

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

B B C



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 6

Narrative tenses

- You use the **¹Past Continuous** to set the scene.
... athletes **were competing** in a 20-kilometre race in Kenya.
- You use the **²Past 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 **³Past 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 **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 ...

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?

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**.

A



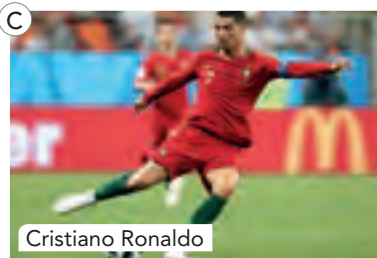
Serena Williams

B



Robert Kubica

C



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 ski speed
2 /ɜ:/	serve first world
3 /ɔ:/	sport court draw
4 /u:/	shoe grew lose
5 /a:/	start arm heart

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**)

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.

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 1 tournament, 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

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.

- 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

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.

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.

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.

Exercise 5

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

- 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?
 - 1 I'm happy to lend money to my friends. (don't mind)
I don't mind lending money to my friends.
 - 2 I don't have enough money to buy new trainers. (can't afford)
 - 3 I would like to learn how to skate one day. (hope)
 - 4 My uncle showed me how to swim. (teach)
 - 5 I don't want to take up jogging. (not intend)
 - 6 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.
 - 1 I can't stand + -ing
I can't stand watching sport on TV.
 - 2 I enjoyed + -ing
 - 3 I wasted a lot of time + -ing
 - 4 I spend a lot of time + -ing
 - 5 I've refused + to infinitive
- 7 **SPEAKING** Read your sentences. Guess which of your partner's sentences is false.

Grammar page 136

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.

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.

- What was the final score in the match? 0–0
- What are the players doing after the game? Going out
- What do the man and woman find surprising about this sport? Not enough women drivers
- In which sports do women still get paid less than men? Football, golf and cricket
- 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.

- We had so many chances. → So did they!
- I don't aim at your head. → Neither do I!
- I find this really boring. → Really? I don't.
- I can't think of any women drivers. → I can't either.
- I've never thought about it. → Nor have I.
- He's one of the best players in the country. → So is Steph Houghton.
- I couldn't do it. → No, neither could I.
- 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.

- Our neighbours do a lot of sport.
 - My mum can't stand watching football on TV.
 - I'd love to have a go in a Formula One car.
 - I've played for the school team several times.
 - My brother couldn't ride a bike until he was eight.
 - 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



Hockey



Motor racing



Football



Tennis

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

- X: I must do more exercise. Y: _____
☒ A Yes, I must too. B So do I.
C Really? I don't.
- X: I've never been to a football match. Y: _____
A Nor do I. ☒ B Neither have I.
C I didn't either.
- X: My parents are very sporty. Y: _____
☒ A Really? Mine aren't. B Mine aren't either.
C Nor are mine.
- X: My local sports centre hasn't got a sauna. Y: _____
☒ A Mine hasn't either. B Oh, mine hasn't.
C Mine too.
- 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.**

- I'd like to ...
- I'm interested in ...
- I can't ...
- I used to ...
- I don't mind ...
- 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

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

Use of English page 137

25

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.

- 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**

- What extreme sports have you tried?
- What extreme sports would you like to try?
- 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

- 5 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**

- 10 **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**

- 15 **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

- 20 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).

- They arrived in Austria
- They rode in a helicopter
- They radioed for help
- They booked lessons
- Max fell down a hole
- They had their first lesson
- 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

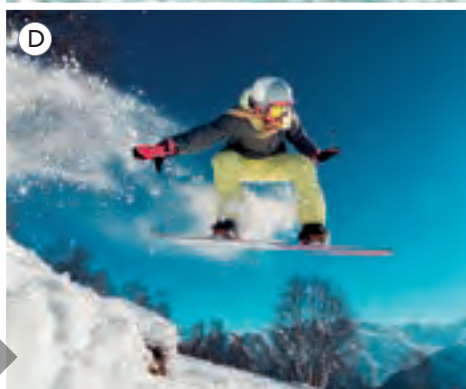
EXTRA ACTIVITIES

- 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.



- 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.

- 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.

- 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

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!

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 9 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'letiks/
 athletics track /,æθ'letiks 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/ðə
 'tʃæmpiən/
 boxing /'bɒksɪŋ/
 boxing/sumo/wrestling ring /'bɒksɪŋ/
 'sʊməu/'reslɪŋ rɪŋ/
 break a world record /,breɪk ə ,wɜ:ld
 'rekɔ:d/
 burn sth off /'bɜ:n ,səmθɪŋ 'ɒf/
 challenge /'tʃæləndʒ/
 cheer sb on /,tʃɪə ,səmbədi 'ɒn/
 coach /kəʊtʃ/
 come first/second/last /,kʌm 'fɜ:st/
 'sekənd/'la:st/
 compete /kəm'pi:t/
 competitive sport /kəm,petətɪv 'spɔ:t/
 competitor /kəm'petɪtə/
 cricket/football/hockey/rugby pitch
 /'krɪkət/'fʊtbɔ:l/'hɒki/'rʌɡbi pɪtʃ/
 drop out of /,drɒp 'aʊt əv/
 fan/supporter /fæn/sə'pɔ:tə/
 get into /,get 'ɪntu:
 go in for /,ɡəʊ 'ɪn fə/
 golf course /'ɡɒlf 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 ,səmbədi '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 'ɡəʊl/
 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'ri:/
 rink /rɪŋk/
 sailing /'seɪlɪŋ/
 score a goal/points /,skɔ:r ə 'ɡəʊl/
 '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 eɪ 'kʌp/
 final /'faɪnəl/
 get injured /,get 'ɪndʒəd/
 goalkeeper /'ɡəʊl,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:mɪnd/
 enter a competition /,entə ə
 ,kɒmpə'tɪʃən/
 generous /'dʒenərəs/
 give (sth) up /,ɡɪv (,səmθɪŋ) '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 ,səmbədi 'ɒf/
 role model /'rəʊl ,mɒdl/
 row /rəʊ/
 sailing club /'seɪlɪŋ klʌb/
 take after /,teɪk ,ɑ:ftə/
 talk sb into /,tɔ:k ,səmbədi '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,saisɪv 'məʊmənt/
 do the same thing over /,du: ðə ,seɪm
 ,θɪŋ 'əʊvə/
 emerge /ɪ'mɜ:dʒ/
 fall over sth /,fɔ:l 'əʊvə ,səmθɪŋ/
 give sb peace of mind /,ɡɪv ,səmbədi
 ,pi:s əv 'maɪnd/
 goggles /'ɡɒɡəlz/
 gold medal /,ɡəʊld '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
 ,bɒdi 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/,la:st 'feɪz/
 the first/last step /ðə ,fɜ:st/,la: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 ,skiɪŋ/

2.8 Speaking 4.16

deserve sth /dɪ'zɜ:v səmθɪŋ/
 do sport /,du: 'spɔ:t/
 kick a ball /,kɪk ə 'bɔ:l/
 ridiculous /rɪ'dɪkʃələs/
 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 / 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

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!

- While there were several mistakes during the show, on the whole it was an amazing display.
- It is hard to imagine the training that had gone into keeping so many people in order.
- It painted a picture of the energetic, multicultural country Australia has become.
- Some Greek people thought hosting the Olympics was too expensive, but others saw big advantages.
- 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.