

6 Take it easy

Reading identifying the purpose of a text; multiple choice with four texts

1 Read the Exam Reminder. What's the first thing you need to do in this kind of task?

Exam REMINDER

Identifying the purpose of a text

- Firstly, identify the type of text you are reading. Think about where you might normally find it and what this type of text normally communicates.
- Focus on each writer's main purpose, e.g. to explain, inform, persuade.

A Healthy bodies, healthy minds

It is well-known that regular physical activity is important for young people. It improves their health and reduces the risk of disease throughout their lives, as physically active children are more likely to remain active into adulthood.

There are, however, many other benefits that are less well-known. Young people who do regular exercise have better concentration and therefore perform better in school. Furthermore, studies have shown that regular exercise increases confidence in both young people and adults.

Sports clubs encourage young people to collaborate in team sports, and promote important social skills such as respect for others and how to interact effectively with them. They learn teamwork and problem-solving skills that will be useful in all areas of their lives.

Sports organisations are especially important for disadvantaged young people, helping them build a valuable support network and feel part of a wider community, as individuals from a range of different backgrounds are given the opportunity to come together.

C Training with the best

It's six o'clock on a Sunday morning and I'd normally be fast asleep in bed, but this weekend I'm at a training camp with a group of young triathletes preparing for a triathlon, a challenging race which involves swimming, cycling and running various distances.

We're having breakfast now. Everybody's talking about the day ahead and there's a real sense of excitement. The athletes seem very close and at ease with each other, even though they hadn't met until a couple of months ago.

The triathletes normally meet up on weekday evenings and they have to fit their schoolwork around their training. I manage to do all the activities in the morning, but by lunchtime I'm exhausted. The others are not, however, and they're already planning the rest of the day, laughing and chatting. The way they support each other is probably the thing I'll remember the most from today.

B Kingsmeadow Sports Club

The Kingsmeadow Sports Club is an inner-city sports centre especially designed to cater for young people in the area.

We realise that it is getting harder to fit sport in around your schoolwork. That's why we offer really flexible membership for all our main sports, so if you can't make it one week, we'll still be there the next.

We have a great 25 metre pool and gym, and school-aged members are allowed free use of both up to 5 p.m. We offer training for athletics, martial arts and tennis. Indoor fitness classes are also available.

Remember, sport isn't just about winning! We encourage a strong sense of community for members through regular social activities and weekend camps. Come and visit us to find out more!

D Dear Ms Kerridge,

I am writing regarding the council's plans to sell off several school playing fields to build housing.

In recent years, we have increasingly seen sports facilities being taken away from schools, with the result that young people become unfit. Moreover, they are more likely to become involved in anti-social activity through boredom.

I believe this is a decision that the council will regret. Sport has a key role to play in keeping our young people healthy and responsibility for this cannot be passed onto private sports clubs.

I look forward to receiving your comments.

Ashya Garcia

2 Read and complete the Exam Task.

Exam TASK

Multiple choice with four texts

For questions 1–8, choose the best answer (A, B, C or D).

- What group is likely to have most benefit from getting involved in sport according to Text A?
 - teenagers
 - young adults
 - children with fewer social advantages
 - children who are not very good at school
- What is the main purpose of Text A?
 - to identify social problems among young people
 - to highlight the health advantages of doing sport
 - to warn about not doing any sport
 - to underline the life skills that sport can promote
- What is the main purpose of Text B?
 - to encourage new people to join
 - to promote an event
 - to reassure young people
 - to describe the facilities
- What is the main purpose of Text C?
 - to show how hard a triathlon is
 - to highlight the athletes' team spirit
 - to promote sports activity
 - to describe the triathlon
- What is the main purpose of Text D?
 - to present different views
 - to promote
 - to criticise
 - to encourage
- Which texts mention the social benefits of sport?

A B and C	C A, B and C
B A and B	D A, B, C and D
- Which texts discuss a negative trend?

A B and D	C B and C
B A and B	D B, C and D
- What is the overall message in the texts about sport and young people?
 - Sport is difficult to combine with school work.
 - Sport offers benefits that go beyond physical activity.
 - Clubs, schools and local authorities are doing more to promote sport.
 - More should be done to get young people involved in sport.

1 Complete the sentences with these words.

defender	on target	penalty	pitch
referee	save	score	shot

- The _____ awarded a free kick to the visiting team.
- The shot was right _____, but it hit someone on the line and didn't go in.
- The goalkeeper anticipated the direction of the _____, but it was too low for her to reach.
- The _____ was full of mud and sand, which made passing the ball really difficult.
- The referee decided the foul was inside the area, so she gave a _____ to the other team.
- The other team are really strong going forward, so I think we'll need another _____ for this match.
- The player hit the ball so hard, he managed to _____ from outside the penalty box.
- I don't know how the goalkeeper managed to _____ that goal!

2 Match these words with the definitions.

achievement	competitive	lap	lead
marathon	opponent	represent	round
semifinal	set	trophy	victory

- a running race lasting up to 42 km

- sport or activity done seriously and not just for fun

- a complete circuit of a track _____
- another word for a win in a match or competition

- to be in the first position in an event

- the match before a final _____
- a group of matches at a specific point in a tournament _____
- when you play for your region or country

- a section of a match in games such as tennis

- when you do something important, it is considered this _____
- the person you are playing against

- the object you receive when you win a tournament or competition _____

Grammar 1

the *-ing* form and infinitives

1 Choose the correct option to complete the sentences.

- 1 This sport involves to *get* / *getting* up early in the mornings to train.
- 2 Don't let the food *burn* / *to burn* while I'm upstairs.
- 3 I really enjoyed to *save* / *saving* that shot from the attacker.
- 4 We couldn't avoid to *put* / *putting* on an extra defender for the last few minutes of the match.
- 5 We'd better *leave* / *to leave* early in case there's traffic.
- 6 Try to stop the children from *make* / *making* too much of a mess in the kitchen.
- 7 It's quite hard to *swing* / *swinging* the racket correctly when you serve in tennis.
- 8 You're not old enough *travel* / *to travel* by yourself.
- 9 *Take* / *Taking* a penalty can be quite scary.

2 Complete the sentences with the correct form of the verbs.

- 1 We all stopped _____ (have) a quick break around mid morning.
- 2 We regret _____ (announce) that today's marathon is cancelled due to bad weather.
- 3 You'd better _____ (let) the coach know you aren't able to play.
- 4 I don't think they meant _____ (cause) any offence by those comments.
- 5 I joined a gym _____ (get) fit for a marathon.
- 6 I think I'd rather _____ (stay) in this evening.
- 7 They promised not _____ (make) any jokes about my performance.

3 Complete the text with the correct form of these verbs.

achieve fall hit jump open

1 _____ 1,800 metres to the ground is not something many people survive, but a 30-year-old Canadian woman managed ² _____ exactly this during a recent parachute jump in Quebec. When her first parachute didn't work, she attempted ³ _____ the second, but again without success. She avoided ⁴ _____ the ground by landing in a wooded area. She wasn't injured and hopes ⁵ _____ from a plane again in the near future, this time with a functioning parachute!

Listening

working out the missing information; complete the sentences

1 Read the Exam Reminder. What types of words do you often use to complete the gaps?

Exam REMINDER

Working out the missing information

- In the gap-filling task you need to complete a summary of what you hear. Remember that the incomplete summary you see will have different words from those you actually hear. However, you need to complete the gaps with the exact word or words from the listening.
- You will often need to write a noun in the gap, but you may need to include an article (*a, an, the*) or an important adjective with it. In any case, you'll need to write a maximum of three words.

2 **6.1** Listen and complete the Exam Task.

Exam TASK

Complete the sentences

You will hear some information on the African Games. For questions 1–10, complete the sentences with a **word or short phrase**.

- 1 The African Games is an international athletics competition that takes place _____.
- 2 During the first Games, the host nation won the _____.
- 3 Pierre de Coubertin had been trying to organise the African Games since _____.
- 4 The games in Egypt were cancelled _____ before the planned start date.
- 5 Several athletes from the Games in Congo _____ in Mexico City.
- 6 At the second African Games _____ nations took part.
- 7 The Kenyan Games finally took place in _____.
- 8 The official aim of the African Games is to promote _____ and better relations among countries.
- 9 The games give African sportspeople a chance to test _____ when competing against the best of the continent.
- 10 One aim of the Pan African Special Olympics was to promote _____ towards athletes with disabilities.

Grammar 2 question tags; indirect questions; negative questions

1 Choose the correct option to complete the sentences.

- 1 You're from around here, *don't you / aren't you?*
- 2 That wasn't the result we wanted, *was that / was it?*
- 3 They've moved house recently, *haven't they / didn't they?*
- 4 She wasn't happy with the referee's decision, *did she / was she?*
- 5 This racket belongs to your cousin, *isn't it / doesn't it?*
- 6 Let's eat out this evening, *don't we / shall we?*

2 Complete the sentences with question tags.

- 1 We never played that team again, _____ ?
- 2 They didn't check the equipment properly, _____ ?
- 3 Your shot was right on target, _____ ?
- 4 You met Ewa the other day, _____ ?
- 5 We haven't got time for a break, _____ ?
- 6 You've been preparing a lot for this marathon, _____ ?
- 7 They lost the match, _____ ?
- 8 We're not sure who won, _____ ?
- 9 Your sister usually takes the penalties, _____ ?
- 10 I'm playing quite well today, _____ ?

3 Rewrite the indirect questions as direct questions.

- 1 I'd like to know when you're going to arrive.

- 2 Can you tell me whether Alim liked the present?

- 3 I wonder if they've been training for the marathon.

- 4 Do you remember whether we've played them before?

- 5 I'm not sure if that's the best way to prepare for a big match.

- 6 I don't know whether you could see what was happening.

4 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold.

- 1 Are they going to play the same way as last weekend? **wonder**
I _____
- 2 Does the trainer ever give these players any proper advice? **not sure**
I _____
- 3 How do you take a penalty? **tell**
Could _____
- 4 Have we stayed at that hotel before? **remember**
Do _____
- 5 Did your parents enjoy watching our match? **don't know**
I _____

5 Complete the negative questions with the correct form of these auxiliary verbs.

be (x2) can do have (x2)

- 1 _____ you make it tomorrow?
- 2 _____ that your sister I can see over there?
- 3 _____ you got anything else to eat?
- 4 _____ she use to train with us once?
- 5 _____ you joining us for dinner later on?
- 6 _____ Tomas been to Mexico City before?

6 Correct the mistakes. One sentence is correct.

- 1 I'm not sure where does he live.

- 2 Do you remember why did she make that decision?

- 3 You weren't concentrating at the end, did you?

- 4 Weren't you use to play competitive hockey?

- 5 You didn't forget your trainers, do you?

- 6 Wasn't this the time we agreed to meet up?

Use your English phrasal verbs; prepositions; collocations; focusing on what you know; sentence formation

1 Complete the sentences with the correct form of these phrasal verbs.

burst out give up keep up with
knock over show off take off

- 1 You mustn't ever _____ in sport. Keep trying right to the very end.
- 2 Alberto did his best to _____ the leaders, but they were just too fast.
- 3 I came off the track and _____ another athlete who was warming up. She wasn't too pleased!
- 4 When we lost the semifinal, a couple of people _____ crying in the changing room afterwards.
- 5 She's got great skills but tends to _____ a bit for the crowd.
- 6 Tennis really _____ here when the local favourite did well at the Australian Open.

2 Complete the sentences with a preposition.

- 1 This sport is a combination _____ physical and mental strength.
- 2 I'd like to move _____ now to talk about our tactics for the next game.
- 3 Marathons appeal _____ people who are prepared to train hard over a long period.
- 4 Nobody has ever done anything like that. I think you might just be _____ something there.
- 5 I think my sister comes to the basketball match just _____ the food and drink afterwards.

3 Choose the correct option to complete the sentences.

- 1 I don't like playing in the same team as Max because he never *takes / makes* things seriously.
- 2 I'm sure that having a decent sports centre *makes / holds* a big difference to this town.
- 3 If you carry on driving like that, you'll *put / make* all of us at risk.
- 4 Her sporting efforts at the Olympics *hold / put* an important place in our hearts.
- 5 I must be honest. I don't *hold / know* the first thing about American football.
- 6 We've never even reached the semifinal, but we *put / came* close a couple of years ago.

4 Read the Exam Reminder. What do you need to remember to include?

Exam REMINDER

Focusing on what you know

- Make sure the second sentence has the same information as the first.
- Don't forget any adjectives and adverbs from the original sentence.
- You can get a mark even if you only write one part of the sentence.

5 Complete the Exam Task.

Exam TASK

Sentence formation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given.

- 1 The local shop nearly shut down last year.

CAME

The local shop _____ last year.

- 2 I'm thinking of completely stopping my sports activities.

GIVE

My plan _____ all my sports activities.

- 3 You should have got in touch beforehand.

CONTACT

Why _____ me beforehand?

- 4 He was forced to play by his coach.

MADE

His coach _____.

- 5 Dana's always joking around in training.

TAKES

Dana never _____ in training.

- 6 You need to carefully combine skill and physical strength in this sport.

OF

This sport is _____ skill and physical strength.

Writing

planning and organising a report; reporting information effectively, writing a report

Learning REMINDER

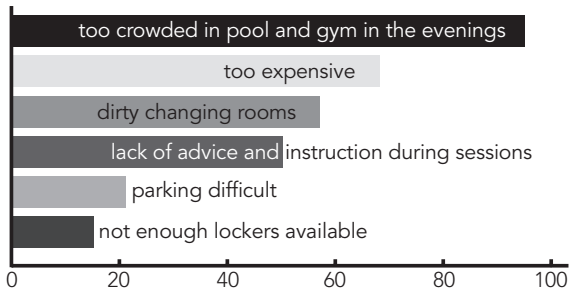
Planning and organising a report

- Reports should focus on facts rather than personal opinions although you can give your own recommendations at the end.
- You may be given information in some exams while in others you will need to invent it. If you receive data, use only the most important parts of it and look for specific patterns to report.
- Remember to organise your report clearly. Begin with an introduction, then follow with a main body and a conclusion.
- Each paragraph in the main body should have a heading and you should also remember to state your recommendations in the conclusion.

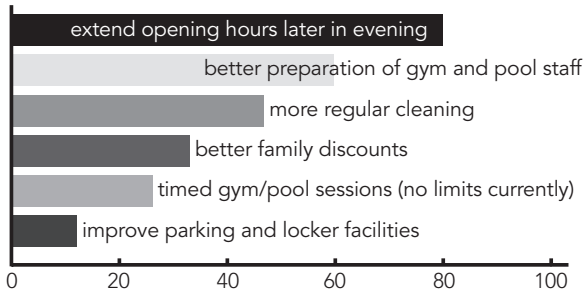
1 Read the task and the data collected. Which of this should you include in the report?

Members at a large sports centre have been asked to give their views on the centre's activities following a number of complaints and a 10% fall in membership. Use the information collected to write a report for the managers of the sports club, highlighting critical issues and what can be done about them.

Critical areas



Suggested improvements



2 Fill in the gaps with Useful Language from page 75 of the Student's Book.

The _____ of this report is to look at ways of improving the service provided by the local sports centre. The data is _____ on feedback provided by 250 _____ who use the centre regularly.

3 Use the data in Exercise 1 and these expressions to complete the sentences.

majority one in three over a quarter
over two thirds well over half

- 1 Overcrowding was the main issue for the vast _____ of members.
- 2 Introducing timed gym and pool sessions was an idea supported by just _____ of the people surveyed.
- 3 _____ of the interviewees felt the centre was too expensive.
- 4 Around _____ people requested bigger discounts for family memberships.
- 5 _____ of all interviewees said that the changing rooms were often dirty.

4 Read the Exam Reminder. What kind of language do you need to avoid in a report?

Exam REMINDER

Reporting information effectively

- Use formal / neutral language in your report.
- Keep the report factual.
- Remember to give each section a heading.

5 Complete the Exam Task.

Exam TASK

Writing a report

You work for a private train company. The company has received feedback from its customers. Use this data to write a report on what customers are dissatisfied with and their suggestions for improvement.

What people didn't like:

- 80% Trains often late
- 70% Trains too crowded at certain times
- 65% No updated information on delays
- 48% Last trains regularly cancelled
- 25% Trains dirty
- 15% Impolite staff

Suggested improvements:

- 95% Improve information on website
- 86% Text alert service to inform of delays
- 65% More / Longer trains in rush hour
- 45% Trains cleaned more regularly
- 20% Customer service training for staff
- 10% Substitute bus when last train cancelled