

Time out

IN THIS LESSON, YOU:

- roleplay conversations about future arrangements
- discuss health and fitness
- practise listening to three conversations about free-time activities
- practise checking what you heard

VOCABULARY Health and fitness

1 Complete the sentences with these words.

breath	chill out	junk	lie-in
shape	stamina	sweat	uncoordinated

- 1 I'm really unfit. I **work up a** _____ just running for the bus! It's awful!
- 2 I'm training for a marathon, so I run every day to **build up my** _____.
- 3 I **get out of** _____ just walking up the stairs these days.
- 4 I'm so unfit. I really need to stop **eating** _____ **food**. The thing is, though, I know it's not good for me, but it's just so tasty!
- 5 I'm **totally** _____ – really clumsy. I'm always tripping over and bumping into things.
- 6 I'm **out of** _____. I don't really do any exercise at all any more.
- 7 I usually work out on Saturday mornings and then just try **to** _____ and take it easy for the rest of the weekend.
- 8 I usually only manage to sleep five or six hours a night during the week, but on Saturdays I like to **have a long** _____.

2 When one word ends in a consonant sound and the next begins with a vowel, we often link those sounds together.

Work in pairs. Look at the phrases in bold in Exercise 1 and decide which words you think will link. One phrase has no linking. Which one?

3 **P** ▶ Listen and check your ideas. Repeat what you hear. Which phrases do you find hard to say? Practise saying them again.

4 Work in pairs. Discuss these questions. Use vocabulary from Exercise 1 if you can.

- 1 How fit would you say you are? How much exercise do you do each week?
- 2 How often do you have a lie-in? How much sleep do you usually need?
- 3 What are the best ways to improve your coordination? Your stamina? Your general health? Have you tried any of these methods? How did you get on?
- 4 What sports and activities are you good and bad at? Why?

LISTENING

5 ▶ Listen to three conversations about free-time activities and answer the questions.

- 1 What is the second speaker in each conversation going to do?
- 2 How long have they been doing this activity?

6 **FS** ▶ Listen to nine extracts from the conversations. There is a word missing from the end of each extract. Try to work out the missing word and write it down.

7 ▶ Listen to the full extracts and check your ideas from Exercise 6.

8 ▶ Listen to the conversations from Exercise 5 again. Decide in which conversation (1–3) someone:

- a is going to study with an expert.
- b says that different parts of their body don't work well together.
- c has successfully dealt with a problem.
- d complains that they're out of shape.
- e suggests their friend should be more open-minded.

9 Work in pairs. Discuss these questions.

- 1 Do you know anyone who has an unusual hobby – or have you ever discovered that someone had a hidden talent for doing something?
- 2 How long have they been doing it?
- 3 How did they first get interested in it?



DEVELOPING CONVERSATIONS

Checking what you heard

If we are surprised by what someone tells us and we want to check information, we often repeat part of the statement and add a question word with a rising intonation.

A: *I've got my knitting group tonight.*

B: *You've got what?*

10 Look at the Developing conversations box. Complete these conversations (1–5) with checking questions.

- 1 A: I usually run about ten kilometres most days.
B: _____ ?
A: Ten kilometres. I'm not that fast, though.
- 2 A: I do capoeira on Wednesday nights.
B: _____ ?
A: Capoeira. A Brazilian martial art dance.
- 3 A: I went to a comic fair at the weekend.
B: _____ ?
A: A comic fair. They had all these old Spiderman comics.
- 4 A: My mum's really into embroidery.
B: _____ ?
A: Embroidery. It's like sewing, but you use thread to make pictures or patterns on the cloth.
- 5 A: Well, I didn't get up till three on Saturday.
B: _____ ?
A: Three o'clock. I'd had a heavy week. I needed a lie-in!

- 11 Work in pairs. Practise reading the conversations in Exercise 10. Take turns to be B. Try to make the intonation in your checking questions go up.

CONVERSATION PRACTICE

- 12 Think about an unusual or surprising hobby and a future arrangement you have that is connected to it. Decide where you're doing it, who with, when, etc.
- 13 Write three questions people might ask you about your hobby, and the answers you would give.
- 14 Work in pairs and have similar conversations to those you heard in Exercise 5. Use this guide to help you. Then swap roles.

Student A

Ask about tonight or the weekend.

Check you understood.

Ask and answer questions about the hobby to continue.

Student B

Explain your arrangement connected to your hobby.

Explain again (+add info).

Practising capoeira at sunset, Brazil.



You should've been there

IN THIS LESSON, YOU:

- talk about past mistakes and regrets
- discuss different sports – and how you feel about them
- work out the purpose of a text
- provide evidence to support claims about a text

SPEAKING

1 Work in groups. Discuss the questions.

- 1 Do you know anyone who is a big sports fan? In what way? What team(s) do they support?
- 2 What are the most popular sports in your country? Why do you think they are so popular? Do you like them?
- 3 What do you think the most popular sports in the world are? Why?

VOCABULARY Sport

2 Work in pairs. Read the sentences. Check any words in bold that you don't understand in a dictionary. Then discuss which sports the sentences might describe.

- 1 She hit a great **shot** and made a hole in one.
- 2 He came off the **track**. He was trying to **overtake** on a corner and lost control of the car.
- 3 They almost scored – they hit the **bar** twice and a **post** once.
- 4 They called a **time-out** to discuss **tactics**.
- 5 They got promoted to the top **division** last season.
- 6 Oh no! That's my third double **fault** of the game.
- 7 I was **tackled** – just as I was about to **shoot**!
- 8 He ran from the halfway line to **score**.
- 9 I came on as a **substitute** after another player got injured.
- 10 He got a red card for a bad **tackle**.
- 11 She lost five first-round matches in a row so she **sacked** her coach.
- 12 I reckon the fight was **fixed**. I mean, the judges made some really weird decisions.

3 Work in pairs. Which other sports can you use the words in bold from Exercise 2 to describe? Which words can you use to talk about other areas of life?

*Elections can also be **fixed** – if the result is basically decided before people vote.*

4 Work in pairs. Discuss the questions.

- 1 Have you heard of anyone – or any team – who's been promoted recently?
- 2 Do you know any competitions that you think were fixed?
- 3 Can you think of any unpopular decisions that judges or referees have made?
- 4 Have you done or experienced any of the things in Exercise 2 when playing sport?

READING

5 Write four possible benefits of doing or watching sport. Think about both individuals and society. Then compare your ideas with a partner.

6 Read the opinion piece on page 51. Does it mention your ideas?

7 Which of these statements do you think the writer of the article would agree with?

- 1 If you did more exercise, you'd be more positive.
- 2 Forcing kids to compete undermines their confidence.
- 3 We shouldn't encourage people to read.
- 4 The most important thing is to win.
- 5 Sports clubs keep young people out of trouble.
- 6 It's OK for players to pretend to be injured.
- 7 Seeing great sports people in action is uplifting.

8 Work in pairs. Which of the statements in Exercise 7 do you personally agree with? Find three more things in the article you strongly agree or disagree with.

GRAMMAR

Past modals

should(n't) have, could(n't) have, would(n't) have

- a I **shouldn't have overtaken**! I **wouldn't have crashed**.
- b I **should have worked** more. I **could have bought** a better car.

9 Work in pairs. Look at the examples in the Grammar box and complete these rules.

To show we think something in the past was a good idea but didn't happen, we use ¹ _____ + past participle.
To show we think something that happened wasn't a good idea, we use ² _____ + past participle. ³ _____ + past participle describes the likely consequence if a past situation had been different, and ⁴ _____ + past participle shows a possible consequence.

10 Complete the sentences with the modal verbs in bold and the correct form of the verb in brackets. You may need to use negative forms.

- 1 It was a close game. We _____ (try) any harder and there's no shame in losing to such a good team, but I still think we _____ (draw) with them. **could / should**
- 2 I don't know what I was thinking! I _____ never _____ (study) Art. Something like History _____ (be) much better for me. **should / would**
- 3 She _____ (think) before using social media like that. All the trouble she then got into _____ (be) avoided. **should / could**

G See Grammar reference 5B.

SPEAKING

11 Work in pairs. Choose one of these topics and take turns to talk about it using past modals.

- a sporting event where something went wrong
- something you regret doing – or not doing



SPORT – AND WHY I LOVE IT

Record numbers of people do no sport at all, while others don't even watch it. Let's look at the five main reasons they're missing out.

1 HEALTHY BODY, HEALTHY MIND

The first reason may be obvious, but it's still worth repeating: sport keeps you in shape. Moreover, people who are physically fit are, on average, happier. In fact, the British health service has recently experimented with giving people suffering from mild depression a course of exercise instead of medication.

2 PREPARATION FOR LIFE

A second reason is that sport makes you mentally stronger. Now, I'm not talking here about those odd non-competitive sports that some schools insist on: no winners, no losers and everyone gets a prize. Not only are such games dull and pointless for children, but life just isn't like that. Competitive sport teaches us to cope with losing and disappointments. Sure, we're not all naturally sporty, but then I'm rubbish at crosswords. You just have to find your own level and learn to enjoy your own performance. You can feel the same sense of achievement as Real Madrid winning a game by beating an opponent who is at a slightly higher (though still low!) level than you. Similarly, I'm happy completing a puzzle others would find easy.

3 IT'S SOCIAL AND FUN

What would we do without sport? Read? Play computer games? Hang around on the street? Obviously, these aren't necessarily all bad things – reading, in particular, brings many benefits – but the first two are hardly social, and the last not that interesting or purposeful. This brings me neatly to my third reason for playing sport: it helps to build relationships and teaches the importance of supporting each other, whether you win or lose. After bad games, players sometimes bond by comparing injuries they got. In the same way, sports fans often enjoy sharing the pain of their team losing almost as much as the joy of winning.

4 FAIRNESS AND HONESTY

Just to go back to hanging around on the streets, if you need proof that it's not that fun, why do so many of those kids end up in trouble? It's simply out of boredom – something which sport can often provide a solution to. So making sport more widely available is good for society. It also benefits society by showing children the importance of rules and moral choices. Of course people cheat and perhaps you've been denied the chance to win something as a result. You think 'I shouldn't have stuck to the rules! Then I would've won'. However, the rules are the sport and you know if everyone starts cheating, the game falls apart and stops being fun. That's how we learn about making the correct moral decisions in sport, but we also learn why, in life, cheats are looked down on or excluded.

5 SPORT IS LIFE

One final point I'd like to make here is that sport doesn't just involve learning about life. It IS life. I play tennis; I'm basically fairly hopeless, regularly serving double faults or weakly hitting the ball into the net. However, there are moments when somehow everything comes together and I hit a great shot down the line or serve a clean ace. I suddenly feel like a world-beater and it's a great feeling, even if the next ball flies miles out. Isn't life all about having those feelings? And sport – playing or watching – provides many of them. No one looks back at the end of their life and says, 'I should've worked more. I could've bought a better car' or 'I'll never forget that time my kids watched TV'. No, what we remember are things like Usain Bolt smashing the world 100-metre record in Beijing – beating everyone else so easily that he could actually slow down in order to start celebrating ten metres before he crossed the line. And we're more likely to think 'I should've played with my kids more' or 'I wish I'd done more sport'.

A bit extreme

IN THIS LESSON, YOU:

- discuss past and present interests
- practise listening to a conversation about an unusual character
- deduce the truth of statements about the conversation
- talk about accidents and injuries

LISTENING

- 1 Work in pairs. Look at these activities and discuss the questions. Use the sentence frames in the box below to explain your reasons.

ballroom dancing	handstands	hang-gliding
ice-skating	parachuting	shooting
tai chi	windsurfing	yoga

- Have you ever done any of these activities? When?
- Would you like to try any of them in the future? Why? / Why not?

I think it'd be fun / amazing / really hard.

I think I'd really enjoy it because I like other similar kinds of things.

I'm not flexible enough.

I'd be scared of breaking my leg.

I wouldn't be able to stand up.

- 2 Listen to three people – Chloe, Paola and Kyle – talking about Paola's uncle. Which of the activities in Exercise 1 has Paola's uncle done?

- 3 Work in pairs. Are the sentences about Paola's uncle true (T) or false (F)? Listen again and check.

- He taught Paola and Kyle how to do handstands at his home.
- He stopped ice-skating after an hour because Paola and Kyle were bored.
- He used to go hang-gliding three or four times a month.
- He gave up hang-gliding because he badly injured his neck.
- He's only taken up windsurfing recently.
- He lives by the sea now.
- He drinks lemon juice every day because he thinks it's good for him.
- Kyle admits Paola's uncle can be fun – but only for very short periods of time.

Yoga practitioner performs a handstand, Himalayas.



4 Discuss these questions with your partner.

- 1 Does Paola's uncle sound odd to you? Why? / Why not?
- 2 Do you know anyone who's unusual for their age? In what way?
- 3 Do you know anyone who's only OK in small doses? Why?
- 4 Do you know any other things (like lemons) that are supposed to be good for your skin, feet, hair, eyesight, etc.? Do you think it's true?
- 5 Do you know anyone who had a lucky escape? What happened?

VOCABULARY Injuries and accidents

5 Work in pairs. Discuss which problem (a–b) you think is worse in each case.

- 1 a He felt a bit dizzy.
b He passed out.
- 2 a I tore my knee ligaments.
b I strained a muscle in my neck.
- 3 a She knocked herself out.
b She had a hairline fracture of the skull.
- 4 a I had to wear a cast on my leg.
b I twisted my ankle.
- 5 a He grazed his knee.
b His knee is very swollen.
- 6 a The wound healed quite quickly.
b The wound got infected.

6 Work in pairs. Tell each other about an accident that had one of the results in Exercise 5. Do you think the accident or result could have been avoided? Why?

GRAMMAR

The present perfect simple and continuous

We use both the present perfect simple and continuous to talk about situations, changes and actions between some time in the past and now.

- a *I've done* hardly any exercise since January.
- b *For the last few months he's been rubbing* lemon in his hair every day.
- c *I haven't been feeling* very well the last few days.
- d *I haven't been* to the doctor's about it yet, but I will if it gets worse.
- e What *have* you *done* to your leg?
- f How long *has* she *been doing* tai chi?

7 Look at the examples in the Grammar box. Then work in pairs. Answer these questions.

- 1 Which sentences use the present perfect continuous and which use the present perfect simple? How do you know?
- 2 Which structure do we use to describe things that have finished sometime before now? In the examples, how are these things connected to now?
- 3 Which structure do we use to show things started in the past and are still going on now?

8 Complete the conversations with the present perfect continuous or the present perfect simple form of the verbs.

- 1 A: _____ (you / manage) to buy the tickets for the game yet?
B: No. _____ (I / call) all morning, but I can't get through.
- 2 A: _____ (you / see) *The Lost City* yet?
B: No. _____ (I / mean) to for ages now, but _____ (I / just / not / have) the chance. Is it still on?
- 3 A: So why _____ (Wayne / decide) to leave? It's a bit sudden, isn't it?
B: Not really. _____ (he / think) about it for a while, but _____ (he / look for) the right job – and now he _____ (he / find) it.
- 4 A: I played tennis with her yesterday. She's really good, considering _____ (she / only / play) a few times.
B: I can imagine. _____ (she / always / be) good at sports. She's just got that natural fitness and coordination.
- 5 A: I'm really tired. _____ (I / not sleep) well recently.
B: That's not good. How long _____ (that / go on) ?

9 Work in pairs. Practise reading the conversations in Exercise 8. Add your own ideas to continue them for as long as you can.

G See Grammar reference 5C.

SPEAKING TASK

10 Think of three sports or interests that you (or people you know) have given up over recent years – and three things you (or people you know) have taken up.

11 **M** Work in groups. Share your ideas.

For the things people gave up, ask and talk about:

- why people stopped doing these things.
- how long they did them for.
- what was good or bad about them.

For the things people have taken up, ask and talk about:

- how people got into these things.
- how long they have been doing them for.
- what they like most about them.

12 In your group, decide on two different activities you'd all be happy to take up.

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What interesting things did you learn in this unit?
- 2 Say how you would describe: a sports event you have been to; a leisure activity you regularly do; a sport or hobby you'd like to try.
- 3 What did you find the most difficult in this unit – the new language, the speaking activities, or the reading and listening texts? Why?
- 4 What can you do at home to revise language from this unit?