UNIT 10

Sport and fitness

10A Winning is everything

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

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

beat  win  match  race  umpire  athlete  medal  trophy  score  crowd

1 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!
2 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.
3 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?
2 Have you ever won a medal or a trophy?
3 Would you like to be a professional athlete?
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 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  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 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’s ________ (be) very excited after they ________ (travel) to Germany for their Champions League match against Bayern Munich. The players ________ (line up) for a photo when suddenly Karl Power ________ (run) onto the pitch dressed in the Manchester United kit and ________ (stand) next to them. Even though some of the players ________ (notice) Karl, the photographer still ________ (take) the photo. Karl then ________ (go) back to his seat to watch the match. Unfortunately, Manchester United ________ (lose), but Karl was happy because he ________ (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?
2 Have you ever seen a wheelchair rugby match?
3 Would you like to take part in a game?
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.

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

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.
1 Cheating has become very common in some sports. For example, ...
2 My country has produced some famous sportspeople, like ...
3 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.

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!'  

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.

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.

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.'

Write five more questions about the wheelchair rugby interview.
10C He said it had changed his life

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

<table>
<thead>
<tr>
<th>chest</th>
<th>knee</th>
<th>shoulder</th>
<th>elbow</th>
<th>neck</th>
<th>wrist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>5</td>
<td></td>
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<tr>
<td>2</td>
<td>4</td>
<td>6</td>
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</tbody>
</table>

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

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

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

B Listen to an interview and check your answers.

3 Discuss the questions in pairs.

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

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

1 Carlos said that in HIT you used almost all your ________.
2 Carlos said two years ago he had weighed almost ________ kg.
3 Carlos said he was eating more ________ and ________ now.
4 Carlos said that he had lost ________ kg.
5 Carlos told Vicky that first she would do some gentle cycling to ________
6 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.

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

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

1 In HIT, you ________ almost all your muscles.
2 Well, two years ago I ________ almost 100 kg.
3 Oh, and I ________ more fruit and vegetables now.
4 Of course – 75 kg. I ________ 25 kg.
5 OK, so first you ________ some gentle cycling to warm up.
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 → past simple
2 past simple → ________
3 present continuous → ________
4 present perfect → ________
5 will → ________
6 am/are/is going to → ________
### Grammar | reported speech

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I play tennis.'</td>
<td>She said (that) she played tennis.</td>
</tr>
<tr>
<td>'Vicky tried HIT.'</td>
<td>He said (that) Vicky had tried HIT.</td>
</tr>
<tr>
<td>'It's raining.'</td>
<td>They said (that) it was raining.</td>
</tr>
<tr>
<td>'She hasn't arrived yet.'</td>
<td>You said (that) she hadn't arrived yet.</td>
</tr>
<tr>
<td>'I'll help you.'</td>
<td>You said (that) you would help me.</td>
</tr>
<tr>
<td>'We're going to call you.'</td>
<td>They said (that) they were going to call me.</td>
</tr>
<tr>
<td>'Ravi can't come to work.'</td>
<td>She said (that) Ravi couldn't come to work.</td>
</tr>
</tbody>
</table>

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

### Go to Grammar practice: reported speech, page 131

6. 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.

   **Rosa**  **Kurt**  **Barry**  **Jamila**

7. **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** 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 ...**

   1. I can't go running because I've hurt my ankle.
   2. Our teacher is wearing a leather jacket.
   3. My train is delayed so I'm going to be late.
   4. If you're tired, I'll make you a coffee.

   **José**  **Sara**  **Laura**  **David**

### 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. What are you doing after the lesson today?
   5. Can you play any unusual sports?
   6. What series are you watching on TV at the moment?

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

Think of a news story or an interview with a sportsperson. Write what the person said.
10D Could you tell me …?

1 Discuss the questions in pairs.
   1 What are the best ways to keep fit?
   2 Have you ever thought about joining a gym?
   3 What would be important for you if you joined a gym?
   4 Look at the webpage. Would you join this gym? Why/Why not?

2 Watch or listen to the first part of Learning Curve. Why does Marc want to join the gym?

3 Watch or listen again and complete the webpage with the correct information.

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**Learning Curve**

**10.16**

**WHAT ARE THE BEST WAYS TO KEEP FIT?**

Marc: Could you tell me about …?

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**WHAT WOULD BE IMPORTANT FOR YOU IF YOU JOINED A GYM?**

Marc: Could you give me some information about …, please?

---

**WOULD YOU JOIN THIS GYM? WHY/WHY NOT?**

Marc: I was told … Is that true?

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**Conversational 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 …?

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**JOIN NOW**

**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.

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**OUR CENTERS**

**GYM FACILITIES**

**SWIMMING POOL**

**FITNESS CLASSES**

**MEMBERSHIP**

**TIMETABLE**

**JOIN NOW**

**CONTACT US**

**June offer**

**First month FREE**

**Join today or speak to one of our advisers**

---

4 Match the halves to complete Marc’s enquiries. Listen and check.

1 Could I speak to someone about …?
2 Could you tell me about …?
3 Could you give me some information about …, please?
4 I’d like to ask about …
5 Just one more thing.
6 So can I double-check …?

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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.

**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.

Write down five questions you could ask in a restaurant.