather is good but she refuses ^b _____ when it's cold and wet.

2 EAT

Nick's mum makes him ^a _____ cabbage even though he hates it. She forces him ^b _____ bananas, which he doesn't like, and even though he can't stand ^c _____ seafood, she cooks fish every Friday.

3 BUY

Irene could ^a _____ the trainers if she had more money, but she can't afford ^b _____ them at the moment. The sales assistant in the shop advised her ^c _____ them next month because they will probably be cheaper then.

4 ★★★ Use the words in capitals to complete sentences with a similar meaning.

Would you like to play one more game?

FANCY

Do you fancy playing one more game?

- 1 Our PE teacher forces us to run round the hockey field three times before the game.

MAKE

Our PE teacher _____ round the hockey field three times before the game.

- 2 Gavin said he would pick us up after the game tomorrow.

OFFER

Gavin _____ after the game tomorrow.

- 3 We don't go to judo classes anymore.

STOP

We've _____ to judo classes.

- 4 Alan really doesn't like losing at badminton.

CAN'T STAND

Alan _____ at badminton.

SHOW WHAT YOU'VE LEARNT

5 Complete the sentences with the correct forms of the verbs in brackets.

Sunny Gym Personal Trainers

Are you attempting to get (get) fit but not having much success? Are you wasting time ¹ _____ (do) exercises that don't work? You could ² _____ (benefit) from the help of a personal trainer. Our trainers will teach you ³ _____ (exercise) efficiently and effectively, and help you to avoid ⁴ _____ (injure) yourself when you work out. Training should ⁵ _____ (be) fun, not frustrating. Let our trainers ⁶ _____ (show) you the fastest route to success.

Contact Becky in Reception for details and bookings.

1 ★ Choose the correct answers A–C.

- 1 **Chiara:** Luther and Alex are training for the mini-marathon.
Jules: Really, ___!
 A so do I B so am I C so are they
- 2 **Lior:** I hope we can win the game today.
Felicia: Yeah, ___, but I'm feeling a little nervous, I have to say.
 A so we can B so have I C so do I
- 3 **Laurie:** Eddy can run 100 metres in under 14 seconds!
Harriet: Well, ___!
 A Mark can too B so does Mark too C so does Mark
- 4 **Aileen:** Lucy is going to do a course in judo.
Sherrie: ___ Judith. Maybe they'll be in the same class.
 A So does B So is C So will
- 5 **Eddie:** I want to meet United in the next round of the cup.
Ryan: Yeah, ___.
 A us too B you too C me too

2 ★ Choose the correct answers A–C.

- 1 Sammy had never visited such a big stadium before and ___.
 A neither have I B neither had I C nor me
- 2 None of the other runners want to re-start the race and ___.
 A nor us B nor we C nor do we
- 3 James says he shouldn't have to take a blood test, so ___.
 A neither should I B nor should he C neither should he
- 4 Lewis can't play tennis this Sunday and ___.
 A I can't either B either can I C neither can't I
- 5 We hadn't seen the results immediately after the game and ___.
 A neither they too B neither had they C nor them

3 ★★ Choose the correct forms.

- 1 **Agnes:** Alberto would never go climbing. It's too dangerous for him.
Mel: Really? *He would / I would / We are!* It looks like such fun, don't you think?
- 2 **Sheila:** My parents haven't been jogging for weeks.
Freddy: Ha, *nor do they / nor have mine / so have yours.* And we're lazy teenagers!?
- 3 **Jasmin:** I can't say I like playing basketball very much.
Tanya: Oh, *I can / I like / I did.* In fact, I think it's the best sport ever!
- 4 **Fran:** I'm planning to go swimming this afternoon.
Liza: Really? *So am I / So do I / So will I.* We can go together if you like.
- 5 **Lexie:** Marcelle had never been ice-skating before yesterday.
Denise: And *nor has / so hadn't / neither had* Jane. They were quite good though, weren't they?

4 ★★ Choose the correct answers A–C.

MyBlog.com

I've just ¹ ___ a conversation with my sports coach and I have to say I'm a bit disappointed. He thinks I'm not ready to run in the mini-marathon next month. Really? Well, ² ___. I wouldn't say I wanted to do it if I didn't feel ready. What does he know? But maybe he doesn't understand – I don't actually care about winning and neither ³ ___ he. What I really care about is getting more racing experience. I believe that's more important – and my parents ⁴ ___. Which is why I'm going to enter the marathon with or without the support of my running coach. What do you think? Do you think I'm making a big mistake? I ⁵ ___. I'm sure it is a good idea! And ⁶ ___ my friend Sophie, who thinks I might even come in the top 100.

- 1 A have B had C done
 2 A I do B I don't C he doesn't
 3 A should B would C could
 4 A are too B do too C have too
 5 A don't B haven't C didn't
 6 A either does B too does C so is

5 ★★ Complete the sentences with phrases showing similarities (+) or differences (–) in situations. Sometimes more than one answer is possible.

- Rico:** I can't swim very well, I'm afraid.
Noah: Really, *neither / nor can I* (+)
- 1 **Pauline:** I'm going to the cup final on Sunday.
Lucas: Oh, _____ (+) actually. We can go together.
- 2 **Alba:** I have never played volleyball.
Rosie: Don't worry, Jamie and George _____ (+).
- 3 **Krysta:** Oh, no. I didn't bring any tennis balls with me.
Johanna: What? _____ (+). Can we buy some here?
- 4 **Ayleen:** Heather loves watching Kyle play football.
Lynn: _____ (+). I think he's wonderful.
- 5 **Keren:** I'll never win a sports competition.
Ossie: Really? _____ (–). I'm quite sporty, I think.

6 ★★ Complete the sentences with the words in brackets. You may need to add words. Use at least three words.

- James is going on an adventure holiday in June and *so are we* (we).
- 1 I've had my hair cut short for the race and _____ (Angelica).
- 2 Stacy's parents didn't go horse racing and _____ (my).
- 3 Those little children are running very fast and our _____ (too).
- 4 Evelyn won't wear the new uniform and _____ (I).
- 5 My school doesn't have a football pitch and _____ (your).

1 Match the opening sentences 1–3 with techniques a–c.

- 1 My dream of going on safari finally came true last year, but it almost turned into a nightmare!
 - 2 How high is a mountain?
 - 3 What's the worst thing your best friend has ever said to you?
- a Asking a rhetorical question
 - b Referring to personal experience
 - c Speaking directly to the reader

2 Complete the advice for writing a story with the words from the box. There are two extra words.

(adjectives character conclusion ending opening problem scene speech tenses title)

- 1 Give your story a catchy **title**.
- 2 Use direct _____ to make the story come alive.
- 3 Give your story a memorable _____.
- 4 Set the _____ by saying where and when the story is set and who is involved.
- 5 Include a _____ or introduce an exciting situation.
- 6 Use a range of narrative _____ to tell your story.
- 7 Write a strong _____ sentence to engage the reader.
- 8 Include a variety of adverbs and _____ to make the language interesting.

3 Read the story *An African Thriller* and match the underlined sentences and phrases with the advice in Exercise 2.

- 1 a 2 3 4 5 6 7 8



- 4 Complete the story in Exercise 3 with the correct form of the verbs in brackets. Where possible, use the Past Perfect or the Past Continuous.
- 5 Read the story *A Mistake on the Mountain*. Choose the correct linkers.

A Mistake on the Mountain

How high is a mountain? I've reached many peaks, but on this trip everything possible went wrong.

My best friend Joe and I arranged to meet early one morning in summer. We both know mountains are dangerous, but it was also really **hot** / _____ so ¹after that / before we left we had agreed to pack a map, some water and just a few snacks.

²After a couple of hours / By the end of the journey, the path started to get very difficult. We had intended to reach a small lake ³by lunch time / the following afternoon but we couldn't find it. We kept looking at the map but we didn't want to waste time arguing, so we just kept walking. ⁴Later / At first, we saw it. But strangely, it looked different to what we had expected.

⁵By the end of the afternoon / On the first morning we had finished all our food and water and were feeling extremely **tired** / _____. We weren't walking anymore either, we were climbing. I was quite **scared** / _____.

Suddenly Joe shouted excitedly. 'I can see the top!' ⁶Finally / Later, we had arrived. We felt really **good** / _____. While we were looking at the view, we clearly saw the mountain we had planned to climb. We were on the wrong mountain! Luckily, we found an easier path down.

⁷After that / Eventually we got back home. Everyone was very impressed with our amazing achievement, so we decided not to mention our big mistake!

6 Replace the adjectives in bold in the story in Exercise 5 with stronger adjectives from the box. There are two extra words.

(angry awesome awful boiling exhausted terrified)

^aAn African Thriller

^bMy dream of an African safari finally came true last year, but it almost turned into a nightmare! ^cIt was our third night in Africa and my sister Jenny and I were getting ready for bed in our log cabin. It **had been** (be) an amazing day and we were completely exhausted but we couldn't stop talking about the incredible animals we ¹_____ (saw) that morning. ^dTen minutes later we had just put out the light when Jenny screamed.

Earlier that day, our guide ²_____ (tell) us stories about dangerous African animals.

^eOne man ³_____ (work) outside when a rhinoceros ⁴_____ (begin) to run after him.

^eAnd two girls spent the night in a tree after a crocodile had tried to eat them. The guide warned us to check under our beds before going to sleep. Of course we thought he ⁵_____ (joke).

I ⁶_____ (look) where Jenny ⁷_____ (point) and then I saw it. A huge snake ⁷ was lying under the table right next to the door. I was ^fabsolutely terrified. ^gQuick! Get in the cupboard' I shouted. As we were running for safety, I grabbed my phone. After we ⁸_____ (shut) the cupboard door, I ⁹_____ (ring) our guide.

He quickly arrived to help. While he ¹⁰_____ (shine) his torch under the table, Jenny and I ¹¹_____ (realise) our mistake.

^hIt wasn't a snake after all, just some rolled up clothes. I ¹²_____ (never/be) so embarrassed in all my life.

7 Read the task below. Then read the story *The Extra Special Surprise* and write the verbs in the correct form.

Your school is holding a competition for the best short story about a surprising turn of events. Write your story and include and develop these points:

- Begin your story by setting the scene and introducing a problem or interesting situation.
- Describe what happened using a range of tenses.
- Use direct speech and different words and phrases to make the story interesting for the reader.
- Give your story an exciting, funny or unexpected ending.

The Extra Special Surprise

What's the worst thing your best friend can ^asay / to say / saying to you? 'I won a volleyball scholarship in Australia and I'm moving away'. Zara ¹_____ (always / be) sporty. While she ²_____ (win) prizes, I was cheering her on or coming last! I was very upset but I intended ^bdo / to do / doing something special before she left.

Zara loves surprises, so I wanted ^corganise / organising / to organise a surprise leaving party. I told a few friends but warned ^dthem not to tell / not to tell them / them not telling anyone.

First I arranged the food. Zara's favourite café promised to deliver cakes on the day. Next I spent time ^eto make / make / making a playlist with our favourite songs. By that evening I ³_____ (make) decorations too – photos of Zara scoring goals and beating opponents. While I ⁴_____ (look) at the photos, I ⁵_____ (feel) sad again.

Finally, after I ⁶_____ (prepare) everything, I couldn't avoid ^ftell / telling / to tell people any longer. Everyone ⁷_____ (be) excited.

We ⁸_____ (hide) when Zara ⁹_____ (arrive). 'Surprise!' we shouted. 'We're so sad you're leaving that we decided ^gto have / have / having a party', I ¹⁰_____ (say), to explain. Zara looked shocked, then gave a huge smile.

'I have a surprise for you, too' she said. 'I'm not leaving after all! I got into our national team, so I can ^hto train / training / train at home!'

8 Read the story again and choose the correct verb forms a–h.

SHOW WHAT YOU'VE LEARNT

9 You have decided to write a short story for your class magazine. The theme of the next edition is 'Pushing your limits.' Include and develop these points:

- Begin your story by setting the scene and introducing a problem or interesting situation.
- Describe what happened using a range of tenses.
- Use direct speech and different words and phrases to make the story interesting for the reader.
- Give your story an exciting, funny or unexpected ending.



SHOW THAT YOU'VE CHECKED

Finished? Always check your writing. Can you tick ✓ everything on this list?

In my story:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| • I have given my story an interesting title. | <input type="checkbox"/> |
| • I have started my story by setting the scene and introducing a problem or interesting situation, e.g. <i>It was the last thing we were expecting, Just when we thought we were safe, Jack and I realised our mistake.</i> | <input type="checkbox"/> |
| • I have described what happened using a range of tenses, e.g. <i>We were both feeling quite nervous, We'd booked lessons before we arrived.</i> | <input type="checkbox"/> |
| • I have used different words and phrases to make the story interesting for the reader, e.g. <i>We were completely exhausted, Eventually ...</i> | <input type="checkbox"/> |
| • I have included direct speech to make the story come alive, e.g. <i>'What are you doing?'</i> | <input type="checkbox"/> |
| • I have given my story an exciting, funny or unexpected ending. | <input type="checkbox"/> |
| • I have divided my story into paragraphs. | <input type="checkbox"/> |
| • I have checked my spelling and punctuation. | <input type="checkbox"/> |
| • My text is neat and clear. | <input type="checkbox"/> |

SPEAKING

2.8

Asking for and giving an opinion
 • agreeing and disagreeing

1 Translate the phrases into your own language.

SPEAKING BANK

Asking for someone's opinion

What do you think about ...? _____

Giving an opinion

I think ... _____

I (just) don't think ... _____

If you ask me ... _____

The thing is ... _____

To be honest ... _____

Agreeing with an opinion

I agree. _____

That's true. _____

Absolutely! _____

Half agreeing with an opinion

I'm not so sure about that. _____

I'm not convinced. _____

Disagreeing

That's not true. _____

I'm sorry, I don't agree with you. _____

Disagreeing strongly

No way! (informal) _____

Are you kidding? (informal) _____

I'm afraid I completely disagree. _____

Not having strong opinions

Personally, I don't feel strongly one way or the other. _____

2 Choose the appropriate response.

1 **Tim:** What do you think about the fact that professional footballers are paid so much money?

Tom: *To be honest / No way, I think it's ridiculous.*

2 **Jane:** Do you think we will win the next World Cup?

Jean: *Are you kidding? / That's true.* With our current team we don't have a chance.

3 **Paul:** Aerobics is only for women.

Paula: *That's not true / I agree.* There are several men in my class.

4 **Sarah:** Oh come on, referee! That was clearly a foul. Don't you think, Sam?

Sam: *I'm not convinced / Absolutely.* It looked OK to me.

5 **Matt:** I just don't think we do enough sport at school.

Mary: *The thing is / I agree* I don't really enjoy sport, so I don't mind.

6 **Neil:** Helen thinks motor-racing is too dangerous and should be banned.

Noel: *Well, I agree / If you ask me* the drivers have a choice, don't they? They don't have to take part.

7 **Jack:** I'm glad they have decided to let girls play in the school football team, aren't you?

Jackie: *Personally, I don't feel strongly one way or the other / Absolutely.* I suppose it's good for the girls who are into football. I'd prefer to go to the gym.

3 Complete the dialogue between Scott and Owen. The first letters are given.

Scott: Did you see that there's going to be a big boxing match at the new stadium next month? Do you fancy going?

Owen: Boxing? No thanks. In my opinion, boxing isn't even a sport. I **t**hink it's horrible.

Scott: Really? Well, I'm **1**s_____, I don't **a**_____ **w**_____ **y**_____. I think it's really exciting to watch. Boxers are skilled athletes.

Owen: **2**A_____ you **k**_____? Watching grown men try and kill each other is not what I call exciting. Personally, I don't find violence entertaining.

Scott: I'm **3**n_____ **c**_____. People have been playing and watching violent sports for thousands of years.

Owen: **4**T_____ **t**_____, but that doesn't make it right. People have been fighting wars for thousands of years. Do you think war is exciting too?

Scott: Of course not, but **5**I **d**_____ **t**_____ you can compare boxing to war. For a start, the boxers have a choice. They don't have to fight.

Owen: Well, if you **6**a_____ **m**_____, there's always a choice whether it's boxing or war.

Scott: Well, perhaps. Hey, how about this – maybe instead of fighting wars, we could put world leaders in the boxing ring. I bet you'd watch that.



Student A, look below. Student B, go to page 135.

1 In pairs, ask and answer the questions.

Talk about looks and personality.

- 1 How do you find out about clothes that are in fashion and out of fashion?
- 2 Do you think it's important to have a break from your routine sometimes? Why?/Why not?
- 3 Do you think you come across as friendly when you first meet someone? Why?/Why not?
- 4 Have you ever lost touch with a friend? What happened?
- 5 When was the last time you wore brightly-coloured clothes? Why?

2 Discuss this question together. 'Is winning more important than taking part in a sport?' What do you think?

For taking part:

Taking part in a sport ...

- is fun and thrilling! It doesn't matter who wins!
- is a great experience that helps you learn about yourself and other people.
- is great exercise for your body and mind (without the pressure to win!).
- is good preparation for life. You don't always win but you can learn a lot by fighting hard along the way!

3 Look at the two photos showing people at sporting events. What can you see in the photos? Which activity would you prefer to do? Why?



4 Read the instructions on your card and role-play the conversation.

Student A:

You and your friend (Student B) are discussing a suggestion that sports should be removed from the curriculum.

- Greet Student B and ask his/her opinion on the subject.
- Half agree with Student B's opinion, but give your own opinion too: say that doing a sport is important for general health and fitness.
- Disagree with Student B's opinion. Explain that students don't have a lot of free time, so it's hard to organise sports.
- Say that you'll have to agree to disagree on the subject.

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words from the box. Change the form if necessary. There are two extra words.

(fan goal lose pick phase
power teammate win)

The team's **fans** ran onto the basketball court to celebrate with the players at the end of the game.

- I think we've _____ this game. I haven't got any good cards to play. And you?
- I hurt my arm when my _____ dropped me on the court while we were celebrating. How embarrassing, eh?
- Badminton isn't too hard to play if you play tennis and I'm sure you'll _____ it up quickly.
- Congratulations on a good result, but this is only the first _____ of the competition. There's still a long way to go!
- Ryan scored the fastest _____ ever by a player in our team – 12 seconds after the match had started!

/5

- 2 Complete the sentences. The first and last letters are given.

My brother's a **referee** for the local football league and he loves giving players yellow cards.

- My athletics **t** _____ **r** says I'm good enough to be a professional one day.
- My great grandad is 78 but he still **k** _____ **s** in shape by going Nordic walking.
- Celia is **s** _____ **s** and always wears the same socks when she's competing in a race.
- Sebastian isn't a very **a** _____ **e** person. In fact, I don't think I've ever seen him do any sports or other physical exercise.
- To get a body like Arnold Schwarzenegger you have to do lots of **r** _____ **e** lifting of heavy weights. It must be quite boring, really.

/5

- 3 Choose the correct option.

I didn't know your little brother played chess. When did he _____ into that?

(A) get B came C broke

- What a terrible match! Our team _____ and I injured my foot.
A defeated B lost C beat
- We are all hoping that the Austrian ski jumper won't _____ up because of his bad performance at the Winter Olympics.
A break B hang C give
- LeBron James _____ 34 points for Los Angeles in last night's big game against Miami.
A won B scored C threw
- Of course, the most important thing is taking part in a sports event, but I really like to beat my _____ too.
A opponent B teammate C supporter
- We decided to have a break from our _____ of waking up early to go jogging. Instead we slept late and had a lazy breakfast in a local café.
A custom B routine C practice

/5

- 4 Choose the correct words.

Unfortunately, we weren't watching when Bolt (**won**) / had won / was winning the 200-metre race.

- Chloe finally beat her personal best time because she **trained** / had trained / was training so hard.
- Dan tried snowboarding when he **went** / had gone / was going to the French Alps.
- The marathon finally **ended** / had ended / was ending when the last runner crossed the finishing line after almost 6 hours.
- Andrew was prepared for the freezing temperatures because he **surfed** / had surfed / was surfing in winter before.
- Naomi wasn't actually skating when she **hurt** / had hurt / was hurting her foot. She was trying to take her skate off!

/5

- 5 Complete the sentences with the correct forms of the verbs in brackets.

If our team manages **to win** (win) the European Championships, I will buy everyone dinner.

- I remind my players _____ (not/get angry) with the referee. Shouting and complaining doesn't help.
- Do you really enjoy _____ (jog) when the temperatures are so high?
- I think I might _____ (join) the gym again. I've put on so much weight recently.
- Our PE teacher made the boys _____ (do) aerobics after they said it was easy and only for girls. They were exhausted afterwards.
- Jenny misses _____ (play) badminton with her sister now that she's gone to university.

/5

- 6 Choose the correct answers A–C.

Adzo Kpossi from Togo, Africa, **B** the youngest athlete at the Olympic Games in 2012. When she ¹ _____ into the water in London to compete in the women's 50 metres freestyle event, she was just 13 years old. In the qualifying race, she ² _____ second to Nafissatou Moussa Adamou, a 14-year-old from Niger, but beat her own personal best time. Before she arrived in London to represent her country, she ³ _____ lots of training at a hotel in Sarakawa, which was the only place in her part of the country with a swimming pool. Although she failed ⁴ _____ any medals, Kpossi was later asked ⁵ _____ the flag for Togo at both the opening and closing ceremony of the 2016 summer Olympics and hopes to be present at the 2020 games in Tokyo.

- | | | | |
|---|-------------|--------------|-------------|
| | A had been | (B) was | C was being |
| 1 | A dived | B was diving | C had dived |
| 2 | A got | B came | C lost |
| 3 | A was doing | B has done | C had done |
| 4 | A to win | B win | C winning |
| 5 | A to carry | B carry | C carrying |

/5

Total /30

USE OF ENGLISH

7 Complete each pair of sentences with the same answer A–C.

Would you ___ if I closed the window? It's pretty cold in here.

Regular yoga and meditation can give you real peace of ___.

- A mind B like C think

1 When you reach the ___ of no return, you can never go back!

We need one more ___ to win the match. Come on The Blues!

- A score B point C goal

2 How did you ___ Antonio into going jogging with you at 6 a.m.?

Mr Brown wants to ___ to me about missing too many training sessions.

- A speak B talk C chat

3 My grandfather was a great athlete and I really ___ up to him and his achievements in sport.

Oh, ___! Isn't that Boris Becker, the ex-Wimbledon champion?

- A see B watch C look

4 Barry has always wanted to ___ out bowling, so he's looking forward to tonight's game.

Where can I ___ on this tracksuit to see if it fits me?

- A try B go C put

5 Henrikson has had to ___ out of the race after pulling a muscle in his leg.

Please, be careful with that expensive trophy.

Don't ___ it!

- A fall B break C drop

/5

8 Complete the sentences with the correct form of the words in brackets.

Footballers Lionel Messi and Cristiano Ronaldo share the same *superstition* (SUPER) – they must both be the last players onto the pitch.

- Boxers need a lot of _____ (RESILIENT), because they have to pick themselves up every time they get knocked down.
- I find the best way to _____ (ACTION) myself in the mornings is to do fifteen minutes of yoga.
- My manager has been very _____ (SUPPORT) of my decision to quit the national team.
- King Kong and Godzilla are probably some of the most _____ (POWER) creatures created by the film industry before the dinosaurs in *Jurassic Park*.
- At the last minute, I noticed that my passport was out-of-date. That was a _____ (DECIDE) moment.

/5


9 Complete the sentences using the prompts in brackets. Change the forms or add new words where necessary. Use up to six words in each gap.

The manager *forced us to train* (force / we / train) despite the bad weather.

- Javier _____ (not / stand / lose) and gets very upset whenever he doesn't win.
- Janice, could you _____ (teach / swim)? I really trust you and you're always patient with me.
- When I was a kid, my parents _____ (not / allow / do) karate, but I've always wanted to try it.
- Mum _____ (warn / not / climb) the tree in our garden – but then, of course, I did and I fell out and broke my arm.
- While the coach _____ (tell / the team / believe) that they really could get to the final, one of the footballers started to laugh.

/5

10 Complete the text with one word in each gap.



It's one of the most unusual competitions in the UK, but every spring thousands of spectators gather at Cooper's Hill in Gloucester to cheer ¹ _____ participants in the annual cheese rolling race. It's a dangerous way to burn calories ² _____ because the event basically involves throwing a large 'wheel' of cheese down a hill, and then throwing yourself down after it. The first person to the bottom of the hill wins the ³ _____ – a large 'wheel' of Gloucester cheese!

Chris Anderson, 29, from nearby Brockworth is the current champion and has now equalled the record of 20 wins held by one person. Chris first ⁴ _____ in for the competition at the age of 16 and won his first race one year later. Next year he hopes to break the record and become the first person to win 21 races.

If you fancy ⁵ _____ Chris on at cheese rolling, you'd better be quick – he is thinking of retiring soon. Plus, you should also know that Cooper's Hill has an angle of 70 degrees and the cheeses travel downhill at over 110 kilometres per hour!

/5

Total /20

Exercise 2

- 2 a court** – basketball, volleyball, handball, netball, tennis, badminton, squash
a course – golf, horse racing
a pitch – football, rugby, cricket, hockey
a rink – skating, ice hockey
a track – motor racing, athletics
a ring – boxing, wrestling, sumo
- 4** badminton player, ice hockey player, table tennis player, volleyball player, kayaker, rower, sailor, skater, skier, aerobics (nothing), boxer, judo and karate (nothing), yoga (nothing or 'yogi')

It's just a game

You can't score if you don't shoot.

A proverb

BBC



THE BRUJAS

5 Watch the BBC video. For the worksheet, go to page 118.

UNIT 2 VIDEOS

BBC The Brujas

5

GRAMMAR ANIMATION

Lesson 2.2 6 Lesson 2.5 7

FOCUS VLOG About sport

Lesson 2.6 8

ROLE-PLAY

Lesson 2.8 9

18

REFERENCES

Videoscript p. 196

Using videos in the classroom p. T14

EXTRA ACTIVITIES

• Photocopiable resource 6 A sports crossword (15 min.) pp. 206, 223

• Extra digital activities: Vocabulary Checkpoint

• In pairs, students take turns to call out a sports word, e.g. basketball,

VOCABULARY

2.1

Sport • phrasal verbs • collocations

• people in sport

I can talk about sports.

SHOW WHAT YOU KNOW

1 Add the verb *do*, *go* or *play* to each list of sports/forms of exercise.

1 play badminton, basketball, ice hockey, table tennis, volleyball, American football

2 go kayaking, cycling, rowing, sailing, skating, skiing

3 do aerobics, athletics, boxing, judo, karate, yoga

2 SPEAKING Add any other sports you know to the lists. Then discuss the questions.

1 What other sports do you do, go, play (or watch)?

2 Which sports do you do on a court, a course, a pitch, a rink, a track or in a ring?

3 Which are individual sports and which are team sports?

4 What do you call the people who do these sports?

basketball – basketball player cycling – cyclist

athletics – athlete



- 3 Read the blog post and comments. Then write your own comment and compare it with a partner.
- 4 **SPEAKING** Discuss these choices. Which do you prefer and why?
- 1 individual sports or team sports?
 - 2 indoor sports or outdoor sports?
 - 3 winter sports or summer sports?
 - 4 doing sport or watching sport?
 - 5 sport or no sport?

SPORTING QUESTIONS

Following news this week that the total number of teenagers taking up team sports has fallen, we're asking why so many people prefer individual sports. Sure, there are advantages: if you work out at the gym, you **burn off** calories and **keep in shape** and do it at a time that is convenient for you. But what about the friendship and the feeling of togetherness you get when you play for a team?

Are you a team player or do you prefer to do it alone? Here's what our readers said.



Jordan, 16

Not everyone has the confidence or the ability to participate in team sports. I'm 16 and I like **taking on** new challenges, but I'm not good enough to **get into** my school football team.



Jack, 17

When I play tennis, it's just me against my opponent – it's quite lonely without teammates. When I'm preparing for a competition I just see my coach. When I compete in a tournament and I **beat an opponent**, there's just my family **to cheer me on**. I love tennis, I love **winning matches**, but I miss the sense of belonging you get in a team.



Sherri, 16

I prefer team sports, but sometimes it's difficult when you **let your team down**. Last year, I had such a lot of school work that I had to **drop out of** my basketball team halfway through the season. I felt terrible.



Megan, 17

I do an individual sport, karate, but I feel part of a team and I'm motivated to **score points** for my club. I **go in for** competitions, and when I **came first** recently, I felt it was for the club, not for myself. With the trainers, other club members and supporters, it's like a big family.

WORD STORE 2A Phrasal verbs

- 5 **1.18** Complete WORD STORE 2A with the base forms of the phrasal verbs in red in the blog. Then listen, check and repeat.
- 6 **SPEAKING** Complete the questions with the verbs in WORD STORE 2A. Then ask and answer.
- 1 Are you somebody who likes to **take** on a challenge?
 - 2 What do you shout when you **cheer** your team on?
 - 3 Do you think a national team **lets** the country down when it loses?
 - 4 Have you ever had to **drop** out of a team for any reason?
 - 5 Which school team is it easiest to **get** into?
 - 6 Does your school **go** in for many inter-school competitions?
 - 7 What is the best type of exercise to **burn** off calories?

WORD STORE 2B Collocations

- 7 **1.19** Complete WORD STORE 2B with the underlined words in the blog. Then listen, check and repeat.
- 8 **1.20** Put the lines of one person's views about sport in the correct order. Then listen and check.
- 1 I'm not into competitive sport. I'll never **break**
 - 7 **a goal!** I like being healthy and **keeping**
 - 6 **first.** I've seen men cry when the opposing team **scores**
 - 3 **a prize** for sport. In fact, I usually **come**
 - 2 **a world record**, and I'm sure I'll never **win**
 - 4 **last** in races and if I'm in a team we always **lose**
 - 8 **in shape.** But I don't need to **beat**
 - 5 **the match.** I don't understand people who need to **come**
 - 9 **my opponent** – I'm happy just to take part.
- 9 **SPEAKING** Discuss which is more important: to win or to take part?

WORD STORE 2C People in sport

- 10 **1.21** Match the pictures in WORD STORE 2C with the words in the box. Then listen, check and repeat.
- 11 Complete the sentences with the words in WORD STORE 2C.
- 1 We play for the same team. He's my **teammate**.
 - 2 I have a whistle, a red and a yellow card. I'm a **referee**.
 - 3 I organise training and help you improve. I'm your **trainer/coach**.
 - 4 I follow my team everywhere. I'm their biggest **fan/supporter**.
 - 5 I play against you. I want to beat you. You're my **opponent**.
 - 6 I buy a ticket and watch the game. I'm a **spectator**.
- 12 **SPEAKING** Work in pairs. Student A: think of a sport. Student B: use the vocabulary from the lesson and ask twenty yes/no questions to find out the sport your partner is thinking of.

B: Is it a team sport? A: Yes.

19

- In groups, with books closed, students try to write a sports word for every letter of the alphabet, e.g. *athlete, boxing, coach* ...

WORKBOOK

pp. 18–19, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 2.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 20.

2.2

GRAMMAR

Narrative tenses

I can describe a past event using the Past Simple, Perfect and Continuous.

1 Read *Running Wild*. Answer the questions.

- Had Chris Stewart run in Africa before? **No.**
- Why wasn't he running very fast?
Because he wanted to save energy.
- Why did a local runner overtake him at high speed?
Because a rhinoceros was chasing them.

RUNNING WILD

Chris Stewart and two other British **athletes were competing** in a 20-kilometre race in Kenya. **They hadn't competed** in Africa before, but **Chris believed** that it was important to save energy on a long-distance race so **he wasn't running** very fast. After three kilometres, **he was leading** when suddenly, **a local runner overtook** him at high speed. **He knew** his rival would get tired later in the race so **he didn't speed up** – but then **he looked round and saw** that **a large rhinoceros had crashed through** the trees next to the road and **it was chasing** after them ...

2 Look at the verb phrases in blue in the text. Put them in the correct category below.

- Past Simple: *Chris believed*
- Past Continuous: *athletes were competing*
- Past Perfect: *They hadn't competed*

3 Read the GRAMMAR FOCUS and complete it with the name of the appropriate tense.

GRAMMAR FOCUS 66

Narrative tenses

- You use the ¹**Past Continuous** to set the scene.
... *athletes were competing* in a 20-kilometre race in Kenya.
- You use the ²**Past Simple** to describe the main events of a story.
He didn't speed up – but then *he looked round and saw* ...
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer unfinished action (Past Continuous).
He was leading when suddenly, *a local runner overtook* him.
- You use the ³**Past Perfect** to make it clear that one past action happened before another past action.
He saw that a large rhinoceros *had crashed through* the trees.

Exercise 2

Past Simple:

a local runner overtook; He knew; he didn't speed up; he looked round and saw

Past Continuous:

he wasn't running; he was leading; it was chasing

Past Perfect:

a large rhinoceros had crashed through

Exercise 6


- Had Trautmann ever played in an FA Cup final before?
- What position was Trautmann playing when he got injured?
- How did Trautmann hurt himself?
- Did Trautmann stay on the pitch for the whole game?
- Why did doctors think Trautmann was lucky?

Exercise 7

- Manchester City; 3–1.
- No.
- Goalkeeper.
- He dived for the ball.
- Yes.
- Because he had broken his neck.

4 Choose the best ending for each sentence. Compare with a partner.

- Tom couldn't play because
a he had forgotten his trainers. **b** he forgot his trainers.
- Jeff broke his leg when
a he skied. **b** he was skiing.
- The referee blew his whistle and
a the game started. **b** the game was starting.
- Sue and Jenny were excited because
a they hadn't been to a football match before. **b** they didn't go to a football match before.
- It was snowing when
a the marathon had begun. **b** the marathon began.
- Paula was leading the cycle race when
a she fell off her bike. **b** she had fallen off her bike.

5  1.22 Read *Lucky Break* and choose the correct verb form. Then listen and check.

LUCKY BREAK



In 1956, goalkeeper Bert Trautmann ¹*was playing* / *had played* for Manchester City in his first FA Cup final when he ²*dived* / *was diving* for the ball in the 75th minute. He ³*was knowing* / *knew* that he ⁴*hurt* / *had hurt* himself but he ⁵*was carrying on* / *carried on* playing. He ⁶*helped* / *had helped* his team to beat Birmingham City 3–1. He then ⁷*had gone* / *went* to hospital where the doctors couldn't believe he ⁸*had been* / *was* still alive. He ⁹*was breaking* / *had broken* his neck!

6 Write questions about *Lucky Break* using the correct tense.

- Who / win / the 1956 FA Cup final and what / be / the score?
Who won the 1956 FA Cup final and what was the score?
- Trautmann / ever play / in an FA Cup final before?
- What position / Trautmann / play / when he got injured?
- How / Trautmann / hurt himself?
- Trautmann / stay / on the pitch for the whole game?
- Why / doctors / think / Trautmann was lucky?

7 **SPEAKING** Ask and answer the questions in Exercise 6.8 **SPEAKING** You are going to tell your partner a story. Choose option A or option B. Think about what to say and how to say it. Then tell the story.

Option A: Think of an exciting sports event you've seen or an exciting game you've played in.

Option B: Choose one of the true stories in this lesson. Close your book.

I'll never forget the time I scored the winning goal for our school team. We were playing in the final of ...

Grammar page 135

REFERENCES

Culture notes p. 172

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 7 A solitary triathlete (15 min.) pp. 206, 224

• Extra digital activities: Grammar Checkpoint

• Students tell each other sports event stories using the Past Simple and Past Continuous.

WORKBOOK

p. 20, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.2, Grammar.
- Ask students to think about the following questions: *Which sports star do you think is a good role model for young people? Why?*

2.3

LISTENING

Note completion

I can understand the key points of a radio interview on a familiar topic.

1 **SPEAKING** Discuss what you know about the sports people in photos A–C.

2 **1.23** Listen and match each speaker with their favourite sports star A–C. What human quality do all three sports stars have in common?

Speaker 1: **C** Speaker 2: **A** Speaker 3: **B**

3 **1.23** Match sports stars A–C with three adjectives each according to the speaker's opinions. Then listen again and check.

- caring **C** courageous **B** determined **B**
- generous **C** passionate **C** positive **B**
- powerful **A** strong **A** supportive **A**

4 **SPEAKING** Discuss which sports star you would choose as a good role model. Give reasons for your choice.

5 **1.24** Listen to an interview with Jackie Smith, a windsurfing champion. Answer the questions.

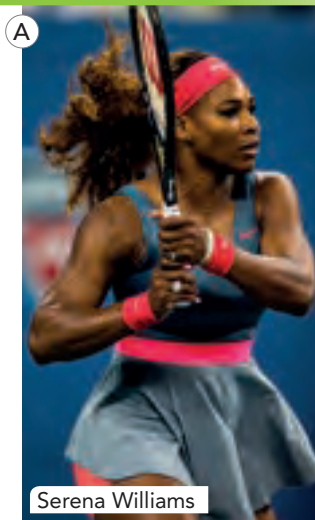


- Who were her role models when she started windsurfing? **Her mum and cousin Rachel.**
- What other water sports has she tried? **Sailing, swimming, rowing**
- Who are her role models now? **Mum and Rachel.**

EXAM FOCUS Note completion

6 **1.24** Listen again and complete the sentences with a word or short phrase.

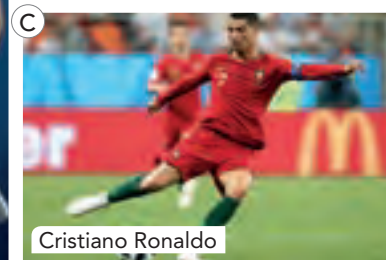
- Jackie was **sixteen** when she won the international windsurfing championship.
- When Jackie's mum was **a teenager**, she took part in windsurfing events herself.
- Jackie learnt to swim when she was about **seven**.
- Although Jackie is **two years** younger, she has always admired Rachel.
- Jackie and Rachel both became members of a **children's sailing club** when they were young.
- Jackie's mum encouraged her when she took up **rowing**.
- In Jackie's first windsurfing competition, she finished in **fifth** place.
- Jackie thinks that she is very much like her **mum**.



Serena Williams



Robert Kubica



Cristiano Ronaldo

WORD STORE 2D Phrasal verbs

7 **1.25** Complete WORD STORE 2D with the phrasal verbs in the box. Then listen, check and repeat.

8 **SPEAKING** Complete the questions with the particles in WORD STORE 2D and then discuss them with a partner.

- In terms of sporting ability, do you take **after** your mother or your father?
- Has anybody ever talked you **into** taking up a sport or joining a team?
- What new sport or leisure activity would you like to try **out**?
- Which sports person do you look **up** to?
- Do you find it easy to pick **up** the rules to a new game or sport?
- Have you ever given **up** in a race and just stopped?
- Think of a sport you don't like. What puts you **off** it?

PRONUNCIATION FOCUS

9 **1.26** Listen and repeat the words in the table.

Sound	Examples
1 /i:/	team <u>ski</u> <u>speed</u>
2 /ɜ:/	serve <u>first</u> <u>world</u>
3 /ɔ:/	sport <u>court</u> <u>draw</u>
4 /u:/	shoe <u>grew</u> <u>lose</u>
5 /a:/	start <u>arm</u> <u>heart</u>

10 **1.27** Add the words in the box to the table in Exercise 9. Then listen, check and repeat.

- (**arm** **court** **draw** **first** **grew** **heart** **lose**
ski **speed** **world**)

REFERENCES

Culture notes p. 172
Audioscript pp. 181–182

EXTRA ACTIVITIES

Students listen to the interview with Jackie Smith again and then role-play it.

WORKBOOK

p. 21

NEXT CLASS

Ask students to find out about Rafael Nadal. Use this to lead into the next lesson.

Gapped text

I can identify key information in an extended article.

1 SPEAKING Complete UK TODAY with the words in the box. Then discuss the questions.

champions district grass matches
tournament white

- What other tennis tournaments do you know?
- How many tennis players can you name in 60 seconds?
- What are the rules of tennis – how do you score?

2 Match the sportspeople with the rituals.

- Sidney Crosby (Canada, ice hockey) **(e)**
- Stephanie Rice (Australia, swimming) **(c)**
- Cristiano Ronaldo (Portugal, football) **(d)**
- Laura Kenny (UK, cycling) **(b)**
- Rafael Nadal (Spain, tennis) **(a)**

- always waits near the net to let the opponent reach his/her chair first.
- steps on a wet towel while wearing clean socks before a race
- swings his/her arms eight times, splashes his/her body with water four times and then presses his/her goggles into his/her face four times.
- steps onto the pitch with his/her right foot first
- has used the same stick for years

3 Read the note about Rafael Nadal and then read an extract from his autobiography. Answer the questions.

- What are the five steps in Nadal's final preparations for the match?
- Which Wimbledon rule upsets Nadal's rituals?
- How often does Nadal drink from his water bottle?
- How important are his family to Nadal at a tournament like Wimbledon?
- Why doesn't Nadal smile during the match?

EXAM FOCUS Gapped text

4 Read the text again. Complete gaps 1–3 with sentences A–E. There are two extra sentences.

- We shook hands, exchanged the faintest of smiles, and then each pretended the other wasn't there.
- Some call it superstition, but it's not. If it were superstition, why would I keep doing the same thing over whether I win or lose?
- It's another manoeuvre that requires no thought, but I do it slowly, carefully, tying it tightly and very deliberately behind the back of my head.
- At one o'clock, with an hour to go before the start of play, we went back down to the locker room.
- It's part of Wimbledon protocol on Final Day. It doesn't happen anywhere else.

UK TODAY

- Wimbledon is the world's oldest tennis ¹tournament, established in 1877.
- Wimbledon is a ² district in southwest London.
- It is the only Grand Slam played on ³ grass.
- Players must wear mostly ⁴ white clothes.
- There are 674 ⁵ matches over the two weeks.
- ⁶ Champions receive a ¾ size replica trophy.

5 **1.29** Match the expressions in the box with the definitions. Use the phrases in blue in the text to help you. Then listen and repeat.

the point of no return repeat a sequence
the first/last step a decisive moment
do the same thing over give sb peace of mind
a break from your routine the first/last phase

- sth different from what you normally do = a break from your routine
- an important point in time = a decisive moment
- the first/last stage in a process = the first/last phase
- the first/last action in a series of actions = the first/last step
- make sb feel calm = give sb peace of mind
- the moment when you can no longer change anything = the point of no return
- repeat one action = do the same thing over
- do a series of actions again = repeat a sequence

6 **SPEAKING** Choose three expressions in Exercise 5 and write your own sentences. Discuss how important rituals and routines are in your life.

WORD STORE 2E Word families

- 1.30** Complete WORD STORE 2E with the correct form of the underlined words in the text. Mark the stress in the new words. Then listen, check and repeat.
- Complete the sentences with the correct form of the words in WORD STORE 2E. Which sentences are true for you? Compare with a partner.

- I'm not a superstitious person. (superstition)
- I find it difficult to show resilience when people criticise me. (resilient)
- I know swimming is good for me, but I find it boring and repetitive. (repeat)
- I'm sure that leaving school will be a decisive moment in my life. (decide)
- I don't lead a very active life. I'm quite lazy and don't like sports. (action)

A: *I'm definitely not a superstitious person. What about you?*

B: *Oh, I'm very superstitious – everybody in my family is.*

Exercise 3

- Cold shower/ bandanna/take off the tracksuit top/take a sip from the water bottles and place them facing the court/look for family members in the crowd
- Handing his bag to a court attendant.
- Every break between games.
- Very important/vital.
- He doesn't want to lose concentration.

REFERENCES

Culture notes p. 172

EXTRA ACTIVITIES

- Students share the information they have found about Rafael Nadal. They discuss anything that surprised them.

- Students work in pairs. Student A is an interviewer and Student B is Rafael Nadal. They role-play a TV interview. Encourage Students A to ask a variety of questions and Students B to give as much detail as possible in their answers.

WORKBOOK

pp. 22–23

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 24.



From

RAFA MY STORY

1.28

Chapter 1

The Silence of the Centre Court

Forty-five minutes before the game was scheduled to start I took a cold shower. Freezing cold water. I do this before every match. It's the point before **the point of no return; the first step in the last phase** of what I call my pre-game ritual.

5 Under the cold shower, I enter a new space in which I feel my **power** and **resilience** grow. I'm a different man when I emerge. I'm **activated**.

After Titin, my physical therapist, had bandaged my knee, I stood up, got dressed, went to a basin, and ran water
10 through my hair. Then I put on my bandanna. **1 C** There's a practical point to it: keeping my hair from falling over my eyes. But it's also another moment in the ritual, another **decisive moment**, like the cold shower, when I am aware that very soon I'll be entering battle.

15 An official in a blazer walked in and told us it was time. Now I was supposed to hand over my bag to a court attendant for him to carry it to my chair. **2 E** I don't like it. It's **a break from my routine**. I handed over my bag but took out one racket. I led the way out of the locker room, along corridors
20 with photographs of past champions and trophies behind glass frames, down some stairs and left and out into the cool

Rafael Nadal was born in Spain in 1986. He began playing tennis at the age of three and turned professional at fifteen. Nadal has won seventeen Grand Slam titles including eleven French Opens and two Olympic gold medals. He beat Roger Federer in the longest final in Wimbledon history in 2008. He won Wimbledon again in 2010, and in 2011 he was named Laureus World Sportsman of the Year.

English July air and the magical green of the Centre Court.

I sat down, took off my white tracksuit top, and took
25 a sip from a bottle of water. Then from a second bottle. I **repeat the sequence**, every time, before a match begins, and at every break between games, until a match is over. A sip from one bottle, and then from another. And then I put the two bottles down at my feet, in front of my
30 chair to my left, one neatly behind the other, diagonally aimed at the court. **3 B** It's a way of placing myself in a match, ordering my surroundings to match the order I seek in my head.

The last part of the ritual, as important as all the
35 preparations that went before, was to look up and search for my family members among the blur of the Centre Court crowd. I don't let them intrude on my thoughts during a match - I don't ever let myself smile during a match - but knowing they are there, as they always have
40 been, **gives me the peace of mind** on which my success as a player rests. I build a wall around myself when I play, but my family is the cement that holds the wall together.

2.5

GRAMMAR

Verb patterns

I can use a range of verb patterns.

- 1 What does a sports psychologist do? Read the text and find out.

He/She helps athletes to prepare mentally for competitions.

THINK LIKE A WINNER



I'm a sports psychologist. I work with top athletes and I **help them to prepare** for important competitions. Of course, they **need to prepare** physically: they **should get** plenty of sleep, remember to drink lots of fluids and avoid drinking alcohol. That's the easy part! But after they've **spent time preparing** their body, I **make them relax** and prepare the mind. I focus on three areas: visualisation, positive thinking and relaxation.

- 2 Read the GRAMMAR FOCUS. Complete the examples with the phrases in blue in the text.

GRAMMAR FOCUS 67

Verb patterns

- **verb + to infinitive**
Of course, they **need** ¹ **to prepare** physically.
Examples: aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want
- **verb + object + to infinitive**
I **help them** ² **to prepare** for important competitions.
Examples: advise, allow, encourage, force, remind, teach, urge, warn (not)
- **verb + -ing**
But after they've **spent time** ³ **preparing** their body, I ...
Examples: avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time
- **modal verb + infinitive without to**
... they **should** ⁴ **get** plenty of sleep ...
Examples: can, could, might, should, would
- **verb + object + infinitive without to**
I **make them** ⁵ **relax** and prepare the mind.
Examples: make, let

- 3 **1.31** Complete the text with the correct verb pattern using the words in brackets. Then listen and check.

Visualisation

Before an important event, I **advise** ¹ **athletes to visit** (athletes/visit) the stadium. This **allows** ² **them to visualise** (them/visualise) the day of the competition. They **can** ³ **imagine** (imagine) the smells and the sounds in the stadium, and they **imagine** ⁴ **winning** (win) the competition. Then, when the day of the competition arrives, they **try** ⁵ **to recreate** (recreate) the success they imagined.

Positive thinking

I **encourage** ⁶ **athletes to talk** (athletes/talk) to themselves before a big race. I **force** ⁷ **them to concentrate** (them/concentrate) on the times when they won. They **need** ⁸ **to stay** (stay) in the present and tell the negative voice in their head to **stop** ⁹ **talking** (talk). Good athletes **want** ¹⁰ **to win** (win), but top athletes **expect** ¹¹ **to win** (win). That's positive thinking!

Relaxation

Even top athletes **can't help** ¹² **feeling** (feel) nervous, especially when they find themselves standing next to last year's champion! I **let** ¹³ **them talk** (them/talk) to me about their worries, but on the day of the competition, negative thoughts are not allowed! It's a simple fact that if they **manage** ¹⁴ **to control** (control) their nerves, they **tend** ¹⁵ **to do** (do) better. Winning – it's all in the mind!

- 4 List some sports that you like watching or doing. In your opinion, which sports need more mental and which ones more physical preparation?
- 5 Write a second sentence so that it has a similar meaning to the first. Use the words in brackets. Which sentences are true for you?

- I'm happy to lend money to my friends. (don't mind)
I don't mind lending money to my friends.
- I don't have enough money to buy new trainers. (can't afford)
- I would like to learn how to skate one day. (hope)
- My uncle showed me how to swim. (teach)
- I don't want to take up jogging. (not intend)
- My parents won't allow me to stay out all night with my friends. (let)

- 6 Complete the sentences to make them true for you. Write four true sentences and one false one.

- I can't stand + **-ing**
I can't stand watching sport on TV.
- I enjoyed + **-ing**
- I wasted a lot of time + **-ing**
- I spend a lot of time + **-ing**
- I've refused + **to infinitive**

- 7 **SPEAKING** Read your sentences. Guess which of your partner's sentences is false.

Grammar page 136

Exercise 5

- I can't afford to buy new trainers.
- I hope to learn how to skate one day.
- My uncle taught me to swim.
- I don't intend to take up jogging.
- My parents won't let me stay out all night with my friends.

REFERENCES

Culture notes p. 172
Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 8 Test yourselves (10 min.) pp. 206, 225

• Extra digital activities: Grammar Checkpoint

- Students write 1–2 sentences about their life, using each verb pattern, e.g. *I can't afford to buy a new phone. At home I help my mother to do the cooking. My brother can't stand watching horror films.*

WORKBOOK

p. 24, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.5, Grammar.

USE OF ENGLISH

2.6

so, too, neither/nor, not either

I can respond to news and opinion using so, too, not ... either and neither ... nor.

- 1 1.32 Listen to dialogues 1–5 about sports and match them with photos A–E. Then answer the questions.
- 1 What was the final score in the match? 0–0
 - 2 What are the players doing after the game? Going out
 - 3 What do the man and woman find surprising about this sport? Not enough women drivers
 - 4 In which sports do women still get paid less than men? Football, golf and cricket
 - 5 What do the two friends both decide to join? A running club

- 2 1.32 Complete the exchanges with the correct auxiliary. Then listen again and check.

- 1 We had so many chances. → So did they!
- 2 I don't aim at your head. → Neither do I!
- 3 I find this really boring. → Really? I don't.
- 4 I can't think of any women drivers. → I can't either.
- 5 I've never thought about it. → Nor have I.
- 6 He's one of the best players in the country. → So is Steph Houghton.
- 7 I couldn't do it. → No, neither could I.
- 8 I'd love to be able to run properly. → I would too.

- 3 Read the LANGUAGE FOCUS. Then match statements 1–6 with replies a–f.

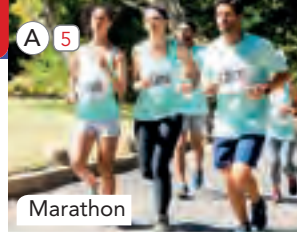
LANGUAGE FOCUS

so, too, neither/nor, not either

- To say that something is the same or agree with a positive statement, use the following:
so + auxiliary/modal verb + subject or **subject + auxiliary/modal verb + too**.
He is one of the best players in the country. → So is Steph Houghton./Steph Houghton is too.
You serve so fast! → So do you./You do too.
- To say something is the same or agree with a negative statement, use the following:
neither/nor + auxiliary/modal verb + subject or **subject + auxiliary/modal verb + either**.
I can't think of any women drivers. → Neither can I./I can't either.
We didn't score a single goal. → Nor did they./They didn't either.
- To say something is different, or disagree with a statement, use the following:
I find this really boring. → Really? I don't.
I never had the chance to do go-karting. → Oh. I did.

- 1 Our neighbours do a lot of sport. d
 - 2 My mum can't stand watching football on TV. f
 - 3 I'd love to have a go in a Formula One car. e
 - 4 I've played for the school team several times. c
 - 5 My brother couldn't ride a bike until he was eight. b
 - 6 My best friend is going to take up running. a
- a So am I. c So have I. e Really? I wouldn't.
b I couldn't either. d Ours do too. f Nor can mine.

- 4 **SPEAKING** Take it in turns to read statements 1–6. Give your own replies.



Marathon



Hockey



Football



Motor racing



Tennis

- 5 **USE OF ENGLISH** Choose the correct response, A, B or C.

- 1 X: I must do more exercise. Y: _____
 A Yes, I must too. B So do I.
C Really? I don't.
- 2 X: I've never been to a football match.
Y: _____
A Nor do I. B Neither have I.
C I didn't either.
- 3 X: My parents are very sporty. Y: _____
 A Really? Mine aren't. B Mine aren't either.
C Nor are mine.
- 4 X: My local sports centre hasn't got a sauna.
Y: _____
 A Mine hasn't either. B Oh, mine hasn't.
C Mine too.
- 5 X: We went swimming yesterday. Y: _____
A Oh, we did. B So we did.
 C So did we.

- 6 **Complete the sentences to make them true for you.**

- 1 I'd like to ... 4 I used to ...
- 2 I'm interested in ... 5 I don't mind ...
- 3 I can't ... 6 I should ...

- 7 **SPEAKING** Take it in turns to listen to your partner's sentences and respond. How similar are you?

FOCUS VLOG 8 About sport

- 8 Watch the Focus Vlog. For the worksheet, go to page 119.

REFERENCES

Culture notes p. 173
Audiocscript p. 182
Videoscript pp. 196–197
Using videos in the classroom p. T14

EXTRA ACTIVITIES

In pairs, students take turns to practise

another version of ex. 5: one student gives a response and their partner tries to think of a sentence matching that reaction, e.g. Student A: *Neither do I.* Student B: *I never go jogging.* Student A: *Oh, I often go jogging!* or *Yes, that's true.*

WORKBOOK

p. 25

NEXT CLASS

- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 2.6, Use of English.
- Ask students to list extreme sports.

A story

I can write a story with a simple linear sequence.

- 1 **SPEAKING** Look at photos A–F and match them with the extreme sports in the box. Then discuss the questions.

bungee jumping (E) mountain biking (B) rafting (C)
rock climbing (A) snowboarding (D) water skiing (F)

- 1 What extreme sports have you tried?
- 2 What extreme sports would you like to try?
- 3 What extreme sports would you never like to try? Why?

- 2 Read the beginning of the story. What do you think went wrong?

There's a first time for everything!

I don't think many people have been in a situation like the one Lilly and I experienced last winter. We were learning to snowboard for the first time in the spectacular mountains of Austria. Of course, many things can go wrong when you're new to an extreme sport, but what happened to us was very unusual. The old saying, 'there's a first time for everything' is definitely true based on our experience!

- We'd **booked** lessons **before** we arrived, and **were both feeling** quite nervous as we took the lift up the mountain with Max, our enthusiastic instructor. 'Don't worry' he said, 'you might fall over a bit, but you'll love it!' The first lesson **was** really challenging and we fell over A LOT! By the end of the first day, we were **completely exhausted** but, as promised, we'd had a brilliant time and fallen totally in love with snowboarding.
- The following day, Max was demonstrating how to turn. As our eyes followed him down the slope, he suddenly disappeared. '**Where did he go?**' I asked Lilly, as we headed for where he'd disappeared. We discovered Max at the bottom of a big hole. 'I think it's broken' he said holding his left leg. We called for help on his radio and **twenty minutes later** the three of us were in a helicopter heading for the medical centre.
- 25 I'm pretty sure we enjoyed the helicopter ride more than poor Max! The doctor confirmed that he had broken his leg. She said it was the first time she'd ever seen learners bring their instructor in for treatment.



- 3 Read the story and put the events a–g in chronological order (1–7).

- a They arrived in Austria
- b They rode in a helicopter
- c They radioed for help
- d They booked lessons
- e Max fell down a hole
- f They had their first lesson
- g They met Max

2
7
6
1
5
4
3

- 4 **SPEAKING** Discuss your own experiences of trying out a sport for the first time.

- 5 Read the advice for writing a story and complete the examples in the WRITING FOCUS with the words in purple from the story.

WRITING FOCUS

A story

• Beginning your story

- Use an opening sentence and interesting title that makes the reader want to read on.
- Set the scene for the story so the reader can imagine what might happen next.
- Finish the beginning section with a problem, or at a point which is exciting or interesting.

• Telling your story

- Use a range of different narrative tenses to tell the story.

Use the **Past Continuous** to set the scene.

We ¹ were both feeling quite nervous.

Use the **Past Simple** to describe the main events.

We ² took the lift up the mountain.

Use the **Past Perfect** to make it clear that one past action happened before another past action.

We ³ 'd booked lessons before we arrived.

- Use adverbs and strong adjectives to make the story exciting.

By the end of the first day, we were

⁴ completely exhausted.

- Use sequencers so the reader can follow the story.

⁵ Twenty minutes later the three of us were in a helicopter...

- Use one or two short sentences for dramatic effect.

We discovered Max at the bottom of a big hole.

- Use some direct speech to make the story come alive.

⁶ 'Where did he go?', I asked Lilly.

• Ending your story

- Think of an exciting, funny or unexpected ending to the story to help the reader remember it.

- 6 Find and underline more examples of the narrative tenses from the WRITING FOCUS in the story.

Exercise 6

Past Simple:

happened, was, arrived, took, said, fell over, were, followed, disappeared, headed, discovered, called, enjoyed, confirmed

Past Perfect:

'd booked, 'd had, we'd fallen, he'd disappeared had broken, had (ever) seen

Past Continuous:

were learning, were feeling, was demonstrating

EXTRA ACTIVITIES

- Photocopiable resource 9 A story (15 min.) pp. 206–207, 226
- Ask students, in pairs, to read the text in ex. 2 again and decide the purpose of each paragraph, e.g. *Paragraph 1: saying who is involved and where*

it happens, etc. Discuss briefly with the class and write an outline on the board if you like.

- Pairs brainstorm ideas for ex. 10 and make notes, making sure their notes include all the relevant information and any useful language, etc. Then they

write the story together. Pairs exchange and correct the stories. Check with the class and go over any problems.



A



C



E



B



D



F

7 Complete the story with the correct narrative form of the verbs in brackets.

'3-2-1 bungee'!

I wanted to jump, but my legs wouldn't move.

I ¹ was visiting (visit) New Zealand when I ² decided (decide) to try bungee jumping. I ³ had never done (never do) it before, but felt quietly confident as I watched from the ground. An hour later though, as I stood on the edge of the bridge looking down, I ⁴ realised (realise) that all that confidence ⁵ had disappeared (disappear). 'Come on Dan! You can do it!' shouted the other jumpers. 'Three-two-one bungee!' ... Nothing. 'I ... I ... I'll have to get down' I said. And so I did, though not quite as planned. As I turned to climb off the platform, I ⁶ stood (stand) on a rope and lost my balance. My cry of horror ⁷ became (become) a scream of pure joy as I fell towards the ground. That ⁸ was (be) the day I fell in love with bungee jumping.

8 Complete the LANGUAGE FOCUS with the underlined examples in the story in Exercise 2.

LANGUAGE FOCUS

Linkers to describe events in a sequence

- **Beginning:** ¹ before we arrived/left/got there, (at) first, on the first morning/day
- **Middle:** then, later, the ² following morning/evening, after that/three days, on the third/fourth day
- **End:** eventually (meaning after a long time), finally, in the end
- **Other:** ³ by the end of the first day/lesson/journey/holiday

9 Choose the correct option.

The longest weekend of my life

Some weekends are special for the wrong reasons. Last weekend was one of them. ¹ After / Then very little training, my best friend and I attempted our first 100km walking race. ² Finally / On the first morning we fell out because he'd forgotten to pack the map. Luckily, we were able to borrow somebody's extra one. ³ After six hours / At first we reached the first rest stop. We'd fought most of the way about which was the fastest way to go. ⁴ Finally / By the end of the first day we'd walked forty-three kilometres and were not really speaking to each other anymore. ⁵ The following morning / The day before, we started walking again at 5 a.m. and I can honestly say I've never heard so much complaining in all my life! ⁶ Eventually / Before, we reached the finishing line after thirty-two hours of walking and an entire weekend of arguing. We haven't seen or spoken to each other since.

SHOW WHAT YOU'VE LEARNT

10 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Write a story about trying a new sport or activity for the first time and:

- use the first sentence and title to catch the reader's attention.
- set the scene and mention the characters involved in the story.
- use a range of narrative tenses to tell the story.
- finish the story with something exciting, funny or unexpected.

WORKBOOK

pp. 26–27, including Show What You've Learnt and Show That You've Checked

NEXT CLASS

Write the following on the board: *I think all jobs should receive the same salary.* Ask students to write as many different ways of agreeing and disagreeing with the statement as possible.

2.8


SPEAKING

Asking for and giving an opinion
• agreeing and disagreeing

I can ask for, give, agree with and disagree with an opinion.

- 1 Look at the jobs in the box and number them from most (5) to least (1) important for society.

(an actor a farmer a football player a nurse
a pilot a police officer a scientist a surgeon)

- 2  1.33 Read and listen to a conversation between a brother and sister and answer the questions.



- 1 What do they disagree about? *How much footballers earn.*
2 Who does their father agree with? *Tom.*
3 Who do you agree with?

- 3  1.33 Use the SPEAKING FOCUS to complete the phrases in the conversation. Then listen again and check.

Tom: Goal! Messi's just scored a fantastic goal! He's definitely the best footballer in the world!
Jan: Hm, I'm not ¹ so sure about that.
Tom: What do you know about football?
Jan: I know that some football players get millions of euros a month! If ² you ask me, they earn too much.
Tom: That's ³ not true. Only a few players earn that much and they deserve it.
Jan: No way! Football players don't save lives! Football's just a game!
Tom: Are ⁴ you kidding? It's the most popular game in the world.
Jan: That's true but they don't do anything important. They just kick a ball!
Tom: The ⁵ thing is, football players can only play when they're young so they have to earn a lot in a short time.
Jan: I'm ⁶ not convinced. I just don't think footballers are good role models.
Tom: I'm sorry, ⁷ I don't agree with you – they're great role models. They train really hard ...
Dad: Hey, what's going on in here? Calm down you two.
Jan: He thinks it's OK to pay Messi two million euros a month! What ⁸ do you think about that?
Dad: That's ridiculous.
Jan: You see!
Dad: To ⁹ be honest, I think he should get at least ten million!

28

SPEAKING FOCUS

Asking for someone's opinion

What do you think about ...?

Giving an opinion

I think .../I (just) don't think .../If you ask me .../

The thing is .../To be honest ...

Agreeing with an opinion

I agree./That's true./Absolutely!

Half agreeing with an opinion

I'm not so sure about that./I'm not convinced.

Disagreeing

That's not true./I'm sorry, I don't agree with you.


Disagreeing strongly

No way! (informal)/Are you kidding? (informal)

I'm afraid I completely disagree.

Note:

If you have no strong opinions, you can say:
Personally, I don't feel strongly one way or the other.

- 4  1.34 Read the opinions below and choose the appropriate responses in a and b. Then listen and check.

1 I think female athletes should earn the same salary as male athletes.

a I agree. / No way! All athletes should be paid equally.

b Absolutely. / I'm not convinced. Male athletes attract more spectators.

2 If you ask me, running is the best sport in the world.

a I'm afraid I completely disagree. / That's true. You can do it anywhere and any time.

b Absolutely. / That's not true. Playing team sports is much better.

3 In my opinion, golf is for old people.

a I agree. / I'm not convinced. It's too slow for young people.

b Are you kidding? / I agree. My brother is twenty and he loves playing golf.

4 I think boxing should be banned. It's too dangerous.

a Absolutely. / No way! I think it's great.

b I'm sorry, I don't agree with you. / That's true. It's too violent.

- 5 **SPEAKING** Practise the dialogues in Exercise 4. Choose answer a or b according to your own opinion.

- 6 **SPEAKING** Discuss the topics below. Use the SPEAKING FOCUS to help you.

- We should do more sport at school.
- Animals should not be used in sport.

ROLE-PLAY



Asking for and giving an opinion



Watch the video and practise. Then role-play your dialogue.

REFERENCES

Culture notes p. 173

Using videos in the classroom p. T14

EXTRA ACTIVITIES

Start the class by getting students to feedback with their ideas agreeing and disagreeing with the statement.

Brainstorm all the different ways they come up with for agreeing and disagreeing and make a list on the board. Students can then compare this with the SPEAKING FOCUS after they have looked at it

WORKBOOK

p. 28

NEXT CLASS

Ask students to study the Word list on p. 29.

2.1 Vocabulary 4.9

athlete /'æθli:t/
 athletics /æθ'letɪks/
 athletics track /,æθ'letɪks træk/
 badminton/squash/tennis court
 /'bædmɪntən/'skwɒʃ/'tenəs kɔ:t/
 basketball/handball/netball/volleyball
 court /'bɑ:skətbɔ:l/'hændbɔ:l/'netbɔ:l/
 'vɒlibɔ:l kɔ:t/
 beat/defeat an opponent/the
 champion /,bi:t/di,fi:t ən ə'pəʊnənt/də
 'tʃæmpiən/
 boxing /'bɒksɪŋ/
 boxing/sumo/wrestling ring /'bɒksɪŋ/
 'sʊmɔ:/reslɪŋ rɪŋ/
 break a world record /,breɪk ə ,wɜ:ld
 'rekɔ:d/
 burn sth off /'bɜ:n ,sʌmθɪŋ 'ɒf/
 challenge /'tʃæləndʒ/
 cheer sb on /,tʃɪə ,sʌmbədi 'ɒn/
 coach /kəʊtʃ/
 come first/second/last /,kʌm 'fɜ:st/
 'sekənd/'lɑ:st/
 compete /kəm'pi:t/
 competitive sport /kəm,petətɪv 'spɔ:t/
 competitor /kəm'petɪtə/
 cricket/football/hockey/rugby pitch
 /'krɪkət/'fʊtbɔ:l/'hɒki/'rʌgbi pɪtʃ/
 drop out of /,drɒp 'aʊt əv/
 fan/supporter /fæn/sə'pɔ:tə/
 get into /,get 'ɪntu:
 go in for /,gəʊ 'ɪn fə/
 golf course /'gɒlf kɔ:rs/
 hockey /'hɒki/
 individual/team sport /,ɪndəvɪdʒuəl/
 ,ti:m 'spɔ:t/
 indoor/outdoor sport /'ɪndɔ:/,aʊt'dɔ:
 spɔ:t/
 judo /'dʒu:dəʊ/
 keep fit/in shape /,ki:p 'fɪt/ɪn 'ʃeɪp/
 let sb down /,let ,sʌmbədi 'daʊn/
 lose a match/a game /,lu:z ə 'mætʃ/
 ə 'geɪm/
 lose a point /,lu:z ə 'pɔɪnt/
 match /mætʃ/
 miss a goal /,mɪs ə 'gəʊl/
 motor racing track /'məʊtə ,reɪsɪŋ træk/
 opponent /ə'pəʊnənt/
 opposing team /ə,pəʊzɪŋ 'ti:m/
 player /'pleɪə/
 red/yellow card /,red/,jeləʊ 'kɑ:d/
 referee /,refə'reɪ/
 rink /rɪŋk/
 sailing /'seɪlɪŋ/
 score a goal/points /,skɔ:r ə 'gəʊl/
 'pɔɪnts/
 skating /'skeɪtɪŋ/
 spectator /spek'teɪtə/
 squash /skwɒʃ/
 (table) tennis /('teɪbəl) ,tenəs/
 take on (a challenge) /,teɪk 'ɒn ə
 ('tʃæləndʒ)/
 teammate /'ti:mmeɪt/
 tournament /'tʊənəmənt/
 trainer /'treɪnə/
 training /'treɪnɪŋ/

volleyball /'vɒlibɔ:l/
 win a point /,wɪn ə 'pɔɪnt/
 win a game/match/prize /,wɪn ə 'geɪm/
 'mætʃ/'praɪz/
 work out /,wɜ:k 'aʊt/
 wrestling /'reslɪŋ/

2.2 Grammar 4.10

blow a whistle /,bləʊ ə 'wɪsəl/
 break your neck /,breɪk jə 'nek/
 chase after /tʃeɪs ,ɑ:ftə/
 crash through /'kræʃ ,θru:
 cycle race /'saɪkəl reɪs/
 dive for the ball /,daɪv fə ðə 'bɔ:l/
 FA cup /,ef ei 'kʌp/
 final /'faɪnəl/
 get injured /,get 'ɪndʒəd/
 goalkeeper /'gəʊl,ki:pə/
 hurt yourself /'hɜ:t jɔ: ,self/
 lead /li:d/
 (long-distance) race /,(lɒŋ 'dɪstənts)
 reɪs/
 marathon /'mærəθən/
 overtake /,əʊvə'teɪk/
 position /pə'zɪʃən/
 rival /'raɪvəl/
 runner /'rʌnə/
 speed /spi:d/
 speed up /,spi:d 'ʌp/
 sports event /'spɔ:ts ɪ,vent/

2.3 Listening 4.11

be passionate about /,bi 'pæʃənət
 ə ,baʊt/
 caring /'keərɪŋ/
 courageous /kə'reɪdʒəs/
 determined /dɪ'tɜ:mənd/
 enter a competition /,entə ə
 ,kɒmpə'tɪʃən/
 generous /'dʒenərəs/
 give (sth) up /,gɪv (,sʌmθɪŋ) 'ʌp/
 inspiration /,ɪnspə'reɪʃən/
 inspiring /ɪn'spaɪərɪŋ/
 join a club /,dʒɔɪn ə 'klʌb/
 look up to /,lʊk 'ʌp tə/
 modest /'mɒdəst/
 pick up /,pɪk 'ʌp/
 positive /'pɒzətɪv/
 put sb off /,pʊt ,sʌmbədi 'ɒf/
 role model /'rəʊl ,mɒdl/
 row /rəʊ/
 sailing club /'seɪlɪŋ klʌb/
 take after /,teɪk 'ɑ:ftə/
 talk sb into /,tɔ:k ,sʌmbədi 'ɪntə/
 try out /,traɪ 'aʊt/

2.4 Reading 4.12

action /'ækʃən/
 activate /'æktɪveɪt/
 active /'æktɪv/
 bandage a knee /'bændɪdʒ ə ni:
 bandanna /bæn'dænə/
 bounce the ball /,baʊns ðə 'bɔ:l/
 break from your routine /,breɪk frəm jə
 ,ru:'ti:n/
 decide /dɪ'saɪd/

decision /dɪ'sɪʒən/
 decisive /dɪ'saɪsɪv/
 decisive moment /dɪ,sɪsɪv 'məʊmənt/
 do the same thing over /,du: ðə ,seɪm
 ,θɪŋ 'əʊvə/
 emerge /ɪ'mɜ:dʒ/
 fall over sth /,fɔ:l 'əʊvə ,sʌmθɪŋ/
 give sb peace of mind /,gɪv ,sʌmbədi
 ,pɪs əv 'maɪnd/
 goggles /'gɒgəlz/
 gold medal /,gəʊld 'medl/
 hand over /,hand 'əʊvə/
 intrude on /ɪn'tru:d ɒn/
 locker room /'lɒkə ru:m/
 physical therapist /,fɪzɪkəl 'θerəpɪst/
 power /'paʊə/
 powerful /'paʊəfəl/
 racket /'rækət/
 repeat a sequence /rɪ,pɪt ə 'si:kwəns/
 repetition /repɪ'tɪʃən/
 repetitive /rɪ'petɪtɪv/
 resilience /rɪ'zɪliəns/
 resilient /rɪ'zɪliənt/
 splash your body with water /,splæʃ jə
 ,bɔdi wɪð 'wɔ:tə/
 superstition /,su:pə'stɪʃən/
 superstitious /,su:pə'stɪʃəs/
 swimming /'swɪmɪŋ/
 swing your arms /,swɪŋ jə(r) 'ɑ:mz/
 take a sip /,teɪk ə 'sɪp/
 the first/last phase /ðə ,fɜ:st/,lɑ:st 'feɪz/
 the first/last step /ðə ,fɜ:st/,lɑ:st 'step/
 the point of no return /ðə ,pɔɪnt əv
 ,nəʊ rɪ'tɜ:n/
 trophy /'trɒfi/
 turn professional /,tɜ:n prə'feʃənəl/

2.5 Grammar 4.13

jogging /'dʒɒŋɪŋ/
 refuse /rɪ'fju:z/
 stadium /'steɪdiəm/
 urge /ɜ:dʒ/

2.6 Use of English 4.14

(hockey) stick /('hɒki) stɪk/
 motor racing /'məʊtə ,reɪsɪŋ/
 sauna /'sɔ:nə/

2.7 Writing 4.15

cry of horror /kraɪ əv 'hɒrə/
 extreme sport /ɪk'stri:m 'spɔ:t/
 mountain biking /'maʊntən ,baɪkɪŋ/
 rafting /'rɑ:ftɪŋ/
 rock climbing /'rɒk ,klaɪmɪŋ/
 slope /sləʊp/
 take the lift up the mountain /,teɪk ðə
 ,lɪft ʌp ðə 'maʊntən/
 walking race /'wɔ:kɪŋ reɪs/
 water skiing /'wɔ:tə ,ski:ŋ/

2.8 Speaking 4.16

deserve sth /dɪ'zɜ:v sʌmθɪŋ/
 do sport /,du: 'spɔ:t/
 kick a ball /,kɪk ə 'bɔ:l/
 ridiculous /rɪ'dɪkjələs/
 violent /'vaɪələnt/

WORD LIST ACTIVITIES

• In groups, with books closed, students try to write a sports word for every letter of the alphabet, e.g. *athletics, boxing, cycle race*. Then teams call out their words for letter a. They get 1 point for each correct word that another team also has and 5 points for a correct word that no other team has. They go through the rest of the alphabet in the same way. The team with the most points wins.

• Divide students into teams. Call out a word for the first team and have them explain the meaning.

VOCABULARY AND GRAMMAR

1 Choose the correct option.

- The *opponent* / referee showed two red cards during the first half of the match.
- I'm confident England can *win* / beat almost any team they play against this season.
- Steven was sorry for letting / *dropping* the other players down when he missed the goal.
- Julie was so fast that she *hit* / broke the world record by five seconds.
- Giles is a popular trainer / *spectator* because he shows players how they can improve.
- I've decided not to *come* / go in for the basketball team this year, but I'll still play for fun.

2 Complete the sentences with the correct form of the words in capitals.

- In figure skating, constant repetition is the best way to learn difficult tricks. **REPEAT**
- You can activate your device by touching the screen and entering the password. **ACTIVE**
- That runner has such a powerful start that he seems to take off like a racing car. **POWER**
- You have to be decisive in a game like basketball because there is no time to stop and think. **DECIDE**
- Athletes need to show resilience when they are recovering from injuries and defeat. **RESILIENT**
- That player is so superstitious that he won't go on the field without wearing his 'lucky' ring. **SUPERSTITION**

3 Write sentences from the prompts. Use the Past Simple, Past Continuous or Past Perfect.

- The match / not / start / at 7 o'clock / because / it / snowing.
- Ann / get / lots of / money / when / she / win / the tennis competition?
- John / buy / squash racket / even though / he / not / play / squash / before.
- you / play / golf / when / you / hurt / yourself?
- I / swim / calmly / when / suddenly / someone / jump / into the pool.
- When / Juliet / get home / Henry / already / go to / the match.

4 Choose the correct option.

- I don't think my parents will let me go / *to go* to the rugby match on my own.
- The doctor has advised me *give up* / to give up professional sport if I don't want to get injured seriously.
- Tim tends *getting tired* / to get tired easily, so he has to be very active to keep in shape.
- You really should stop wasting / *to waste* your time at table tennis practice.
- Everyone at the stadium expected their team *winning* / to win the match.
- I can't help laughing / *to laugh* when I see that video of me trying to learn to ski.

USE OF ENGLISH

5 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- Sarah and Lena _____ after their mother – they look the same and have similar personalities too. James is always ready to _____ on a challenge. Now he is training to climb Mt Everest.
A go **B** take C come
- Marcus was thrilled to get _____ the school swimming team after doing the trials three times. We tried to talk my dad _____ coaching the rugby team, but he just didn't have time.
A about B out of **C** into
- If you're tired of karate, maybe you should try _____ kickboxing. It's a lot of fun! After hurting his knee, Brad dropped _____ of the long jump competition.
A out B off C on
- I look _____ to famous athletes who help young people. Darren picked _____ basketball while playing with his older brothers.
A around B out **C** up
- Maria was excited to score the final _____ of the match. It looked like a perfect shot, but he missed the _____ by centimetres.
A goal B mark C point
- Learning about the risk of head injuries put Todd _____ American football completely. Going to the gym is good, but you can burn _____ even more calories in a dance class.
A out **B** off C up

6 Choose the word or phrase, A, B or C, that has a similar meaning to the underlined words in each sentence.

- In the end, Joanna didn't join the team, and Kim didn't either.
A either Joanna or Kim joined the team
B neither Joanna nor Kim joined the team
C Joanna joined the team but Kim didn't
- If you ask me, golf is a very boring sport.
A I agree that B I'm sorry but **C** I think that
- The athletes completed the 20-kilometre run and then they got ready for the swimming race.
A After the athletes had completed the 20-kilometre run,
B Before completing the 20-kilometre run,
C While the athletes were completing the 20-kilometre run,
- I enjoy playing baseball and my sister enjoys it as well.
A so does my sister B nor does my sister
C so my sister does
- The local football team coach tries not to talk to the press after his team loses a match.
A stops talking B refuses to talk **C** avoids talking

Sample Text Only

Exercise 3

- The match didn't start at 7 o'clock because it was snowing.
- Did Ann get lots of money when she won the tennis competition?
- John bought a squash racket even though he hadn't played squash before.
- Were you playing golf when you hurt yourself?
- I was swimming calmly when suddenly someone jumped into the pool.
- When Juliet got home, Henry had already gone to the match.

REFERENCES

Audioscript p. 183

EXTRA ACTIVITIES


- Photocopiable resource 44 Gapped sentences (12 min.) pp. 215, 265
- Photocopiable resource 47 Sentence transformation (20 min.) pp. 216, 268

- Use of English 2, WORD STORE booklet, p. 4
- Photocopiable resource 10 *Family sports day* (speaking; 15 min.) pp. 207, 227–228
- Extra digital activities: Listening, Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 2.10, WB pp. 30–31, as homework.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.
- Ask students to prepare for Review Test 1: Assessment Package, Unit 2.

LISTENING

- 7  1.35 Listen to Jim and Beth's conversation and complete the sentences with a word or short phrase.
- Beth is going to the shops/shopping for running shoes.
 - She needs them for a competition next month.
 - Jim trains five times a week.
 - Jim is sure Beth will start winning medals soon.
 - Beth is taking part in the 100-metre race on Sunday.
 - Jim has a match in the morning, but he's free after lunch.
 - Beth's event starts at one o'clock.

READING

- 8 Read the article and choose from the sentences (A–E) the one which fits each gap. There are two extra sentences.

Olympic Opening Ceremonies

The Olympic Opening Ceremony is always a highlight of the games. Read on to find out how different countries have used the ceremony to promote their cultures.

The opening ceremony of the Sydney games in 2000 explored Australia's history from the earliest days of Aboriginal culture. ¹ C The show celebrated the great Australian landscape, the cities and the diversity of the people.

In 2004 the Olympics returned to their birthplace, and Greece presented a stunning picture of its history and achievements. ² E This vision symbolised Greece as a tiny country with far-reaching ideas that changed the world.

China's ceremony in 2008 definitely scored a goal. An awe-inspiring display by 15,000 performers was almost military in its exactness. ³ B For sheer size and precision, the Beijing ceremony seems impossible to beat.

Not surprisingly, the 2012 London ceremony was a total contrast. It replaced Chinese precision with British eccentricity and humour. Perhaps Queen Elizabeth II parachuting from a plane in the arms of James Bond seemed unrelated to the Olympic spirit, but it certainly made a statement about Britain!

- A While there were several mistakes during the show, on the whole it was an amazing display.
B It is hard to imagine the training that had gone into keeping so many people in order.
C It painted a picture of the energetic, multicultural country Australia has become.
D Some Greek people thought hosting the Olympics was too expensive, but others saw big advantages.
E As the centrepiece of the ceremony, the stadium floor filled with water and a young boy in a small boat sailed across it.

SPEAKING

- 9 Do the task in pairs.

Student A

Your school wants to organise a Family Sport Day. Your class is responsible for preparing a competition in any sport you choose. Start the conversation with Student B to discuss what you have to do. Topics you should mention:

- Awards
- Age groups
- Judges
- Type of sport

Student B

You're Student A's classmate. Your school wants to organise a Family Sport Day. Your class is responsible for preparing a competition in any sport you choose. Student A starts the conversation to discuss what you have to do. Use some or all of the following sentences:

- So, tell me, what kind of sports competition should we organise?
- I'm not sure it's a good idea.
- I think we need to organise the competition for different age groups.
- What exactly do you mean by (a small prize)?

WRITING

- 10 Read this announcement in an international magazine for schools and write a short story in reply.

Holiday surprises

We are looking for stories about surprises that you've had on holiday. Write a story that begins with this sentence:

I woke up feeling sad because it was the last day of my holiday.

Mention in your story:

- the beach
- a competition.

PROJECT

- How to teach with projects p. T19
- Work in groups. Choose a sportsperson who had to overcome serious difficulties to succeed, e.g. Serena Williams or Robert Kubica. Do some research online and prepare

a digital presentation about them. Then present it to your class.