

3A GRAMMAR AND VOCABULARY

Past Simple, Past Continuous and Past Perfect

1 ★ Complete the sentences with the correct Past Simple forms of the verbs in brackets.

- The viewers *didn't see* (not see) the accident because it happened off camera.
- Where _____ (you / learn) to do those back flips?
- Martha _____ (not compete) that year because of an injury.
- The team _____ (take) home seven medals from the championship.
- How _____ (she / injure) her shoulder?
- The athlete _____ (try) three times to set a new world record.
- Maria _____ (start) out as an amateur swimmer but turned professional at the age of eighteen.
- John was so tired after the race that he _____ (not celebrate) winning the silver medal.

2 ★ Do these Past Continuous sentences refer to an action interrupted by another action (A), a temporary situation (B), or an action in progress at a precise time in the past (C)?

- At that time, I was staying with my aunt.
- My brother was doing his fitness training at four thirty yesterday.
- Katie was snowboarding very fast when she crashed.
- The team was travelling to the competition when they heard the news.
- I was working as a guest coach that summer.
- At this time last week I was talking to the doctor about my injury.

3 ★ Complete the sentences with the correct Past Continuous forms of the verbs from the box.

do go not concentrate not train sleep stay

- At six o'clock this morning I *was sleeping*.
- Where _____ (you) yesterday morning when I saw you?
- She _____ hard enough, so her coach gave her more exercises.
- He _____ with a friend at that time.
- The athlete _____ during the race so she missed the jump.
- What _____ (the athletes) when you got to the stadium?

4 ★★ Choose the correct verb forms to complete the sentences.

- Penny *fell / was falling* while she *was running / ran* in the 100-metre race.
- Their coach *stopped / was stopping* them because they *made / were making* so many mistakes.
- I *worked / was working* in a sports centre when I *met / was meeting* the paralympic team.
- Gary *used / was using* crutches until his doctor *suggested / was suggesting* a wheelchair.
- Jack suddenly *did / was doing* an amazing double back flip as we *watched / were watching* him!
- Olivia *considered / was considering* giving up sport when she *heard / was hearing* that she had been chosen for the team!

5 ★★ Use the prompts to complete the sentences. Use the Past Perfect.



- At the medical examination Brian discovered ... that he / break / his wrist
that he had broken his wrist.
- He got into the team because ... he / not lose / a single match

3 he / learn / to do back flips ... before he went to Brazil?

4 The competitor was sure ... she / beat / the world record

5 the judges / ever / see ... such a brilliant performance before?

6 She could compete in the Paralympics because ... she / not / become / a professional

6 ★★ Complete the sentences with one word in each gap.

- Dad had made dinner by the time we arrived.
- We arrived here two days _____.
- I offered to help, but she had _____ solved the problem.
- _____ time last week I was running in the park.
- We called home as _____ as we had heard the news.
- I went to the cinema _____ Wednesday.
- I was playing tennis _____ two and three.
- The match started _____ noon, but all the players had come much earlier.

7 ★★ Complete the sentences with the correct Past Simple or Past Perfect forms of the verbs in brackets.

- Jack *spent* (spend) six months in hospital after the injury. He _____ (never/spent) so much time in a hospital before.
- I _____ (not realise) that the Paralympics _____ (be) so spectacular until I _____ (see) the games on TV.
- Paula _____ (be) an amateur for five years before she _____ (decide) to turn professional.
- No one _____ (leave) the stadium until the last athlete _____ (complete) the competition.
- The team _____ (win) easily because they _____ (practise) more than any of their opponents.

8 ★★★ Complete the sentences with the correct forms of the verbs from the box. Use the Past Simple, the Past Continuous or the Past Perfect.

be break celebrate feel leave ~~not~~ see run sleep win

- The children *hadn't seen* a paralympic sport before so they _____ very curious.
- Martin _____ in a marathon when he suddenly _____ unwell.
- I can't believe you _____ at eleven o'clock this morning. Why were you still in bed?
- Clare _____ the team because she _____ her arm.
- We _____ with a big party when we heard that she _____ the medal.

9 ★★★ Complete the story with the correct forms of the verbs from the box. Use the Past Simple, the Past Continuous or the Past Perfect.

give up listen to lose ~~read~~ realise see seem think

One day Rona ¹*was reading* an article about sport, when she ²_____ some information about a local paralympic group. Her brother Tom ³_____ the use of his right arm three years before in an accident. He ⁴_____ doing any kind of sport soon after that. Rona called him – he ⁵_____ music in his room. She showed him the article and asked if he ⁶_____ about taking part in a sport again. Tom ⁷_____ very interested – he ⁸_____ before then that there were local groups like that.

10 ★★★ Use the prompts to write the interview.

Journalist ¹You / become / a paralympic athlete / when / you / be / twenty ²Why / be / that?
You became a paralympic athlete when you were twenty.

Caroline ³I / lose / the use of my legs / after / I / suffer / a serious injury ⁴I / be / always / keen on sport / before that

Journalist ⁵why / you / choose / basketball?

Caroline ⁶I / watch / TV / one day / when / I / see / a Paralympic match ⁷I / not see / one / before ⁸it / inspire / me

11 **ON A HIGH NOTE** Write a short paragraph about an athlete or a sportsperson you admire. Describe his/her life story and say why he/she inspires you.



3B VOCABULARY | Sports, activities, fitness and exercise

1 ★ The words in bold are in the wrong sentences. Write the correct words.

- Our coach made us run ten times around the football room! **pitch**
- It's too hot to go to the tennis **pitch** today. _____
- Julia is taking part in a competition at the swimming **machine**. _____
- The girls do all kinds of different sports at the leisure **court**. _____
- The two fighters stepped carefully into the boxing **centre**. _____
- Can I train on the rowing **track** this evening? _____
- Let's go and put on our swimsuits in the changing **pool**. _____
- Training for this year's event will take place at the athletics **ring**. _____

2 ★ Complete the sentences with the words from the box.

fit get shape ~~unfit~~ weights world

- I haven't done any exercise for months and I'm really **unfit**!
- I'd like to get into _____ for my summer beach holiday.
- You can get stronger by lifting _____, but take care not to injure yourself.
- I can't believe you _____ out of breath just walking to school! Don't you ever exercise?
- I want to keep _____ so I can join the volleyball team.
- This fitness programme is great – it's done me the _____ of good.

3 ★ Choose the correct words to complete the sentences.

- Poor Sally has broken *an / her* arm.
- Has John hurt *the / his* back?
- I think I've pulled *a / my* muscle.
- The doctor thinks Bob has dislocated *his / one* shoulder.
- Have you banged *the / your* head?
- Where did she hurt *her / the* leg?

4 ★★ Complete the sentences with one word in each gap. The first letter is given to help you.

- It was very painful when I **dislocated** my shoulder.
- George can't walk because he's twisted his a _____.
- Leo had to stop playing rugby for months after he b _____ his arm.
- Maya b _____ her head against the door – I think she should sit down for a while.
- Your wrist isn't broken, but you have s _____ it, which is why it's so painful.
- He's holding his leg – I think he's pulled a m _____.

5 ★★ Complete the text with one word in each gap.

There are many rules to observe if you are using a tennis or squash ¹*court* or an athletics ² _____. It is important to stay in your area, or you could bump into another player or athlete. An athlete who falls over during a race risks serious injury – he or she could ³ _____ their head against someone or something. Another place with strict rules is the ⁴ _____ ring. If a competitor behaves badly, the referee will send him back to the ⁵ _____ room.

6 ★★ Complete the second text with one word in each gap so that it has the same meaning as the original.



The other day I was at that place where the kids play football and I was watching a game. Unfortunately, one of the players fell over and didn't get up. I thought he had injured his leg muscle, but after some time they took him to the room where players get changed. The poor boy had broken the part of his body between his leg and his foot. That's worse than twisting it because it takes longer to heal. He'll have to work hard to reach the same level of fitness again.

The other day I was at the football ¹*pitch* and I was watching a game. Unfortunately, one of the players fell over and didn't get up. I thought he had ² _____ a leg muscle, but after some time they took him back to the ³ _____ room. The poor boy had broken his ⁴ _____. That's worse than ⁵ _____ it because it takes longer to heal. He'll have to work hard to get into ⁶ _____ again.

7 **ON A HIGH NOTE** Write a short paragraph about a sport you do or would like to do and what risk of injury it involves.

3C LISTENING AND VOCABULARY

1  **19** Listen to six sentences and match them to the functions a-f.

- a requesting
- b giving opinion
- c explaining
- d complaining
- e advising
- f agreeing

2  **20** Listen and choose the correct answers.

- 1 You will hear a boy talking about his experience in hospital. What does Josh think of the hospital ward he's in?
 - a His treatment would be better in a different ward.
 - b He's happy that the staff are so friendly.
 - c The atmosphere is helping him to get better.
- 2 You will hear a girl talking to a friend. Where is the girl?
 - a in the hospital café
 - b in the hospital garden
 - c in the hospital shower room
- 3 You will hear a boy talking to an ambulance man. What is the boy's main purpose?
 - a to explain his dad's medical condition
 - b to recommend that others learn first aid
 - c to thank the ambulance man for helping his dad
- 4 You will hear a boy talking to a girl at a party. What is his main purpose?
 - a to complain about the A and E department
 - b to reassure her that he's not seriously hurt
 - c to explain why he is late for the party
- 5 You will hear a woman talking to a man about visiting a friend in hospital. How was the patient feeling?
 - a excited about going home
 - b amused by something she'd read
 - c bored because she had nothing to do

Vocabulary extension

3  **21** Complete the sentences from the recording in Exercise 2 with the words from the box. Then listen and check.

collapsed infection minor symptoms ~~treatment~~ ward

- 1 The treatment is wonderful all over this hospital.
- 2 I was so fed up with being on the _____ that I wheeled myself to the café.
- 3 Congratulations on knowing how to treat your dad when he _____.
- 4 I know all the _____.
- 5 Lots of people had cuts and bruises – all _____ injuries, thank goodness.
- 6 It cheered me up when I was feeling low after a(n) _____ last month.

Pronunciation

4  **22** Read some sentences from the listening. Mark where you think the stress is on the highlighted words. Listen and check.

- 1 Better than when I came in thanks – I've made a lot of progress, ...
- 2 Here's a copy of his records and the medicine that he's taking.
- 3 The doctors and nurses were very busy because of a sudden increase in emergencies.
- 4 I thought I'd update you on how she's doing.
- 5 This routine is a real contrast for her.

ACTIVE PRONUNCIATION | Noun and verb syllable stress

There are many two-syllable words in English which have the same noun and verb form. For nouns, we often stress the first syllable and for verbs, we often stress the second syllable, e.g.:

- He's going to record the interview.
- My mum has an old Beatles record.

Be careful! Some words, e.g. *answer* have the same stress for both the noun and verb form.

Sometimes moving the stress can change the meaning of a word, e.g.:

- **object** (n) = a thing
- **object** (v) = to disagree with an idea.

5  **23** Listen to the words. Circle N for Noun or V for Verb depending on how the speaker pronounces each word.

- | | | | |
|-----------|-------|-----------|-------|
| 1 protest | N / V | 5 reject | N / V |
| 2 upgrade | N / V | 6 contest | N / V |
| 3 insult | N / V | 7 import | N / V |
| 4 refund | N / V | 8 suspect | N / V |

6  **24** Listen and repeat the two ways of stressing the same words.

7  **25** Read the pairs of sentences aloud. Listen and check. Then practise saying the sentences with the correct syllable stress for the underlined words.

- 1 I never refuse an invitation.
The refuse collector takes our bins every Thursday.
- 2 The teacher was pleased with her students' conduct.
One day my sister would like to conduct an orchestra.
- 3 It's important to live in the present and not always plan for the future.
My group is going to present our work to the class.
- 4 It must be exciting to cross the desert in a car.
Don't worry, I'm not going to desert you.
- 5 This is a strange-looking object.
If you don't object, I'll bring my own lunch.

3D GRAMMAR | *Used to and would*

1 ★ Complete the sentences with the correct forms of *used to* and the verbs in brackets.

- 1 We *used to go* (go) skiing every day during the winter holidays.
- 2 They _____ (train) regularly.
- 3 _____ (you / eat) a lot of junk food when you were younger?
- 4 As children we _____ (not like) getting up early.
- 5 People _____ (believe) that smoking isn't bad for you.
- 6 _____ (your parents / exercise) more than you when they were children?
- 7 I _____ (drink) lots of fizzy drinks when I was younger, but I prefer juice now.
- 8 We _____ (love) meeting at the café.

2 ★ Tick the sentences in Exercise 1 where you can replace *used to* with *would*.

3 ★★ Complete the conversation with one word in each gap.

- Max** Hey! Do you remember this cartoon?
- Peter** Of course I do!
- Max** Did you ¹*use* to watch it when you were little?
- Peter** Yes, I ²_____ to watch it every day after school!
- Max** ³_____ you have a snack while you were watching it?
- Peter** Yes, I ⁴_____ always make myself a sandwich.
- Max** Me too - well. I used ⁵_____ have a snack. I didn't ⁶_____ to have a sandwich though. I ⁷_____ always eat crisps while I was watching TV.
- Peter** My mum ⁸_____ let me eat crisps!

4 ★★ Choose the correct verb forms to complete the sentences.

- 1 We *never would / never used to* eat meat because my parents are vegetarian.
- 2 *Did the children use to / Would the children be* well-behaved when they were younger?
- 3 They didn't *use / used to* have vegan dishes but now there are two on the menu.
- 4 We *would spend / spent* the yesterday afternoon at the leisure centre - it was great fun!
- 5 *Did he use to twist / Did he twist* his ankle while he was skiing?
- 6 Did Sally *used / use to* go to that café when she lived near here?
- 7 The sports club *would / used* have a party every year.
- 8 William *pulled / would pull* a muscle in his leg while he was exercising.

5 ★★★ Complete the text with the correct forms of *would* or *used to* and the verbs from the box. Use *would / wouldn't* wherever possible.

cook eat love order not think watch

Mr and Mrs Jones and their children were a typical family. They ¹*would eat* meat of some sort every day. They ²_____ there was anything wrong with this. Mr and Mrs Jones ³_____ TV every evening and one evening they saw a documentary about nutrition. They were shocked. Before, they ⁴_____ burgers every evening. Now they make vegeburgers instead. They've also changed other habits. At restaurants they ⁵_____ chips with everything. They ⁶_____ chips more than any other food! Now they prefer salad. Their health has improved a lot since they changed their eating habits!

6 ON A HIGH NOTE Write about how your eating habits have changed since you were a child. Use *would* and *used to*.



3E SPEAKING AND VOCABULARY

- 1  26 Listen and repeat the phrases. How do you say them in your language?

SPEAKING | Being polite

DIRECT QUESTIONS

Could you help me?

How much is this?

Will it take long?

INDIRECT QUESTIONS

I wonder if/whether you could help me?

Could you (possibly) tell me how much this is?

Do you think it will take long?

OTHER POLITE PHRASES

I was wondering if you have some time to talk.

I'd like to know if you eat health food.

Have you got any idea how to improve our diet?

Do you (happen to) know where these eggs come from?

Would you mind telling me if this cake contains milk?

REFUSING POLITELY

That's very kind of you, but I'm busy on Sunday.

They look/sound very nice, but I'm afraid they're too expensive.

No, that's alright thanks.

Thanks for the offer, but I can't accept it.

Thank you, but I'm alright.

- 2  27 Listen to the conversation and choose the correct answers.

- Why is the man asking questions?
 - He needs information.
 - He's checking people's health.
- Who is more polite?
 - the girl
 - the man
- Do you think the girl eats healthily?
 - yes
 - no

- 3 Complete the sentences from the conversation with the words from the box.

afraid alright any could if kind like mind
wondering

- I was wondering if you had a few minutes.
- Would you _____ telling me if you regularly eat health food?
- Have you _____ idea where the food comes from?
- Do you know _____ the vegetables are locally grown?
- _____ you tell me if you ever eat wholemeal bread?
- I'd also _____ to know if you ever go to specialist health food shops.
- That's _____.
- That's very _____ of you, but I've finished.
- I'm _____ I can't say.

- 4 Choose the correct phrases to complete the sentences.

- I was wondering if you could / Would you mind give me some advice about healthy eating?
- Do you know if / Have you any idea Tony has gone home yet?
- I'm afraid / Thanks for the offer, but I'm a bit busy this afternoon.
- I'd like to know what / Could you tell me if vitamins green vegetables contain.
- Do you think / Do you happen to know when Mr Banks will arrive?
- That's alright thanks / I was wondering, but I've managed to fix the computer myself.

- 5 ON A HIGH NOTE Write polite requests and refusals.

You want ...

- to know what time the health food shop opens.
- to know if your letter has arrived yet.
- to say sorry that you can't go to a club meeting.
- to refuse an invitation to a party.
- to ask for information about the ingredients of a meal.
- to find out a friend's phone number.



3F READING AND VOCABULARY

1 Look at the photos and the title of the blog post. What do you think it will be about?

- a how chocolate is made
- b the benefits of eating chocolate
- c people's chocolate eating habits

2 Now read the blog post quickly and decide if statements 1–6 are true (T), false (F), or if the information is not given (NG).

- 1 The writer believes what the health experts say.
- 2 The writer is concerned about the amount of chocolate he eats.
- 3 The writer's friend has changed recently.
- 4 The writer thinks that all types of chocolate can be good for us.
- 5 According to the writer, chocolate has both mental and physical health benefits.
- 6 The writer has also done some research into junk food.

3 Read the text again. Match sentences A–H with gaps 1–5 in the blog post. There are three extra sentences.

- A You have to eat it though, not rub it on your back!
- B But I think it's fair to say that a little of what you like won't harm you.
- C There's no reason to feel guilty about eating a little chocolate.
- D It seems that chocolate can improve our ability to think clearly and to concentrate.
- E Swiss scientists have proved that eating chocolate can have other health benefits.
- F Apparently, they're the same chemicals that are released when we fall in love!
- G She used to eat a well-balanced diet apart from a burger now and then and – unfortunately – quite a lot of chocolate.
- H Of course, eating too much of anything is never a good idea.

Vocabulary extension

4 Replace the underlined parts with words and phrases a–f from the text.

- 1 I don't mean that you should eat huge quantities.
 - 2 Watching the documentary made me consider my own lifestyle.
 - 3 Being heavily overweight can cause heart disease.
 - 4 Food experts give advice on diets and healthy eating.
 - 5 Eating a diet which is high in fat can cause serious medical problems.
 - 6 I used to eat enormous amounts of ice cream.
- a nutritionists
 - b binge on
 - c obesity
 - d lead to
 - e I'm not saying that
 - f got me thinking about

ACTIVE VOCABULARY | Phrasal verbs

A phrasal verb has a meaning which is different from the original verb, e.g. *look* means to see something with your eyes, but *look up* means to find something in a dictionary.

5 Match the phrasal verbs 1–6 with their definitions a–f.

- 1 check out
- 2 cheer up
- 3 cut out
- 4 get over
- 5 lay off
- 6 look into

- a feel/get better (after an illness or injury)
- b stop eating or using something for a short time
- c make someone feel happier
- d try to discover some facts about something
- e look at something (because it might be interesting/useful)
- f stop eating or drinking something

6 Complete the sentences with the phrasal verbs from Exercise 5.

- 1 My mum had flu last year and it took her weeks to get over it.
- 2 If you're not sleeping well you should _____ eating cheese in the evening.
- 3 _____ this food website – it's got some interesting information.
- 4 Scientists have _____ exactly how chocolate affects brain function.
- 5 I know Micky loves coffee but he should _____ it for a while because it gives him headaches.
- 6 Let's go and visit Dan in the hospital and try to _____.

7 ON A HIGH NOTE Write a short comment about the text you have read on chocolate. Give your reaction to the text and your opinion of what you read.



WELL, THAT'S A NICE SURPRISE ...!

Most people seem to be on some sort of healthy-eating programme these days. There are so many **nutritionists**, doctors and even celebrities out there, telling us all how to lose weight and live healthy life styles. They make us feel guilty if we even look at a burger or a bar of chocolate! Their statistics and warnings seem convincing, but should we always believe what they tell us?

My friend Evie is a good example. She was a happy, smiley person until ... she made up her mind to change her diet. ¹ _____ At school, she would eat a bar at break time every morning. So what happened? Well, last year she saw a programme about **obesity** on TV and she decided to stop eating junk food and sugary snacks, including chocolate. The result? Evie is a little slimmer now, but she's also miserable!

So I did some research into Evie's favourite sugary snack – and I found out some amazing things! If you don't **binge on** it and only eat the lovely dark stuff, it's actually good for you in lots of ways. Can you believe it? Here's what I discovered ...

- First of all, it's good for the brain. ² _____ In addition, new research from an American university shows that it helps to improve memory too. Many people have problems remembering things and chocolate can help reduce this memory loss. Some studies even claim that chocolate can help people get over minor brain injuries.

- It's good for our hearts, our blood pressure and our digestive systems, too, and it reduces the so-called 'bad' cholesterol in our blood. That's the stuff that affects how the blood moves round our bodies and can **lead to** heart attacks.
- It's also good for our skin and helps protect it against sun damage! ³ _____
- It can actually help us lose weight. Eating a piece of chocolate tells the brain that we're full and we don't want to eat much more!
- And perhaps most importantly, it improves our mood. It really does make us happier. When we eat chocolate, the brain releases chemicals that relax us and make us feel calm and happy. ⁴ _____ Isn't that amazing?

Of course, **I'm not saying that** everyone should become a chocoholic. That would be very irresponsible of me. ⁵ _____ In fact, it may even do you some good! So, I believe that if Evie eats just a little chocolate, she will feel happier and maybe do better at school, too!

This research has really **got me thinking about** other foods that are supposed to be unhealthy and I'm going to look into junk food like pizzas, burgers and ice cream next. Then on to sauces like tomato ketchup and salad dressings. Is there a chance that they might be good for us in some way too? Watch this space!!



3G WRITING | A short story

Catch the reader's attention with a statement or an interesting detail.

Say where and when the story happened; set the scene.

Use direct speech to add interest.

Use shorter sentences to add drama.

Describe the action using a variety of past tenses.

Use a variety of verbs to report speech.

Finish with how the main character(s) felt and what they learned or a decision they made.

That morning I was really excited – the day had finally come! The sky was clear and blue, but it wasn't hot – perfect weather for the cycle race. Dad drove me and my bike to the start of the race where I waited with the other cyclists.

While we were waiting for the starting gun, I looked through the trees. I had to cycle ten kilometres, but I knew I could win the race. 'We'll wait for you at the finish line!' Dad shouted.

The starting gun sounded. We raced off at top speed. I could hear the spectators shouting, but I just concentrated on cycling. The race went like a dream and soon I was coming into the last 100 metres. I was second in the group of riders! My family were cheering loudly as I passed the leading cyclist. **After that**, I knew I would win the race. Suddenly, **without warning**, he moved in front of me. **When** he banged into my bike, I was thrown into the road and landed heavily on my ankle. I screamed in pain. The other cyclists raced past me. Then I heard my sister yell, 'Come on Davy! You've got to finish!'

Slowly I stood up. I was the only cyclist left on the road. But my sister was right. I had to finish. It took me a long time to walk that last 100 metres, but I did it **in the end**. The spectators cheered me as I crossed the finish line. My dad was smiling. 'We're proud of you!' he whispered and I felt like a winner.

1 Read the story. What do you think would be the best title?

- a A good race
- b The first and best
- c I lost but I won

2 Write the time linkers next to the correct heading. Then add the highlighted linkers from the story.

after a while all of a sudden **at first** at the same time
by the time eventually finally from nowhere
in the beginning just then later next

Start the action

at first, _____, _____

Move the action on

_____, _____, _____, _____

Introduce a dramatic moment

_____, _____, _____, _____

Describe events that happened at the same time

_____, _____, _____

Finish the action

_____, _____, _____

3 Look at the pictures A–D at the bottom of the page and make a note of the key words you will need to write this story.

4 WRITING TASK Use the pictures to write a story.

ACTIVE WRITING | A story

1 Plan your story.

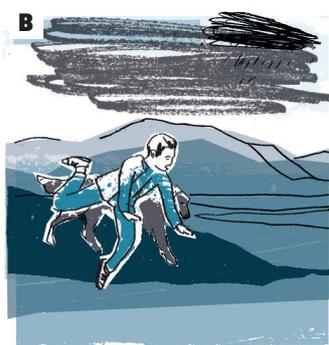
- Look at the pictures and plan what you're going to write in each paragraph.
- Think of a good title for your story.

2 Write your story.

- Say where and when the story happened.
- Use a variety of reporting verbs, interesting adjectives and time linkers.
- Include some direct speech.
- Use short sentences to add drama.

3 Check your story. Check that:

- there are no spelling, grammar or punctuation mistakes.
- there is interesting and relevant topic vocabulary.



UNIT VOCABULARY PRACTICE

1 3A GRAMMAR AND VOCABULARY Complete the sentences with one word in each gap.

- 1 He doesn't compete for money – he's an *amateur* sportsman.
- 2 Did you enter the c_____? You have a good chance of winning.
- 3 I'm sure you can beat the school r_____ because you're so fast.
- 4 She fell down some stairs and suffered a serious i_____ to her leg.
- 5 We'd like a p_____ coach who really knows the job.
- 6 I believe our team will t_____ home a lot of medals.
- 7 Our football team has q_____ for the finals!

2 3B VOCABULARY Match the beginnings 1–6 with the endings a–f.

- | | |
|--|------------------------------------|
| 1 <input type="checkbox"/> Sally is running around | a your leg in two places. |
| 2 <input type="checkbox"/> Stay off the football | b up the rock climbing wall. |
| 3 <input type="checkbox"/> You can leave your clothes | c the athletics track. |
| 4 <input type="checkbox"/> I was too scared to go | d her wrist while playing tennis. |
| 5 <input type="checkbox"/> From the X-ray we can see you've broken | e pitch while people are training. |
| 6 <input type="checkbox"/> She's in pain because she sprained | f in the changing room. |

3 Complete the sentences with one preposition in each gap.

- 1 I haven't done any sports for a long time. I really need to get *into* shape!
- 2 I think yoga did my mum the world _____ good! She's not only slimmer now, but also feels more relaxed.
- 3 My dad is in his sixties, but he never gets _____ of breath!
- 4 Weightlifting can help you to build _____ your muscles.
- 5 When my boyfriend and I went walking in the mountains I was so _____ of shape that he had to carry my rucksack for me!

4 3C LISTENING AND VOCABULARY Choose the correct words to complete the sentences.

- 1 Emily is *dislocated* / *unconscious* because she has *fainted* / *burned*.
- 2 The man was in *shock* / *painful* after the car *banged* / *knocked* him down.
- 3 A *pain* / *hurt* in your chest can be a sign of a heart *attack* / *break*.
- 4 After the accident she was *bleeding* / *had a sprain* from the *burns* / *cuts* on her arm.
- 5 Some idiot *set fire* / *reported* to a garage and the owner *bruised* / *burned* his hands in the fire.
- 6 I can hear an alarm *ringing* / *burning* – perhaps we should *report* / *tell* it to the police?
- 7 My sister got a nasty *hurt* / *bruise* when she *banged* / *shocked* her knee.

5 3E SPEAKING AND VOCABULARY Complete the conversation with the words from the box.

free-range freshly-squeezed locally grown organic wholemeal

- Waiter** Hi, can I help you?
- Customer** Yes, I'd like to know if your eggs are ¹*free-range*, please.
- Waiter** Yes, they are.
- Customer** OK, I'd like an omelette. Will it take long?
- Waiter** No, just a few minutes. Would you like some ²_____ bread, too?
- Customer** That's very kind of you, thanks. About the tomatoes – are they ³_____? I don't want to eat chemicals in my salad!
- Waiter** Yes, they are. All the vegetables are also ⁴_____. We buy them from a farmer near here. Anything to drink?
- Customer** Would you mind telling me if the orange juice is ⁵_____?
- Waiter** Yes, I do it myself to order.

6 3F READING AND VOCABULARY Complete the text with one word in each gap.

To get into shape, you need to exercise, but you also have to be careful about what you eat – your ¹*diet* is vital for your health. If your food is high in ²c_____, you'll put on weight. Limit them! Avoid ³j_____ foods from factories and cook your own meals with healthy ⁴i_____. Choose ⁵f_____ fruit and vegetables when possible. Drink water or fruit juice (it's ⁶f_____ of vitamins) and avoid ⁷f_____ drinks full of gas and sugar. And stay away from ⁸f_____ food outlets – they may be cheap but they're very bad for you.



7 ON A HIGH NOTE Write about the kinds of food you eat. Which of them are healthy/unhealthy? Could you do anything to eat a healthier diet?

03 Self-assessment

1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel very confident.

	Learning objective	Course material	How confident I am (1–5)
3A	I can use the Past Simple, the Past Continuous and the Past Perfect to talk about past actions.	Student's Book pp. 34–35	
3B	I can talk about sports, activities, fitness and exercise.	Student's Book p. 36	
3C	I can identify the speaker's purpose and specific information in conversations and talk about accidents.	Student's Book p. 37	
3D	I can use <i>used to</i> and <i>would</i> to talk about past habits and routines.	Student's Book p. 38	
3E	I can use indirect questions to make polite requests or to ask for opinions and information.	Student's Book p. 39	
3F	I can understand the development of ideas in an article and talk about eating habits.	Student's Book pp. 40–41	
3G	I can write a short story.	Student's Book pp. 42–43	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learned and most want to remember	Expressions and phrases I liked	English I heard or read outside class

GRAMMAR AND VOCABULARY

1 Match the words to make collocations.

- | | |
|-------------------------------------|----------|
| 1 <input type="checkbox"/> football | a wrist |
| 2 <input type="checkbox"/> squash | b fit |
| 3 <input type="checkbox"/> world | c leg |
| 4 <input type="checkbox"/> leisure | d court |
| 5 <input type="checkbox"/> changing | e muscle |
| 6 <input type="checkbox"/> sprained | f breath |
| 7 <input type="checkbox"/> broken | g pitch |
| 8 <input type="checkbox"/> pulled | h room |
| 9 <input type="checkbox"/> out of | i centre |
| 10 <input type="checkbox"/> keep | j record |

/ 5

2 Complete the sentences with the words from the box. There are two extra words.

bruise burn fizzy injury junk organic wholemeal

- Mike needs to rest after that bad _____.
- Sue's got a horrible purple _____ where she banged her leg.
- We prefer to buy _____ fruit and vegetables where possible.
- I don't think _____ drinks are very good for you.
- Mark put on weight after eating a lot of _____ food.

/ 5

3 Complete the sentences with the correct forms of the verbs in brackets. Use the Past Simple, the Past Continuous or the Past Perfect.

- We decided to try marathon running while we _____ (watch) one on TV!
- Josh _____ (not try) snowboarding before and was amazed by how much fun it was.
- Why _____ (the player/lie) on the pitch when we got there? Was he injured?
- _____ (you/hear) of the sport of curling before you saw it at the Winter Olympics?
- The team _____ (not perform) well at that point so the coach changed the players.

/ 5

4 Choose the correct verb forms to complete the blog post.

When I was a child I ¹ *used to / would* think that fizzy drinks were fantastic. I ² *didn't know / wasn't knowing* that they were bad for me because they're full of sugar. My mother used to make freshly-squeezed orange juice for me, but I ³ *was always refusing / would always refuse* it! I ⁴ *didn't used / didn't use* to like the bits in the juice! What else ⁵ *did I use to / would I* hate as a child? Vegetables! Today I love eating salads and fresh vegetables. But guess what? I still hate fruit juice with bits in it!

/ 5

USE OF ENGLISH

5 Choose the correct answers.



Martha ¹ _____ never tried squash before because none of her friends ² _____ play it. When she saw it on TV though, she was fascinated and wanted to try. She found a leisure centre where there was a squash ³ _____ and played her first match. It's a very hard sport, but although Martha was out of ⁴ _____ by the end, she loved the game. Now she plays all the time and next week she's going to take part in her first ⁵ _____ – good luck, Martha!

- | | | | |
|------------|--------------|---------------|-----------|
| 1 a hadn't | b was | c had | d would |
| 2 a did | b use to | c would | d used |
| 3 a court | b machine | c track | d pitch |
| 4 a fit | b breath | c shape | d fitness |
| 5 a medal | b concussion | c competition | d injury |

/ 5

6 Complete the text with one word in each gap.

I can't believe what happened last night. I had just fallen asleep when I heard a ¹ _____ alarm ringing. I jumped out of bed because I thought a house was burning somewhere. The emergency services arrived quickly – someone ² _____ called them straight away. I got dressed and went to see if I could help. But there was no emergency. My neighbour, who loves chips, had ³ _____ fire to his kitchen with the chip pan! Luckily he was able to put the fire out by himself, but of course the smoke alarm went off. I'm glad his house didn't burn ⁴ _____, but by the time I got home I was really tired. I've got sports practice this morning and I'm going to feel exhausted on the football ⁵ _____.

/ 5

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