

Sport and fitness

LANGUAGE

past perfect ■ sports and competitions

10A Winning is everything

1 10.1 Listen and match the speakers with pictures a–c.



2 10.1 Complete the sentences with the words in the box. Listen again and check.

beat win match race umpire athlete medal trophy score crowd

- The _____ is almost over. In one minute, Real Madrid will _____ the game and the _____. But wait. What's this? Here come Arsenal. The ball goes to Walcott. He has to _____ a goal, now. He does!
- Serena Williams to serve. Was that out? She looks at the _____. You can hear the _____ cheering. They're sure Serena is going to _____ her sister, Venus.
- Here they come, the end of the 100 m _____, and Bolt is going to win the gold _____ again. Yes, he's done it. What an amazing _____!



Go to Vocabulary practice: sports and competitions, page 152

3 Discuss the questions in pairs.

- | | |
|--|--|
| 1 Do you prefer to watch or take part in sports? | 3 Would you like to be a professional athlete? |
| 2 Have you ever won a medal or a trophy? | 4 How have sports changed over the last 100 years? |

4 Read the text. What are the names of the athletes in the pictures?



THE TOUGHEST RACE EVER?

There are some difficult events in the Olympic Games, but nothing compares with the 1904 Olympic Marathon. One athlete almost died and the race ended in a public scandal.

The marathon started on an incredibly hot day in St Louis, in the USA, and there were lots of cars and horses on the dusty roads. One athlete, William Garcia, started coughing after he'd breathed in too much dust. It was so bad that he had to give up the race and was taken to hospital. Another runner, Len Tau from South Africa, eventually finished in ninth place, but he was disappointed because some wild dogs had chased him for over a mile in the opposite direction during the race!

Meanwhile, the first athlete to cross the finish line was an American, Fred Lorz. The

crowd thought a local athlete had won so they started celebrating, but actually, Lorz had cheated. He'd felt ill during the race and had travelled 11 miles in a car! Fortunately, a spectator had seen Lorz getting out of the car one mile before the finish line and told the referee, so Lorz didn't win the gold medal.

The next runner to finish was another American, Tom Hicks. Hicks hadn't felt well either so his friends had given him a drink of eggs mixed with some chemicals to help him. However, this had made him feel even worse and, in the end, his friends had helped him walk the final part of the race. Even though he hadn't run the whole marathon on his own, the organizers presented Hicks with the gold medal after the hardest marathon of all time.

5 A Read the sentences. Tick (✓) the action that happened first: **a** or **b**?

- 1 a William Garcia **started** coughing after b he'd **breathed** in too much dust.
 2 a Len Tau **was** disappointed because b some wild dogs **had chased** him for over a mile.
 3 a The crowd thought a local athlete **had won**, so b they **started** celebrating.
 4 a Even though he **hadn't run** the whole marathon, b the organizers **presented** Hicks with the gold medal.

B Look at the verbs in **bold** in exercise 5A and answer the questions. Then read the Grammar box.

- 1 What tense are the actions that happened first? *past simple / past perfect*
 2 What tense are the actions that happened later? *past simple / past perfect*
 3 How do we form the past perfect? _____ + _____



Grammar past perfect

An action that happened before another action in the past:

*I **had forgotten** my keys so I couldn't open the door. I explained to my boss that I **hadn't finished** the report.
 Had you **eaten** anything before you went swimming? When I got to the party, my friend **had gone**.*



Go to Grammar practice: past perfect, page 130

6 10.6 **Pronunciation:** 'd /hadn't Listen to the sentences. How do you say 'd and hadn't? Listen again and repeat.

- 1 He'd breathed in too much dust. 2 He **hadn't** run the whole marathon on his own.

7 A Complete the sentences with the past perfect form of the verbs in brackets.

- 1 They _____ before the game. (not warm up) 3 She _____ a rugby match before. (not see)
 2 I knew they _____! (cheat) 4 We celebrated because he _____ a goal. (score)

B 10.7 In pairs, say the sentences. Pay attention to the 'd/hadn't contractions. Listen, check and repeat.

Go to Communication practice: Student A page 164, Student B page 172

8 10.8 Complete the text with the correct form of the verbs in brackets. Use the past simple or past perfect. Listen and check.



There are eleven players in a football team, but in this team photo of Manchester United there are twelve – so who's the twelfth man? The team ¹ _____ (be) very excited after they ² _____ (travel) to Germany for their Champions League match against Bayern Munich. The players ³ _____ (line up) for a photo when suddenly Karl Power ⁴ _____ (run) onto the pitch dressed in the Manchester United kit and ⁵ _____ (stand) next to them. Even though some of the players ⁶ _____ (notice) Karl, the photographer still ⁷ _____ (take) the photo. Karl then ⁸ _____ (go) back to his seat to watch the match. Unfortunately, Manchester United ⁹ _____ (lose), but Karl was happy because he ¹⁰ _____ (meet) his heroes!

9 A In pairs, write as many sentences as you can about the pictures. Use the past simple and past perfect.
He was very disappointed because he'd lost the match.



B Tell the class your most interesting sentence. Who has the most original explanation?

10B Rock 'n' roll on wheels

- 1 Look at the pictures and the title of the text on page 87. Answer the questions.
- | | |
|--|--|
| 1 What are the Paralympic Games? | 3 Would you like to take part in a game? |
| 2 Have you ever seen a wheelchair rugby match? | 4 What kind of person do you think Laura is? |



Skill finding information in a text

When we want to find information in a longer text, we need to know where to look.

- Read the text quickly and understand the general topic of each paragraph.
- Read the question carefully and underline any key words.
- Match the question with the paragraph that has the information you need.
- Read this paragraph in detail to answer the question.

- 2 Read the Skill box. Then read the text quickly and match paragraphs A–G with topics 1–7.
- | | | | |
|---|-----|--------------------------------------|-----|
| 1 how it feels to play wheelchair rugby | ___ | 5 media interest in wheelchair rugby | ___ |
| 2 how to find out more about the sport | ___ | 6 the origins of the sport | ___ |
| 3 creating interest in disabled sports | ___ | 7 the rules of wheelchair rugby | ___ |
| 4 Laura's physical appearance | ___ | | |

- 3 A Read the questions. Underline the key words and match them with paragraphs A–G.

	Paragraph	Answer
1 How long does it take Tim to cross the court?	___	_____
2 Which movie did wheelchair rugby appear in?	___	_____
3 What other wheelchair sports are there?	___	_____
4 When was wheelchair rugby invented?	___	_____
5 What is the official wheelchair rugby organization?	___	_____
6 Where does Laura have a bandage?	___	_____
7 How many players are on a wheelchair rugby team?	___	_____

B Read the paragraphs and answer the questions.

- 4 Did you know anything about wheelchair rugby before you read the article? Would you like to watch a match?

- 5 Find the **highlighted** words in the text.

- | | |
|----------------------------------|--|
| 1 Which words come before nouns? | 2 Which words come at the start of a sentence? |
|----------------------------------|--|



Text builder giving examples

Listing examples:

*I'd like to visit countries in south-east Asia, **like** Thailand and Vietnam.*

*You shouldn't eat unhealthy food, **such as** pizzas or hamburgers.*

Giving an example phrase:

*She's had problems at work. **For example,** she arrived late every day last week.*

Look! We can also use **for instance** instead of *for example* with no change in meaning:

*She's had problems at work. **For instance,** she arrived late every day last week.*

- 6 Read the Text builder. Complete the sentences with your own ideas. Compare your sentences in pairs.

- Cheating has become very common in some sports. For example, ...
- My country has produced some famous sportspeople, like ...
- Some sports can be quite dangerous, such as ...

- 7 A In pairs, choose an interesting sport. Prepare a short talk about it. Use the ideas in the boxes.

where it is played the rules how popular it is famous players how it feels to play media interest

- B Tell another pair about your sport. Would you like to try this sport?



Sports interview:

Tim White meets wheelchair rugby player, Laura Sabetta

D I'm soon happy to join the spectators and watch the match. Wheelchair rugby is a mix of basketball, rugby and ice hockey. Two teams of four players throw and carry a volleyball, trying to score goals. Players score when their wheels cross the line at the end of the court while holding the ball in their hands.

E Wheelchair rugby's popularity exploded after it featured in the 2005 movie *Murderball*. Many of its players are now big names in Paralympic sports, like the movie's star, Mark Zupan. The sport is now played in more than 25 countries, such as Japan and the USA. So, however you look at it, wheelchair rugby is big news.

F This places lots of responsibility on the players, as Laura explains. 'There are lots of sports opportunities out there for people who need a wheelchair, such as skiing, tennis and sailing. The important thing is making sure people know about them so they can take part. We also need fans. We want big crowds watching the game. That's why I'm doing this interview!'

G Getting involved is easy. There's plenty of information online. For example, there's the website of the International Wheelchair Rugby Federation at www.iwrf.com. It's also quite easy to find a match in most large towns if you just want to watch. Many people only watch the sport once every four years at the Paralympic Games, but as Laura tells me, 'For people like me, this isn't a hobby. Since I lost the use of my legs, it's been my life.'

A The first thing I notice about Laura Sabetta is her arms. They're almost as big as my legs. The next thing I notice is a bandage on her arm. 'I often get injuries because we play to win,' the Argentinian athlete explains, '... it's rugby, after all.'

B Wheelchair rugby has always been a tough, physical sport. Invented in Canada in 1977, it was first called 'Murderball'. As the sport's popularity grew, the name changed to the more serious 'wheelchair rugby'. It was a new name, but the game was just as violent.

C People who have never played the sport might think of it as a fun way to spend an afternoon, but it's exhausting. Laura gives me a special wheelchair and I move slowly onto the court. I wear gloves, but it's very hard work pushing the chair using only my arms. Wheelchair rugby is played on a basketball court, which measures 28 x 15 metres, and it takes me over three minutes to cross it. Meanwhile, Laura has already finished warming up.



10C He said it had changed his life

- 1 Match the words in the box with the parts of the body.

chest knee shoulder elbow neck wrist

- 1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

Go to **Vocabulary practice**: parts of the body, page 153

- 2 A Look at the poster. Discuss the questions in pairs.

- How much exercise do doctors recommend you do each week?
- Is it possible to get fit doing three minutes of exercise per week?
- What do you think 'high-intensity training' is?

B 10.10 Listen to an interview and check your answers.

- 3 Discuss the questions in pairs.

- How much exercise do you do per week? What do you do?
- Do you believe that high-intensity training works? Why/Why not?
- Would you like to try high-intensity training? Why/Why not?

- 4 A 10.10 Complete the sentences about what Carlos and Vicky said. Listen again and check.

- Carlos said that in HIT you used almost all your _____.
- Carlos said two years ago he had weighed almost _____ kg.
- Carlos said he was eating more _____ and _____ now.
- Carlos said that he had lost _____ kg.
- Carlos told Vicky that first she would do some gentle cycling to _____.
- Vicky told Carlos she was going to try _____ seconds of high-intensity cycling.

B Look at the sentences 1–6 again and answer the questions.

- Which two verbs do we use to report what someone says in the past? _____
- Which verb do we use when we say who the person is talking to? _____
- Is it always necessary to use *that* with these verbs? Yes / No

- 5 A 10.11 Listen carefully to what Carlos and Vicky said. Write the verbs they used.

1 In HIT, you _____ almost all your muscles.

3 Oh, and I _____ more fruit and vegetables now.

5 OK, so first you _____ some gentle cycling to warm up.

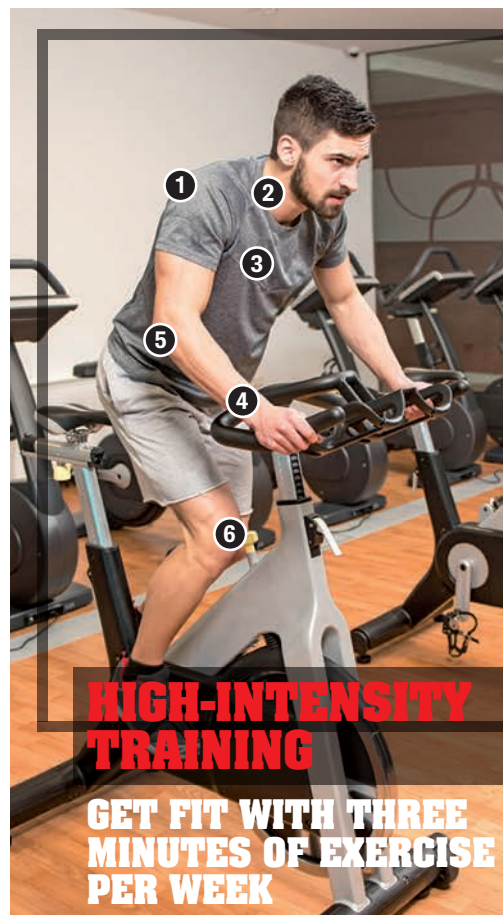
2 Well, two years ago I _____ almost 100 kg.

4 Of course – 75 kg. I _____ 25 kg.

6 Thanks, Carlos. Well, I _____ 20 seconds of high-intensity cycling now.

B Compare the verbs in exercise 5A with the verbs in exercise 4A. How have they changed? Then read the Grammar box.

- | | |
|---------------------------------------|-------------------------------------|
| 1 present simple → <u>past simple</u> | 4 present perfect → _____ |
| 2 past simple → _____ | 5 will → _____ |
| 3 present continuous → _____ | 6 <i>am/are/is going to</i> → _____ |



Personal Best

Grammar reported speech

Direct speech:

'I **play** tennis.'
 'Vicky **tried** HIT.'
 'It's **raining**.'
 'She **hasn't arrived** yet.'
 'I'll **help** you.'
 'We're **going to call** you.'
 'Ravi **can't come** to work.'

Reported speech:

She said (that) she **played** tennis.
 He said (that) Vicky **had tried** HIT.
 They said (that) it **was raining**.
 You said (that) she **hadn't arrived** yet.
 You said (that) you **would help** me.
 They said (that) they **were going to call** me.
 She said (that) Ravi **couldn't come** to work.

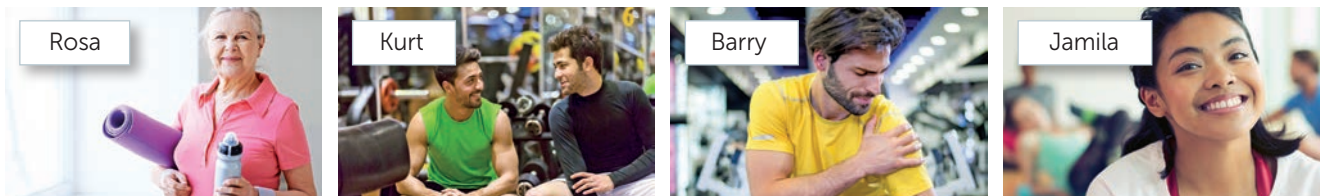
Look! We use **to** to say who the person talked to: She **told me** (that) she played tennis.



Go to Grammar practice: reported speech, page 131

6 **10.13** Match the sentences in the box with the people. Listen and check.

I go to the gym to meet my friends. I'll tell my husband because he needs to lose weight.
 I can't do HIT at my age! I've tried it, but I hurt my shoulder.



7 **10.14** **Pronunciation:** weak form of *that* Listen to the sentences. Underline the stressed words. How do we pronounce *that*? Listen again, check and repeat.

- 1 Carlos said that HIT was very popular.
- 2 He told me that I should ask some other people what they think.

8 **A** Complete the sentences using the information from exercise 6.

- 1 Rosa said that _____.
- 2 Kurt told Vicky that _____.
- 3 Barry told her that _____.
- 4 Jamila said that _____.

B **10.15** In pairs, practise saying sentences 1–4. Pay attention to the pronunciation of *that*. Listen, check and repeat.

9 In pairs, ask and answer the question *What did ... say?* Use reported speech to answer the questions.

A What did José say? **B** He said that he ...

Go to Communication practice: Student A page 164, Student B page 172

10 **A** In pairs, ask and answer the questions. Make notes of your partner's answers.

- 1 Have you ever run a long distance?
- 2 What was the first film you saw at the cinema?
- 3 What are you going to do this weekend?
- 4 Can you play any unusual sports?
- 5 What series are you watching on TV at the moment?
- 6 What are you doing after the lesson today?

B Work with another student. Report what your first partner said about questions 1–6.



10D Could you tell me ...?

- 1 Discuss the questions in pairs.
- 1 What are the best ways to keep fit? 3 What would be important for you if you joined a gym?
2 Have you ever thought about joining a gym? 4 Look at the webpage. Would you join this gym? Why/Why not?
- 2 10.16 Watch or listen to the first part of *Learning Curve*. Why does Marc want to join the gym?
- 3 10.16 Watch or listen again and complete the webpage with the correct information.

OUR CENTERS | GYM FACILITIES | SWIMMING POOL | FITNESS CLASSES | MEMBERSHIP | TIMETABLE

CITY FITNESS

June offer
First month
FREE

Join today or speak to one of our advisers

JOIN NOW CONTACT US

Standard membership fee: ¹ _____ per month (minimum 12-month contract)
Access to all facilities while the center is open

Off-peak membership fee: ² _____ per month (no contract, pay as you go)
Access to facilities: Mon–Fri ³ _____ and ⁴ _____, weekends 2.00 p.m. – closing.
Additional \$15 fee for access to swimming pool, sauna and steam room.

Swimming-only fee: ⁵ _____ per month
Access to the swimming pool only: Mon–Sun 9.00 a.m.–5.00 p.m.

Opening hours: 6.00 a.m.–9.00 p.m. Student discount available: 15%

- 4 10.17 Match the halves to complete Marc's enquiries. Listen and check.
- 1 Could I speak to someone a the cost, please?
2 Could you tell b information about that?
3 Could you give me some c thing.
4 I'd like to ask about d off-peak membership.
5 Just one more e about joining the gym?
6 So can I double-check f me about the cost?



Conversation builder making enquiries

Starting enquiries politely:

Could I speak to someone about ...?
Could you give me some information about ..., please?
Excuse me, I was hoping you could help me.

Asking for additional information:

I'd also like to ask about ...
I was told ... Is that true?
Just one more thing. Do you ...?
Can I double-check? Do you ...?

- 5 Read the Conversation builder. Choose three subjects in the boxes. In pairs, make enquiries about City Fitness. Use the information on the webpage to answer.

student discount

June offer

opening hours

how to join

swimming-only membership



6 A 10.18 Watch or listen to the second part of the show. Does Marc decide to join the gym?

B 10.18 Are the sentences true (T) or false (F)? Watch or listen again and check.

- 1 Marc thought Taylor worked at a different centre. _____
- 2 Taylor likes this centre because it's small. _____
- 3 The receptionist told Marc about all the facilities. _____
- 4 Taylor offers Marc a free training session as a special offer. _____
- 5 Marc wants to start training slowly. _____



7 10.19 Listen and repeat the receptionist and Taylor's phrases when you hear the beeps. How are they helpful to Marc?



Skill being helpful

There are different ways to be helpful in English, especially with colleagues and customers.

- Use friendly intonation to show you are happy to help.
- Make offers and suggestions: *Would you like me to ...? Shall I ...? I'll ... if you want.*
- Check the person is satisfied: *Does that sound OK? Is there anything else I can help you with?*

8 A Read the Skill box. Are phrases 1–6 answers to questions (A), offers and suggestions (O) or checking the customer is satisfied (C)?

- 1 The nearest one is on the corner of Sutton Street. _____
- 2 Do you have any other questions? _____
- 3 I think it costs about \$20 to the city centre. _____
- 4 I'll just print you a map of the area. _____
- 5 Would you like me to write that down for you? _____
- 6 Is there anything else you'd like to know? _____

B 10.20 Listen and repeat phrases 1–6. Pay attention to the intonation.

Go to Communication practice: Student A page 164, Student B page 172

9 Discuss the questions in pairs.

- 1 Have you ever worked with customers or the public? What did you do?
- 2 What's the most difficult thing about working with customers or the public?
- 3 Have you ever had a bad experience with customer service? What happened?
- 4 Can you think of a good experience with customer service? What happened?

10 A **PREPARE** Choose one of the situations. Use the phrases and your own ideas to prepare questions.



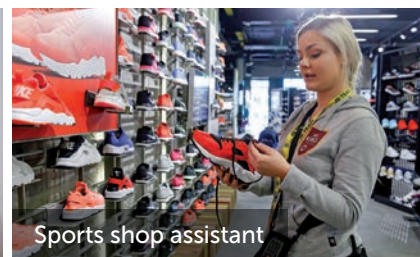
Travel agent

Holidays in the USA
Best city to visit
Cost of flights



Pharmacist

Medicine for the flu
How often to take it
Other advice to feel better



Sports shop assistant

Running shoes
Best type for long distance
Colours and sizes

B PRACTISE In pairs, make enquiries using your questions. Your partner should try to answer your questions and be as helpful as possible.

C PERSONAL BEST Were you a satisfied customer? What could your partner do differently to be more helpful? Choose another situation and make more enquiries.