

2

JUST DO IT!

Exercise 2

play: A rugby, B soccer, C hockey, D baseball, E tennis, F cricket, volleyball, badminton

go: swimming, running, surfing, windsurfing

do: yoga, taekwondo, T'ai Chi, Pilates, gymnastics

The most important thing in the Olympic Games is not to win, but take part.

BARON PIERRE DE COUBERTIN (1863–1937),
FOUNDER OF THE MODERN OLYMPIC GAMES

Exercise 4

In soccer you can kick the ball and you can pass the ball with your feet or your head, but you can't bounce the ball with your hands.

In volleyball you can hit the ball and you can pass it with your hands, but you can't kick it.

In rugby you can throw the ball and you can kick it, but you can't bounce it.

In golf you can hit the ball with the club, but you can't kick it or pass it to another player.

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know – sports
- compound nouns; sport collocations
- people in sport
- word families – personal qualities
- phrasal verbs
- Word in focus – just

Grammar:

- narrative tenses
- verb patterns

Listening:

- interviews about role models

Reading:

- an article about a Paralympic athlete

Speaking:

- asking for and giving an opinion
- agreeing and disagreeing

Writing:

- an article

FOCUS EXTRA

- Grammar Focus page 149
- WORD STORE booklet pages 4–5
- Workbook pages 20–31 or MyEnglishLab
- MP3s – www.english.com/focus

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2.1 Vocabulary

Sports • Compound nouns • Collocations

I can talk about sports.

SHOW WHAT YOU KNOW

1 Write **do**, **go**, or **play** for each list of sports.

- 1 play basketball, golf, squash, table tennis, volleyball
- 2 go canoeing, cycling, rowing, sailing, skating, skiing
- 3 do athletics, boxing, judo, karate, kung fu

2 With a partner, name the sports in photos A–F below and add them to the lists in Exercise 1. Add any other sports you know.



pass a ball



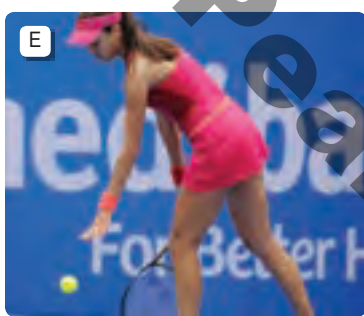
kick a ball



hit a ball



throw a ball



bounce a ball



catch a ball

3 What can you do with a ball? Complete the captions for the photos in Exercise 2 with the verbs in the box.

[bounce catch hit kick pass throw]

4 **SPEAKING** With a partner, think about other ball sports. What can't you do with the ball?

In basketball you can bounce the ball. You can pass it and catch it, but you can't kick it.

REFERENCES

CULTURE NOTES >>> p. 177
AUDIO SCRIPT >>> p. 187

EXTRA ACTIVITIES

- Photocopiable Resource 7 (sports – 15 min.), MultiROM and ActiveTeach

- Photocopiable Resource 10 – Test yourself partner work activities, MultiROM and ActiveTeach
- With a partner, students take turns to call out a sports word, e.g. *ball*, *canoeing*, *athletics*, etc. Their partner or the other students in the group try

to say a sentence with it e.g. *Ronaldo kicked the ball. We often go canoeing on the lake. Do you do athletics at school?*

WORKBOOK

pp. 20–21

- 5 Do the sports quiz. Then compare your answers with a partner.

SPORTS QUIZ

1 Which is the biggest?

a a football **field**
b a golf **course**
 c an athletics **track**

2 Where will you not see a man with a beard taking part in a competition?

a on an auto racing track
 b in an Olympic swimming **pool**
c in a boxing **ring**

3 In which sports do you hit a ball with a **racket** on a **court**?

a squash and tennis
 b cricket and table tennis
 c golf and hockey

4 Which is made of metal, rubber and sometimes wood?

a a golf **club**
 b a table tennis **bat**
 c a hockey **stick**

5 Where is the highest ski **resort** in the world?

a Bolivia
 b Canada
 c France

6 What can you find on the roof of the Burj Al Arab hotel in Dubai?

a an ice **rink**
b a tennis court
 c a cycling track

5-6 correct 3-4 correct 1-2 correct

- 6 **CD-1.27 MP3-27** Listen and check your answers to Exercise 5. Have you won a gold, a silver, or a bronze medal?

- 7 **SPEAKING** With a partner, discuss what you think about sports. Do you prefer:
- individual sports or team sports?
 - indoor sports or outdoor sports?
 - winter sports or summer sports?
 - playing sports or watching sports?
 - sports or no sports?!

NEXT CLASS

- MyEnglishLab – assignable *Show what you have learned* 2.1 mini-test
- Ask students to prepare for a 10–15-minute vocabulary quiz: Focus Assessment Package, Unit 2.1, Vocabulary.

Go to WORD STORE 2 page 5.

WORD STORE 2A

- 8 **CD-1.28 MP3-28** Complete WORD STORE 2A with the words in red in the sports quiz. Then listen, check, and repeat.
- 9 Complete the questions with the nouns from WORD STORE 2A.
- 1 Does your school have a football **field**?
 - 2 How far away is the nearest ski **resort**?
 - 3 Is there a squash **court** at your local sports center?
 - 4 Have you ever used a baseball **bat** or a hockey **stick**?
 - 5 Is there an ice **rink** or a golf **course** in your city?
 - 6 Have you ever run a race on an athletics **track**?
 - 7 Do you own a badminton **racket** or a table tennis **bat**?
- 10 With a partner, ask and answer the questions in Exercise 9.

WORD STORE 2B

- 11 **CD-1.29 MP3-29** Complete WORD STORE 2B. Match the people with the definitions. Then listen, check, and repeat.
- 12 Read the sentences and write the people they describe.
- 1 I follow my team everywhere. They are the best. – **fan**
 - 2 I have a whistle, a red card, and a yellow card. – **referee**
 - 3 I buy a ticket and watch the game. – **spectator**
 - 4 We wear the same uniform. We're in the same team. – **team mate**
 - 5 I play against you. You want to beat me and I want to beat you. – **opponent**
 - 6 I organize training sessions and help you improve. – **coach**
 - 7 I do the 100m, the 200m, and the long jump. – **athlete**

WORD STORE 2C

- 13 **CD-1.30 MP3-30** Read what a student says about sport and put the lines in the correct order. Then listen and check.

I'm not into competitive sports. I'll never **break** a goal! I like being healthy and **keeping** first. I've even seen men cry when the opposing team **scores** a prize for sports. In fact, I usually **come in** a world record, and I'm sure I'll never **win** last in races, and if I'm on a team, we always **lose the** fit. But I don't need to **beat** match. I don't understand people who need to **come in** my opponent – I just need to enjoy the game.

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- 14 **CD-1.31 MP3-31** Complete WORD STORE 2C with the infinitive of the verbs in red from Exercise 13. Then listen, check, and repeat.

- 15 **SPEAKING** What do you think is important in sports? Is it important to win?

2.2 Grammar

Narrative tenses

I can use narrative tenses.

1 Read the text and answer the questions.

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

RUNNING WILD



Chris Stewart and two other American **athletes were competing** in a thirteen-mile 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 two miles, **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 around** and **saw** that **a large rhinoceros had crashed through** the trees next to the road and **it was chasing** after them!

Exercise 2

Past Simple:
a local runner overtook, He knew, he didn't speed up, he looked around, saw

Past Continuous:
he wasn't running, he was leading, it was chasing

Past Perfect:
a large rhinoceros had crashed through

2 Write the verbs in blue in the text under an appropriate heading.

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

3 Read and complete the GRAMMAR FOCUS with the names of the tenses.

GRAMMAR FOCUS

Narrative tenses

- You use the ¹**Past Continuous** to set the scene.
... athletes **were competing** in a thirteen-mile race ...
- You use the ²**Past Simple** to describe the main events.
He **didn't speed up**. But then he **looked around** and **saw that** ...
- 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 next to the road.

REFERENCES

CULTURE NOTES >>> p. 177

EXTRA ACTIVITIES

- Photocopiable Resource 8 (narrative tenses – 10 min.), MultiROM and ActiveTeach

- Students tell each other real or imaginary stories of something that happened at a sports event using the Past Simple and Past Continuous.

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4 With a partner, choose the correct answer, A or B.

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

5 **CD 1.32 MP3 32** Read the text and choose the correct verb forms. Then listen and check.

LUCKY BREAK

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 seventy-fifth minute. He ³was knowing / ☒ knew that he ⁴hurt / ☒ had hurt himself but he ⁵was keeping / ☒ kept playing. He ⁶helped / had helped his team to beat Birmingham City 3-1. He then ⁷had gone / ☒ went to the hospital, where the doctors couldn't believe he ⁸had been / ☒ was still alive. He ⁹was breaking / ☒ had broken his neck!



Exercise 6

- 2 Had Trautmann ever played in an FA Cup final before? (no)
- 3 What position was Trautmann playing when he got injured? (goalkeeper)
- 4 How did Trautmann hurt himself? (He dived for a ball.)
- 5 Did Trautmann stay on the pitch for the whole game? (yes)
- 6 Why did doctors think Trautmann was lucky? (Because he had broken his neck.)

6 Write questions about the text in Exercise 5. Then answer the questions.

- 1 who / win / the 1956 FA (Football Association) Cup final and what / be / the score?
Who won the 1956 FA Cup final and what was the score? Manchester City, 3-1
- 2 Trautmann / ever / play / in an FA Cup final before?
- 3 what position / Trautmann / play / when he got injured?
- 4 how / Trautmann / hurt / himself?
- 5 Trautmann / stay / on the field for the whole game?
- 6 why / doctors / think / Trautmann was lucky?

7 **SPEAKING** With a partner, take turns to tell a story. Choose option A or B, think about what to say, and 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 section.

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

NEXT CLASS

- MyEnglishLab – assignable Show what you have learned 2.2 mini-test
- Ask students to prepare for a 10–15-minute grammar quiz: Focus Assessment Package, Unit 2.2, Grammar.

- Ask students to think about the following questions: Which athlete do you think is a good role model for young people? What qualities does he/she have?

2.3 Listening

Sentence completion

I can understand specific details in a short talk about role models.

1 **SPEAKING** With a partner, discuss what you know about the athletes in photos A–C.

2 **CD•1.33 MP3•33** Listen and match speakers 1–3 with athletes A–C.

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

3 **CD•1.33 MP3•33** Match athletes A–C with the adjectives. Then listen and check.

caring B	courageous C	generous B	determined C	healthy A
modest A	realistic A	passionate B	positive C	

4 **SPEAKING** With a partner, discuss which athlete you would choose as a good role model. Give reasons.

5 **CD•1.34 MP3•34** Listen to a short talk by Jackie Smith, a windsurfing champion, and answer the questions.

- Who were her role models when she started windsurfing? *Her mom and her cousin Rachel.*
- Who are her role models now? *Her mom and Rachel.*

EXAM FOCUS Sentence completion

6 **CD•1.34 MP3•34** 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 mom was a teenager, she took part in windsurfing events herself.
- Jackie learnt to swim when she was about seven years old.
- Although Jackie is two years younger, she has always admired Rachel.
- Jackie and Rachel both became members of a club ^{children's sailing} when they were young.
- Jackie's mom 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 mom.



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REFERENCES

CULTURE NOTES >>> p. 177
AUDIO SCRIPT >>> p. 188

EXTRA ACTIVITIES

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

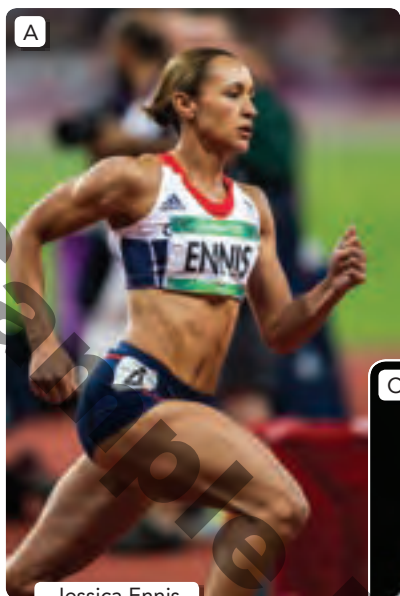
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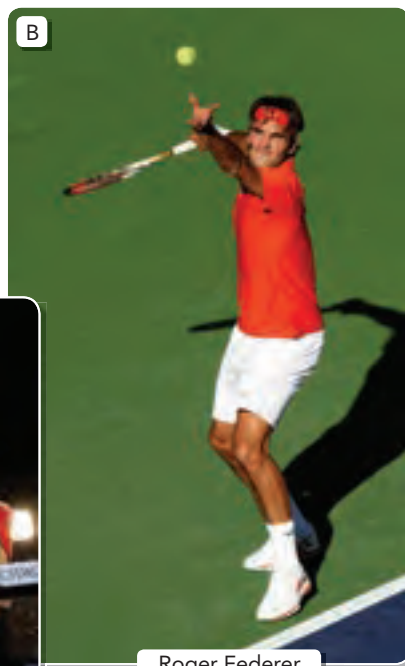
NEXT CLASS

- Ask students to find out about disabled athletes, e.g. Tanni Grey-Thompson, Derek Derenalagi, Michele

Stilwell, Martine Wright or a disabled athlete from their country. Use this to lead into the Reading.



Jessica Ennis



Roger Federer



Robert Kubica

- 7 Look at the underlined words and phrases in some of the sentences in Exercise 6. Rewrite these sentences using the words and phrases in the box.

competitions entered got into joined looked up to
takes after thought it was a good idea

- 2 When Jackie's mom was a teenager, she entered windsurfing competitions herself.
- 8 Complete the sentences to make them true for you. Then compare with a partner.
- 1 People say I take after ...
 - 2 I've never taken part in ...
 - 3 I'd like to join ...
 - 4 One day I think I'll take up ...
 - 5 The person I look up to most is ...
 - 6 When I was a child, I always copied ...

Exercise 7

- 4 Although Jackie is two years younger, she has always looked up to Rachel.
- 5 Jackie and Rachel both joined a children's sailing club when they were young.
- 6 Jackie's mom thought it was a good idea when Jackie got into rowing.
- 8 Jackie thinks that she takes after her mom.

PRONUNCIATION FOCUS

- 9 CD•1.35 MP3•35 Listen and repeat the words in the table.

1 /i/	2 /ɜ:/	3 /ɔ:/	4 /u/	5 /ɑ:/
team	serve	sport	shoe	start
ski	first	court	grew	arm
speed	world	short	lose	heart

- 10 CD•1.36 MP3•36 Add the words in the box to the table in Exercise 9. Then listen, check and repeat.

arm court short first grew
heart lose ski speed world

WORD STORE 2D

- 11 CD•1.37 MP3•37 Complete WORD STORE 2D with the correct adjectives. Underline the stressed syllable in each word. Then listen, check, and repeat.

2.4 Reading

Cloze text

I can understand the main points of an article about a Paralympic athlete.

1 Read TODAY IN THE USA and answer the questions.

- 1 What percentage of the US population are disabled? *about 12 percent*
- 2 How many disabled people use wheelchairs? *1.5 percent of teens and adults and 5 percent of elderly people*
- 3 Who was the 'inspiration' behind the Paralympic Games? *Doctor Ludwig Guttman*
- 4 How many athletes took part in the first disabled games in 1948? *sixteen*
- 5 How many countries were represented in the London 2012 Paralympic Games? *164*

TODAY IN THE USA

American disability facts

- There are 37 million disabled people in the USA – about twelve percent of the population.
- A low percentage of disabled people were born with their disabilities.
- Many disabilities are not visible and only 1.5 percent of disabled persons older than 14 and five percent of persons older than 64 need wheelchairs.



The Paralympics

- Doctor Ludwig Guttman, a spinal injury specialist, was the inspiration behind the modern Paralympic Games.
- Guttman treated soldiers with terrible injuries from the Second World War. He believed passionately in the benefits of competitive sport for his patients.
- Guttman organised the first disabled games in 1948. Sixteen disabled soldiers took part and the only sport was archery.
- The first Paralympic Games took place in Rome in 1960. There were 400 athletes from twenty-three countries, competing in nine events.
- Since 1960 the games have grown in size and importance. London 2012 welcomed 4,200 athletes from 164 countries to compete in twenty different sports.

2 SPEAKING With a partner, discuss the kinds of jobs that a person with no legs could find difficult.

[an actor an athlete a doctor a software developer a teacher a writer]

3 Read the article on page 35 opposite and answer the questions.

- 1 How old was Katy when she started running? *25*
- 2 What did she achieve in the London 2012 Paralympics? *She beat her personal best time and set a new American record for 100m.*

EXAM FOCUS Missing text

4 Read the article again. Choose from the sentences (A–F) the one that fits each blank (1–5). There is one extra sentence.

- A She was devastated and gave up running for two years.
- B She thought running would be a good way to do that.
- C She liked to be active and kept up with her siblings at the gym and the swimming pool.
- D But Katy believed she could achieve anything.
- E Many disabled people look up to Katy as an impressive role model.
- F Katy's favorite thing to say was 'Shark attack!'

REFERENCES

CULTURE NOTES >>> p. 177

EXTRA ACTIVITIES

- Students share the information they have found out about different disabled athletes. They discuss

anything that surprised them. If you like, they could write a few sentences about one of the athletes.

- Students work with a partner. Student A is an interviewer and Student B is Katy Sullivan. 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

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SHE WAS BORN THIS WAY

CD•1.38 MP3•38

A positive attitude and a good sense of humor

Katy Sullivan is an actor, an athlete, a motivational speaker and a person who refuses to accept the words *no* or *I can't*.

She was born without the lower half of her legs and has worn prosthetic legs all her life. She grew up in Alabama, US and had an active childhood. ¹ C. She feels lucky because her family treated her in just the same way as her other siblings.

When Katy was a child, she didn't like to put her prosthetic legs on because she was much faster without them. Other children would ask, 'What happened to you?' ² F. She enjoyed making up stories because she thought it was boring to say, 'I've been like this all my life.'

A brave career choice

When a person is born without legs, there are plenty of things that are difficult or even impossible to do. ³ D. So she chose two occupations that are difficult,

even with both legs. When she was a teenager, she saw a production of *Charlie and the Chocolate Factory*. One of the actors was Katy's classmate at school. Before the play was over, Katy had made her mind up to be an actor.

A new pair of legs and new challenges

She did a degree in theater and then moved to Los Angeles, where she has played roles in theater, television and movies. She has a positive outlook on life. She thinks that if you believe you can do something, you should go for it, and you shouldn't let anyone tell you that you can't do it. So when Katy's prosthetist asked her if she'd like to try running, she said 'yes'. She was twenty-five and she had never run before, but as an actor, she liked to stay in shape. ⁴ B. She was given a pair of running legs and she set out on a new chapter of her life.

Tragedy, then triumph on the track

Katy was the first person in the world with two prosthetic legs to take up running



Photo courtesy Hanger Clinic - www.hanger.com

as a competitive sport. In 2007 she was chosen for the US Paralympic team, but during training she fell over and missed the chance to compete in the 2008 Beijing Paralympic Games. ⁵ A. But then she took it up again and qualified for the final of the 100 meters in the 2012 London Paralympics. She didn't win, but she did beat her personal best time and set a new American record. She said that it was one of the most amazing moments of her life.

Katy's family, friends, and fans look up to her as an example of someone who has overcome her disability and fulfilled her ambitions.

5 Complete the statements about Katy Sullivan with the words in the box.

[ambitions chance childhood degree disability record roles shape]

- Katy had an **active** childhood.
- Katy moved to Los Angeles to **do a** degree.
- Katy loves acting, but she **hasn't played any** roles on television.
- Katy took up running because she wanted to **stay in** shape.
- Katy wanted to compete in Beijing, but she had a fall and **missed the** chance.
- In the London 2012 Paralympics, in the 100 meters, Katy **set a new** world record.
- Her family, friends, and fans think Katy has **overcome her** disability.
- Everybody thinks Katy has **fulfilled her** ambitions.

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6 Are the statements in Exercise 5 true (T) or false (F)? Check your answers in the article.

7 Complete the questions with the correct form of the collocations in blue from Exercise 5.

- Did you have a very **active** childhood?
- Do you think most people **fulfil** their **ambitions** in life?
- Do your parents do anything to **stay** in **shape**?
- Have you ever **played** a **role** in a play?
- Do you want to **do** a **degree** when you leave school?

8 SPEAKING With a partner, ask and answer the questions in Exercise 7.

WORD STORE 2E

9 CD•1.39 MP3•39 Complete WORD STORE 2E. Match the phrasal verbs with their definitions. Then listen, check, and repeat.

NEXT CLASS

- Investigate a person who has done something inspiring and determined. Talk about them next class.

2.5 Grammar

Verb patterns

I can recognize and use different verb patterns.

- 1 **SPEAKING** What does a sports psychologist do? Discuss with a partner. Then read the text to 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: visualization, positive thinking, and relaxation.



- 2 Read and complete the GRAMMAR FOCUS with the phrases in blue in the text in Exercise 1.

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 **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, finish, imagine, keep, like, 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

REFERENCES

CULTURE NOTES >>> p. 178

EXTRA ACTIVITIES

- Photocopiable Resource 10 – Test yourself partner work activity, MultiROM and ActiveTeach.

- Students write one to two sentences, using each verb pattern, about their life, e.g. *I can't afford to buy a new phone. At home I help my mother to do the cooking.*
- Have students talk about the inspiring person they researched.

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NEXT CLASS

- MyEnglishLab – assignable Show what you have learned 2.5 mini-test
- Ask students to prepare for a

- 3 **CD•1.40 MP3•40** Complete the texts with the correct form of the verbs in parentheses. Then listen and check.

Visualization

Before an important event, I **advise** ¹ *athletes to visit* (athletes/visit) the stadium. This **allows** ² _____ (them/visualize) 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!

Exercise 3

- 2 them to visualize
- 3 imagine
- 4 winning
- 5 to recreate
- 6 athletes to talk
- 7 them to concentrate
- 8 to stay
- 9 talking
- 10 to win
- 11 to win
- 12 feeling
- 13 them talk
- 14 to control
- 15 to do

- 4 Rewrite the sentences using the verbs in parentheses. Then check the sentences that are true for you.

1 I'm happy to lend my bike to my friends. (not mind)

I don't mind lending my bike to my friends.

2 I don't have enough money to buy new sneakers. (can't afford)

☐

I can't afford to buy new sneakers

3 It is my intention to learn how to skate one day. (hope)

☐

I hope to learn how to skate one day.

4 My uncle showed me how to swim. (teach)

☐

My uncle taught me how to swim.

5 I don't want to take up jogging. (not intend)

☐

I don't intend to take up jogging.

6 My parents won't allow me to stay out all night with my friends. (let)

☐

My parents won't let me stay out all night with my friends.

- 5 Complete the sentences about you. Write four true sentences and one false one.

1 I can't stand *watching sports on TV*.

2 I enjoyed ...

3 I wasted a lot of time ...

4 I spend a lot of time ...

5 I've decided ...

- 6 **SPEAKING** With a partner, take turns to read your sentences from Exercise 5. Guess which of your partner's sentences is false.

2.6 Speaking

Asking for and giving an opinion • Agreeing and disagreeing

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

- 1 With a partner, look at the jobs in the box and number them from most (1) to least (5) important for society.

an actor <input type="checkbox"/>	a farmer <input type="checkbox"/>	a football player <input type="checkbox"/>	a nurse <input type="checkbox"/>
a pilot <input type="checkbox"/>	a police officer <input type="checkbox"/>	a scientist <input type="checkbox"/>	a surgeon <input type="checkbox"/>

- 2 **CD•1.41 MP3•41** Read and listen to a conversation about sports and answer the questions.

- 1 What do they disagree about? *How much football players earn.*
- 2 Who do you agree with?

- 3 **CD•1.41 MP3•41** Use the **SPEAKING FOCUS** to complete the phrases in the conversation. Then listen again and check.



Tom: Woah! Brady's just scored a fantastic touchdown! He's definitely the best football player in the world!

Amy: Hm, I'm not ¹*so sure* about that.

Tom: What do you know about football?

Amy: I know that some football players make a million dollars 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.

Amy: 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 US.

Amy: That's true. But they don't do anything important. They just fight over 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.

Amy: I'm ⁶*not convinced*. I just don't think football players are good role models.

Tom: I'm sorry, ⁷*don't agree with you* – they're great role models. They train really hard ...

REFERENCES

CULTURE NOTES >>> p. 178

EXTRA ACTIVITIES

- Start the class by getting students to feed back with their ideas, agreeing and disagreeing with the statements

in Ex. 6. 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**.

WORKBOOK

p. 27

NEXT CLASS

- Ask students to make the lists for 2.7 Ex. 1 on SB p. 40.

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  **CD 1.42**  **MP3 42** 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. Men have to work harder.

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. I'm twenty and I love 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 With a partner, practice the conversations in Exercise 4. Choose answer a or b depending on your opinion.

- 6 **SPEAKING** With a partner, discuss these statements. Use the SPEAKING FOCUS to help you.

- Extreme sports should be banned.
- We should do more sports in school.
- There's too much sports on TV.
- Animals should not be used in sports.

2.7 Writing

An article

I can write an article about a past event.

Snowboarding for the first time!

Last month my friend and I went to Austria and tried snowboarding. We'd both skied before, but snowboarding was a completely new sport for us.

We'd booked some lessons before we got there, and on the first morning we rented our helmets, boots, and boards. We were both feeling quite nervous, but very excited, as we took the lift up the mountain. The first lesson was really challenging and we fell over A LOT! By the end of the first day, we were exhausted.

The following morning, our legs were aching and tired, but we didn't give up. After three days of lessons, we felt more confident and we were really starting to enjoy ourselves. On the fourth day, we tried a more difficult slope and I'm proud to say I got all the way to the bottom without falling over.

By the end of the week, we'd both fallen in love with snowboarding and we didn't want to go home. Snowboarding requires determination, but I'd definitely recommend it. We can't wait for next winter and the chance to do it all again.

1 Make lists of the following. Then compare your ideas with a partner.

- four sports you have tried
- three sports you haven't tried but would like to
- two sports you would never try

2 Read the article. Did the writer enjoy the experience? *yes*

3 Put the events in chronological order.

- | | |
|--|----------------------------------|
| 7 a They didn't want to go home. | 1 e They went skiing. |
| 4 b They took the lift up the mountain. | 5 f They had their first lesson. |
| 2 c They booked snowboarding lessons. | 3 g They rented helmets, boots, |
| 6 d The writer got to the bottom without falling over. | and boards. |

4 SPEAKING With a partner, discuss the questions.

- 1 Have you ever tried snowboarding or skiing? In what ways was your experience similar or different to the writer's?
- 2 If you haven't tried the two sports yet, would you like to? Why?/Why not?

40

EXTRA ACTIVITIES

- Photocopiable Resource 9 (narrative tenses – 10 min.), MultiROM and ActiveTeach
- Ask students to read the text in Ex. 2 again with a partner 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.

- Partners brainstorm answers for each point in the Writing Task and make notes, making sure their notes include all the relevant information and any

useful language, etc. Then they write the article together. Partners exchange and correct their articles. Check with the class and go over any problems.

WORKBOOK

p. 28

- 5 Read the **WRITING FOCUS**. Then complete it with the words and phrases in pink in the article.

WRITING FOCUS

An article about a past event

Opening

- In the first paragraph, say where and when the events took place and who was involved.
Last winter, ^{my friend} and I went to Austria ...

Body

- In the main paragraphs, use narrative tenses to say what happened and how you felt (see section 2.2).
- Use linkers to describe the events in sequence.
 - Beginning: ² before we arrived/left/got there, (at) first, on the first morning/day
 - Middle: then, later, the ³ following morning, after that, on the third day
 - End: eventually (= after a long time), finally, in the end
 - Other: ⁴ By the end of the first day/lesson/journey

Closing

- In the final paragraph, say what happened in the end and how the people involved felt.
By the end of the week, we'd both fallen in love with snowboarding.
- Finish with a general point, something for the reader to think about, or something about the present or future.
Snowboarding requires determination, but I'd definitely recommend it.

- 6 Find examples of narrative tenses in the article.

- 7 Choose the correct options to complete the story.

Last weekend, ¹ after / then three months of training, my friends and I completed our first fifty-mile walking race. ² Finally / (On the first morning) seventy-six competitors met at the start and at 8 a.m. the race began. ³ After six hours / At first, our group reached the very first rest stop. ⁴ Finally / (By the end of the first day) we'd walked twenty-six miles. ⁵ The following morning / The day before, we started walking again at 5 a.m. ⁶ Eventually / Before, we reached the finish after thirty-two hours of walking. We were extremely tired, but very proud of ourselves.

Writing task

You have seen this announcement on an international students' website.

Have you had a new experience or tried a new activity for the first time?
Write an article about it for our website and other people can read about it.

- A Write your article in 100–120 words. Follow these steps.

- Say when and where the experience took place and who was involved.
- Describe what happened in terms of hours or days.
- Say how you and/or the other people involved felt.
- Say what happened in the end.
- Say how you and/or the other people felt at the end.
- Conclude with a general point and a personal recommendation.

Useful language

- Last summer I went ...
- It was a completely new experience for me.
- The first day was ...
- I was feeling really ...
- By the end of the day we were/had ...
- I would definitely recommend it.

- B Use the ideas in the **WRITING FOCUS** and the model to help you.

- C Check.

- ✓ Have you followed the task?
- ✓ Does the introduction include location, people, and a date?
- ✓ Have you used a variety of narrative tenses?
- ✓ Have you used introductory words and phrases to describe events in sequence?
- ✓ Have you organized your article into paragraphs?
- ✓ Have you concluded with a general opinion and a recommendation?

NEXT CLASS

- MyEnglishLab – assignable Show what you have learned 2.7 writing task and Show that you have checked checklist
- Ask students to study the WORD LIST in the SB, p. 161.

WORD LIST ACTIVITIES

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

cycling ... Then teams call out their words for letter a. They get one point for each correct word that another team also has and five 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. They have to say the category and explain the meaning.

FOCUS REVIEW 2

VOCABULARY AND GRAMMAR

1 Choose the one that doesn't belong in each group.

- 1 ice hockey ~~cricket~~ skating skiing
- 2 squash badminton ~~volleyball~~ tennis
- 3 ~~race~~ stadium ice rink ring
- 4 bat stick club ~~whistle~~
- 5 opponent ~~spectator~~ athlete goalkeeper
- 6 ~~lead~~ break hurt ache

2 Choose the correct options.

- 1 The coach / referee showed two red cards during the first half of the match.
- 2 First, practice bouncing / kicking a basketball with your right hand; then, stop and continue with your left hand.
- 3 Tony showed great determination / courage to win when he decided to continue the race with a serious injury.
- 4 I'm sure Seattle will win / beat Denver tomorrow.
- 5 When she turned eighteen, Eva decided it was time to grow up and give up / start out certain childish habits.
- 6 We've booked a volleyball field / court for Friday. Do you want to come and play with us?

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

- 1 the match / not / start / at 7 o'clock / because / it / snow / then
The match didn't start at 7 o'clock because it was snowing then.
- 2 Ann / get / lots of money / when / she / win / the tennis competition?
Did Ann get lots of money when she won the tennis competition?
- 3 John / buy / a squash racket / even though / he / not / play / squash / before
John bought a squash racket even though he hadn't played squash before.
- 4 you / play / golf / when / you / hurt / yourself?
Were you playing golf when you hurt yourself?
- 5 I / swim / leisurely / when / suddenly / someone / jump / into the pool
I was swimming leisurely when, suddenly, someone jumped into the pool.
- 6 when / Juliet / get / home / Henry / already / go / to the match
When Juliet got home, Henry had already gone to the match.

4 Choose the correct verb forms.

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

LANGUAGE IN USE

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

- 1 I lost my favorite golf ____ while I was traveling to California last week.
If I were you, I would look for a sailing ____ in your town.
A course B race C club
- 2 Tim and Caroline ____ married in May.
The Mexican team lost after one of their players ____ seriously injured.
A been B got C reported
- 3 Has the ____ jump competition finished yet? Who's the winner?
Ann used to have ____ blond hair when she was a little girl.
A long B high C medium
- 4 No one has managed to ____ this world record for more than ten years.
Be careful on the stairs – you don't want to ____ your neck!
A hit B hurt C break
- 5 Jason almost won the competition, but he came ____.
Mark's ____ wife was a goalkeeper in a women's professional league.
A first B second C last
- 6 When we first started running together, I couldn't ____ up with my sister.
You can ____ that pen – I have another one.
A keep B be C do

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

- 1 Joanna Smith is now an international star, but I remember when she became a member of our local karate club.
A pursued B joined C set
- 2 If you ask me, golf is a very boring sport.
A I agree that B I'm sorry but C I think that
- 3 The athletes completed the run and we were getting ready for the swimming race.
A After the athletes had completed the run,
B Before completing the run,
C While the athletes were completing the run,
- 4 John is thinking about taking up a sport: rugby or squash. But he still hasn't decided which one to do.
A blown a whistle C fulfilled his ambitions
B made up his mind
- 5 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

REFERENCES

AUDIO SCRIPT >>> p. 188

EXTRA ACTIVITIES

- Photocopiable Resource 11 (speaking – 15 min.), MultiROM and ActiveTeach

- Photocopiable Resource 12 (writing – 14 min.), MultiROM and ActiveTeach

WORKBOOK

- Use of English 2.8, p. 29
- Self-assessment 2.9, p. 30

NEXT CLASS

- Ask students to do Self-check 2.10, WB p. 31 as homework.
- Ask students to prepare for Unit 2 test, Focus Assessment Package (WORD LIST SB p.161, WORD STORE p. 5).

LISTENING

7 **CD 1.43 MP3 43** Listen to Liliana, a swimmer, talking about her training and complete the sentences with a word or short phrase.

- 1 Liliana recommends swimming because it isn't an expensive sport.
- 2 Liliana learnt to swim when she was in Spain on vacation.
- 3 At the beginning, Liliana went to lessons once a week.
- 4 Her first swimming coach in the club was from Norway.
- 5 Most swimming competitions happen on Saturday.
- 6 Her coach in the advanced class was an Olympic winner.
- 7 During school time, Liliana practices swimming before school two mornings every week.

READING

8 Read the article and choose from the sentences (A–F) the one that fits each blank. There is one extra sentence.

- A Then in 1966, when England won the World Cup, people started getting interested in women's soccer again.
- B This was the twentieth defeat by Germany in a row!
- C The Football Association (the FA) decided to ban all women's soccer matches on the FA clubs' grounds.
- D Unfortunately, professional women soccer players earn very little money.
- E According to sports experts, girls at school are still not encouraged to go into soccer.
- F I'm sure everyone reading this is going to think I'm talking about a soccer match, and that's true.

SPEAKING

9 With a partner, discuss the questions.

- 1 Is it a good idea for young children to enter sports competitions? Why?/Why not?
- 2 Some people say that sports stars – like football players – earn too much money. What do you think?
- 3 How important is it for everyone to do some kind of sports? Why?
- 4 Is it better to watch a sports event live or on television? Why?
- 5 Why do you think that some people enjoy doing dangerous sports?
- 6 Do you think that children in school in your country should spend more time doing sports? Why?/Why not?

WRITING

10 You see this notice in a magazine.

Article Competition! ★

We're running a competition for articles about sporting events and the top five entries will receive a prize!

Send us an article about an interesting sports event you have been to and you could be a winner.

Write your article in 140–190 words.

Go, girls!

Last weekend I watched a fantastic sports event at Wembley stadium. There was a huge crowd of 45,619 people in the stadium with me and it was a match between England and Germany! ¹ F However, it wasn't the normal type of match that we see every Saturday on TV. This was the final of the European Women's Soccer Championship.

Women's soccer used to be very popular in England at the end of the nineteenth century and in the beginning, the matches attracted more spectators than the men's matches did. However, this all changed in 1921. ² C The reason they gave was that soccer was 'unsuitable' for women because it wasn't good for their health! Some people thought that the real reason was because the men were jealous of the popularity of the women's game!

Whatever the reason, women's soccer nearly disappeared completely. ³ A However, there wasn't much money given to develop the game and even in 1993 there were only eighty girls' teams, no professional players, and not much training.

The Football Association then started to help develop the game and women's soccer has come a long way in the last twenty years. Now it is the most popular female team sport in England and there are lots and lots of competitions for professional players. ⁴ D This can be as low as \$31,000 a year and it's ridiculous when you compare it to professional men soccer players' enormous salaries! Many of the England national team have to have a part-time job too.

Last weekend England's women's team lost to Germany. ⁵ B But they will have another chance in the World Cup next year.