

# 2

## Sport and exercise



- What sports do you do?
- What sports did you do in the past?
- How important are sports and exercise for you?

### What you will do

This unit is about sport and exercise. These are the skills you will practise. Which are the most useful for you? Tick the boxes.

### Listening and speaking

#### Skill

- ☐ Give opinions and agree and disagree
- ☐ Listen to the feelings and opinions of others
- ☐ Listen for information on the telephone
- ☐ Ask questions to get information
- ☐ Tell a short story using past tense

#### Skill code

Sd/E3.1c, 1d, 1g, 2a  
Lr/E3.6a  
Lr/E3.3b  
Sc/E3.3b  
Sc/E3.1a, 4a, 4c

### Reading and writing

#### Skill

- ☐ Read and understand a newspaper article
- ☐ Fill in an application form
- ☐ Read, plan and write a letter of complaint
- ☐ Use a dictionary

#### Skill code

Rt/E3.2a, 4a  
Rw/E3.2a; Wt/E3.5a  
Rt/E3.1a, 2a; Wt/E3.1a, 1b, 2a, 3a; Ws/E3.1a; Ww/E3.3a  
Rw/E3.3a

### Project work

At the end of this unit you will plan and give a short talk about sport and exercise.

# Sportsman in the spotlight

## Activity A • Reading a newspaper article

- 1 Look at the headline of the newspaper article. What do you think the article will say? Read and check.

APRIL 26 2002

# From public enemy number one to most popular man in Britain

IN 1998 Beckham was losing popularity fast. Then came the disaster of the World Cup match. After the referee sent him off for tripping up Argentina's Diego Simeone, everyone blamed him for England's defeat in the match. His fast, luxurious lifestyle and marriage to Victoria ('Posh Spice') made him even more unpopular. It seems the British really do love to hate success.

Beckham picked himself up, and ten months after the England defeat he was playing the best football of his career for Manchester United. United fans voted him player of the year, but Beckham was still not a national hero. His moment of pure genius came in the game against Greece in 2001. Viewers across the



nation were sitting on the edge of their seats. He scored a goal in the last minute and it took England into the World Cup finals.

After this he won public adoration and just about every possible award, including a Golden Moment Award for that vital goal. More people voted

for Beckham to win awards than voted in the general election.

Now Beckham's broken foot is a national disaster. Even the Prime Minister is talking about it. From being public enemy number one, Beckham is now the most popular man in Britain.

- 2 Work in pairs. Read the article again and discuss the questions.
- a What does the writer think about David Beckham?
  - b Why does the writer think Beckham's lifestyle made him unpopular?
  - c What does the writer mean by *viewers across the nation were sitting on the edge of their seats*?

### Activity B • Identifying verb tenses

- 1 Look at the verb tenses underlined in the article. Which are examples of the *past simple*, *past continuous*, *present simple* and *present continuous*?
- 2 Look at the text again. Which of the tenses is used for
- a a finished action or situation in the past ..... **past simple** .....
  - b an action in progress in the present .....
  - c a continuous or repeated action in the past .....
  - d an action or situation in the present .....

### Activity C • Speaking: telling the story

Work in pairs. Tell the story in your own words. Use these prompts to help you.

1998 / unpopular

blame / defeat by Argentina / World Cup

lifestyle / marriage

after that / play / best football / career

1999 / vote / player of the year

best moment / come / Greece / 2001

goal / last minute / England / World Cup finals

broken foot / disaster

most popular / Britain



# Saying what you think

## Activity A • Listening: opinions, agreeing and disagreeing

1 You are going to listen to a man and a woman discussing football and David Beckham. What do you think they will say?



2 Listen to the discussion. Who do you agree with?



3 Look at the following phrases from the discussion.

- a Which phrase shows the strongest agreement?
- b Which phrases show the strongest disagreement?
- c Which two phrases are used for expressing opinions?

But that's nonsense.

I don't think so.

You're right there.

Well, I think ...

I don't really agree.

My point is ...

That's rubbish.

I suppose you're right.



4 Listen to the discussion again. Who do you think sounds more polite?

## Activity B • Speaking: what do you think?

Work in groups of three. Choose one of the statements.

- Football is boring.
- Sportsmen and sportswomen get too much money.
- Men are much better at sport than women.
- Never believe anything you read about celebrities in the newspapers.
- Everyone should have to do sport at school.

Have a short discussion using some of the phrases in Activity A. Take turns to start the discussion.



# Talking sport

## Activity A • Speaking: using adjectives and intensifiers

- 1 These adjectives are useful for talking about sport. Work in pairs. Decide if they are positive or negative. Can you think of any other adjectives to describe sport?

exciting

great

fantastic

relaxing

boring

dangerous

fun

- 2 We use **intensifiers** to make adjectives stronger. First underline the adjectives in these sentences. Then circle the intensifiers.
  - a I think tennis is really boring.
  - b Aerobics is an absolutely brilliant way of keeping fit.
  - c Cricket is an extremely skilful sport.
  - d Tennis is a very exciting sport to watch.
  - e Jogging is a really good way of exercising.

- 3 Work in pairs. Discuss which sports you like or dislike. Give your reasons using adjectives and intensifiers.

Example

I think aerobics is a really good way to keep fit because it's so fast and it's fun too.

## Activity B • Speaking: what do you know about sport?

- 1 Work in groups. Agree on and write down your answers to the quiz.

1 Where is the footballer Ronaldo from?

2 What sport is played at Wimbledon?

3 How many players are there in a cricket team?

4 How many rings does the Olympic symbol have?

5 Where were the last Olympic Games held?

- 2 How much more do you know? Work in groups and make a quiz about sport.

# A passport to leisure and fitness

## Activity A • Reading about a Leisure Saver Card

- 1 Look at the list of activities on the application form on page 7 and match four of them to the pictures.



a .....



b .....



c .....



d .....

- 2 Work in groups. What do you know about the other activities on the form?  
Use a dictionary to check any you don't know.



- 3 Listen to the names of the activities in the list. Mark the stressed syllable for each one. Then practise saying them.

Example    aerobics

- 4 Read the application form for a Leisure Saver Card and underline these words.

- |                 |            |
|-----------------|------------|
| a facilities    | e indicate |
| b rates         | f annual   |
| c concessionary | g main     |
| d complimentary |            |

Use the information before and after the words to help you guess their meaning. Use a dictionary to check.

- 5 Now decide what kind of Leisure Saver Card you want to apply for and complete the form.

# Leisure Saver Card

## What is a Leisure Saver Card?

The Leisure Saver Card is a passport to fun and fitness. For the price of a card you can enjoy all the facilities at reduced rates. Many people are also entitled to a concessionary or even a complimentary card.

## Who qualifies for a concessionary card?

Senior citizens, students in full-time education and under 16s.

## Who qualifies for a complimentary card?

People in receipt of Unemployment Benefit, Income Support or Disability Living Allowance.

- 1 Tick the box to indicate which type of Leisure Saver Card you would like. The prices are for an annual card.

|               |                                 |
|---------------|---------------------------------|
| Adult         | <input type="checkbox"/> £20.50 |
| Family        | <input type="checkbox"/> £40.95 |
| Concessionary | <input type="checkbox"/> £10.95 |
| Complimentary | <input type="checkbox"/> FREE   |

## Please tick your main leisure interests:

|            |                          |          |                          |
|------------|--------------------------|----------|--------------------------|
| aerobics   | <input type="checkbox"/> | cricket  | <input type="checkbox"/> |
| athletics  | <input type="checkbox"/> | cycling  | <input type="checkbox"/> |
| badminton  | <input type="checkbox"/> | dancing  | <input type="checkbox"/> |
| basketball | <input type="checkbox"/> | fishing  | <input type="checkbox"/> |
| boxing     | <input type="checkbox"/> | football | <input type="checkbox"/> |

# Application Form

- 2 Please write clearly.

Full name:

(Mr/Mrs/Miss/Ms)

Address:

Postcode:

Home tel no:

Work tel no:

E-mail:



|                |                          |                 |                          |
|----------------|--------------------------|-----------------|--------------------------|
| ice-skating    | <input type="checkbox"/> | swimming        | <input type="checkbox"/> |
| martial arts   | <input type="checkbox"/> | table tennis    | <input type="checkbox"/> |
| netball        | <input type="checkbox"/> | tennis          | <input type="checkbox"/> |
| roller-skating | <input type="checkbox"/> | weight training | <input type="checkbox"/> |
| rugby          | <input type="checkbox"/> | yoga            | <input type="checkbox"/> |

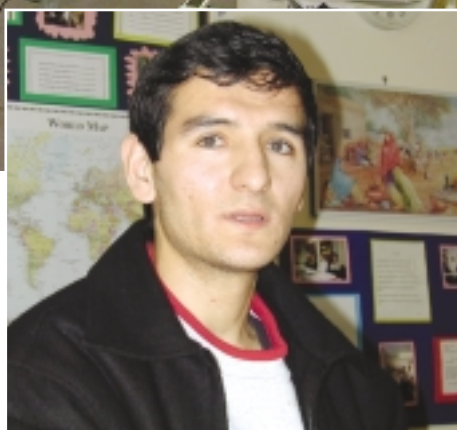
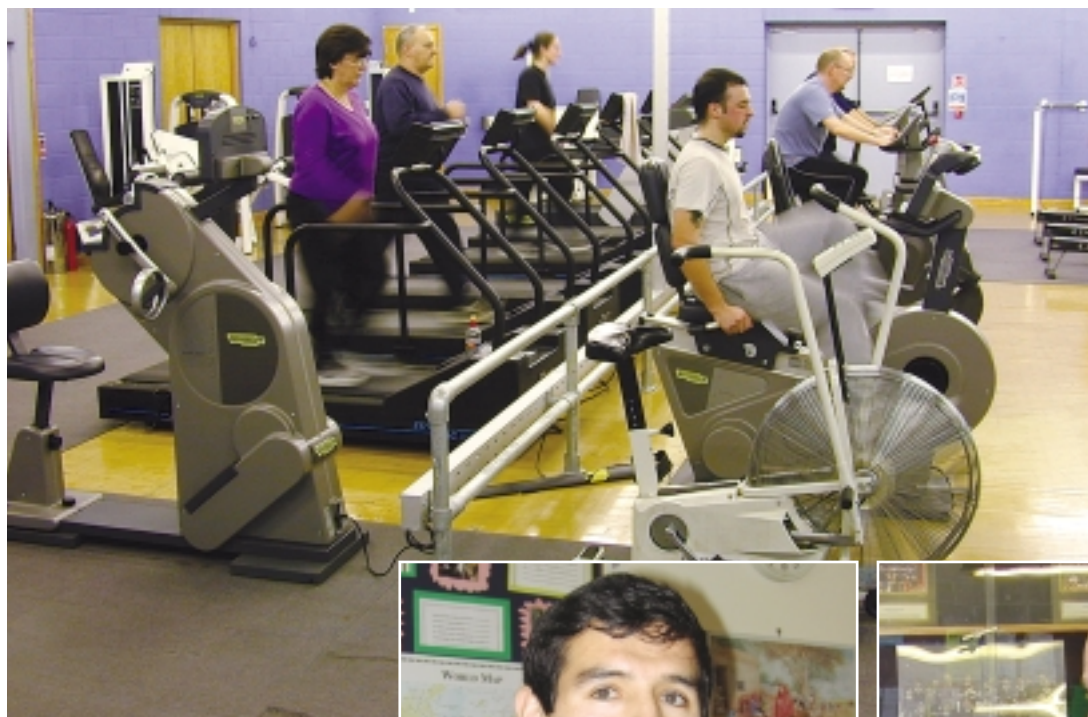
## Activity B • Vocabulary: words used with sports

- Look at the list of activities on the Leisure Saver Card application form. Work in pairs. Which activities go with these words: *play, do, go*?
- Now tell your partner about some activities you do or don't do.






# Joining a leisure centre

Ilir Baharde wants to join a local leisure centre. He phones the centre and the receptionist puts him through to membership adviser Tom Clark.



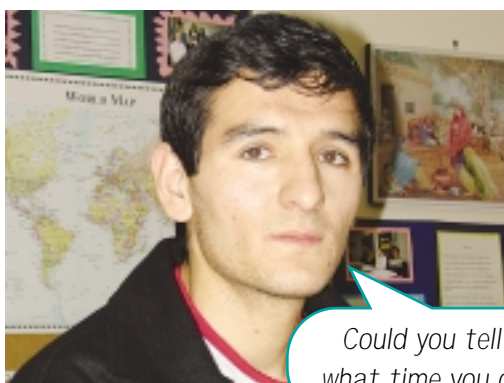
## Activity A • Listening: phoning for information

-  1 Listen to the telephone conversation. Which of these adjectives would you use to describe the conversation?
- |         |                          |           |                          |
|---------|--------------------------|-----------|--------------------------|
| polite  | <input type="checkbox"/> | impolite  | <input type="checkbox"/> |
| formal  | <input type="checkbox"/> | informal  | <input type="checkbox"/> |
| helpful | <input type="checkbox"/> | unhelpful | <input type="checkbox"/> |
-  2 Listen again. What information does Ilir ask for?
-  3 Listen again and answer the questions. Check your answers with a partner.
- Who does Ilir speak to?
  - What facilities does the leisure centre have?
  - When is the centre open?
  - Where is the centre?



## Activity B • Language: asking indirect questions

When you ask for information, indirect questions sound more polite than direct questions.



- 1 The word order in indirect questions is different from simple questions. Work in pairs. Look at the examples. What are the rules for changing word order in indirect questions?

|                                     |   |  |
|-------------------------------------|---|--|
| How can I join the leisure centre?  | → | Could you tell me how I can join the leisure centre? |
| What facilities are there?          | → | Could you tell me what facilities there are?         |
| Which bus can I take to the centre? | → | Do you know which bus I can take to the centre?      |
| What time does the centre open?     | → | Can you tell me what time the centre opens?          |



- 2 Listen to the audio for Activity A again. Say when you hear Ilir or the membership adviser use indirect questions.
- 3 Work in pairs. Change the direct questions below to indirect questions.

Example

Where can I do aerobics in this area? → Can you tell me where I can do aerobics in this area?

- a What time does the swimming pool close at weekends?
- b How much does it cost to join the gym?
- c Which days do you have badminton courses?
- d Where can I park near the leisure centre?

## Activity C • Speaking: making a telephone call

Work in pairs. You are going to role play a telephone call to a local leisure centre. Your teacher will give you a role card and some information. Read these and make notes about what you will say.

# A letter of complaint

## Activity A • Reading a letter of complaint

1 Look at this letter of complaint. What is it about?

61 Crossland Road  
Marshfield  
Manchester M8 6TG

The Manager  
Greenbridge Leisure Centre  
Central Park  
Fallowfield  
Manchester M8 5TR  
July 8

Dear Sir/Madam,

1 I am writing to complain about the facilities at Greenbridge Leisure Centre.

In July I visited the centre and purchased an annual membership card. At the time, the membership adviser informed me that there were excellent swimming facilities but I have found this is not the case. Firstly, the pool is frequently overcrowded, as a large part of it is roped off for use by the local swimming clubs.

2 Secondly, the changing area and toilets are extremely dirty and also there are only two showers in the women's changing room. Thirdly, there are a number of fitness classes but it is impossible to attend as they are all full. Finally, I arrived at the centre yesterday evening to discover the pool closed. I was very annoyed as I telephoned earlier in the evening to check it was open.

3 I am very dissatisfied with the facilities at the centre and would like a full refund of the fee for my membership card.

I look forward to hearing from you.

Yours faithfully,

Natalia Evanovich

GREENBRIDGE LEISURE CENTRE

Membership Card

Name: Natalia Evanovich

Membership no. 36210

Signature: N. Evanovich



- 2 In a letter of complaint, the words used are usually more formal (e.g. *purchased* rather than *bought*). Look at the words and phrases underlined in the letter. Find a word below with the same meaning. Use a dictionary to help you.

- |                    |                  |
|--------------------|------------------|
| a money back ..... | e find .....     |
| b yearly .....     | f often .....    |
| c unhappy .....    | g not true ..... |
| d told .....       | h go to .....    |

### Activity B • Organising a letter of complaint

- 1 Letters of complaint usually follow the same order. Read the letter again and write the paragraph number which

- a describes the background to the complaint
- b says what the writer wants to happen
- c gives the reason for writing

- 2 What words does the writer use to make sure the order of events is clear? In groups, discuss other ways you could do this.

- 3 Linking words are used to join two simple sentences or ideas together to make a longer sentence.

Look at the second paragraph of the letter. Put a circle around the linking words *but*, *as*, and *also*. Look at each one and underline the two different parts of the sentence joined by each linking word.

- 4 Now look at these groups of sentences. Use the linking words to make one longer sentence.

- a I wanted to join a fitness club. / I couldn't. / There were no places.
- b There is a sauna. / There is a steam room. / They are both closed at the moment.
- c There was a crèche. / It was closed. / It was too expensive to run. / Few parents used it.

- 5 Now make three longer sentences of your own, using the linking words.

#### Remember

##### Using linking words

- *but* is used to join two different ideas
- *and also* adds a second, similar idea to the first idea
- *as* gives a reason for the first idea. It means the same as *because*.

# Writing a letter of complaint

## Activity A ● Planning your letter

Work in pairs. Think of something you need to complain about. Plan what you want to say in your letter and make some notes. Look at the examples in the table below to help you.



| Reasons for writing                                     | Background to complaint   | What you want to happen                             |
|---|---|---|
| <i>complain about dangerous conditions in play area</i> | <i>visited play area with group of young children<br/>equipment broken / rubbish<br/>broken glass</i> | <i>clear away rubbish<br/>repair play equipment</i> |

## Activity B ● Writing sentences

Write sentences about your complaint.

- 1 Explain your reasons for writing.

Example

*I am writing to complain about the condition of the children's play area in the park.*

- 2 Give the background to the complaint. Remember to use linking words.

Examples

*There was a lot of rubbish and also broken glass.*

*I have complained several times during the past month, but the rubbish is still there.*

- 3 Say what you want to happen.

*Please could you repair the equipment as soon as possible.*

## Activity C ● Drafting your letter

- 1 Write a first draft of your letter. Remember to check the organisation, spelling, grammar, punctuation and linking words.
- 2 Work in pairs and check your letters together.
- 3 Write or word-process your final draft.





# Spelling and vocabulary

## Activity A • Building vocabulary: using prefixes

A **prefix** is a group of letters added to the front of a root word to make a new word with a different but related meaning.

Example

|      |         |                                |
|------|---------|--------------------------------|
| un   | healthy | = unhealthy = not healthy      |
| over | weight  | = overweight = too much weight |

1 Look at these other prefixes.

|    |     |       |
|----|-----|-------|
| re | dis | under |
|----|-----|-------|

Add a prefix to the root words below and write the new word.

- a **re** train = **retrain** = to train again
- b weight = ..... = not enough weight
- c qualified = ..... = qualifications taken away
- d apply = ..... = apply again
- e qualified = ..... = too many qualifications
- f fit = ..... = not fit
- g qualified = ..... = not enough qualifications

2 Complete the sentences using a prefix and the root word in brackets.

- a The leisure centre lost my application form so I had to ..... (apply).
- b Amir does no exercise and is getting fat. He is ..... (fit) and ..... (weight).
- c I applied for a job at the centre but I have done no training. I am ..... (qualified).
- d Yasmin doesn't eat properly. She is ..... (weight).
- e Rosa needs to ..... (train) as a nurse because she hasn't worked for 20 years.



3 Make a list of other words using the prefixes above. Compare your list with another learner. Give an example of how to use the words in a sentence.



# Project

Use the skills and language in this unit to prepare and give a short talk.

## Activity A • Listen to a short talk about sport

-  1 Listen to Juliana giving a talk about the sport she loves. Then answer the questions.
  - a What sports does she like/dislike?
  - b What sports or exercise does she do?
-  2 Listen again. Make a note of:
  - a any special words she uses to talk about the sport (e.g. *match*)
  - b any intensifiers and adjectives she uses.

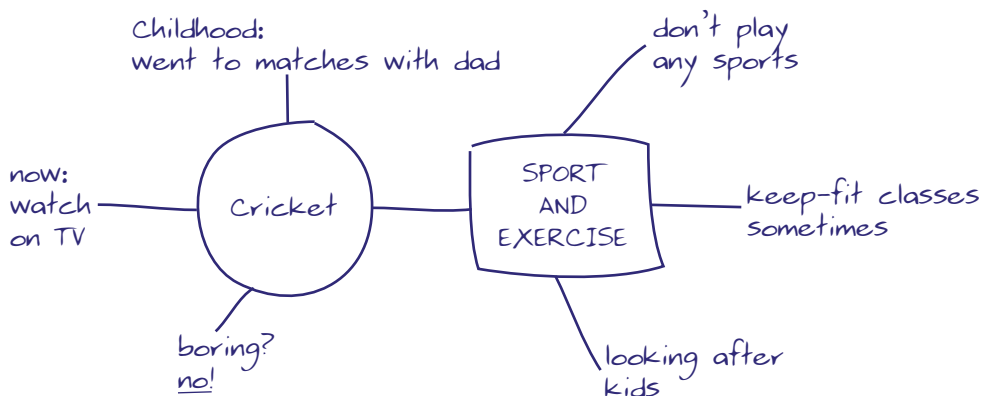


## Activity B • Plan a talk

Prepare a short talk about your experiences of sport and exercise. These are some of the things you should do:

- Make short notes about a sport or sports you have watched or played.
- Think about what you want to say.
- Note down any special words connected with the sports you want to talk about.
- Note down any adjectives and intensifiers you want to use to give your opinion of the sports.
- Find some pictures to illustrate your talk from newspapers, magazines or the Internet.
- Use an OHP or Powerpoint if possible.

Look at the word web Juliana used to plan her talk. Use this way of planning if you find it useful.



## Activity C • Talk!

Now give your talk.



## Check it

### Activity A • Checking your spelling

Look at these words. Tick the correct spelling.

|   |               |                          |               |                          |
|---|---------------|--------------------------|---------------|--------------------------|
| a | athlatics     | <input type="checkbox"/> | athletics     | <input type="checkbox"/> |
| b | aplication    | <input type="checkbox"/> | application   | <input type="checkbox"/> |
| c | referee       | <input type="checkbox"/> | refaree       | <input type="checkbox"/> |
| d | facilitys     | <input type="checkbox"/> | facilities    | <input type="checkbox"/> |
| e | complimentry  | <input type="checkbox"/> | complimentary | <input type="checkbox"/> |
| f | leisure       | <input type="checkbox"/> | liesure       | <input type="checkbox"/> |
| g | excelent      | <input type="checkbox"/> | excellent     | <input type="checkbox"/> |
| h | finaly        | <input type="checkbox"/> | finally       | <input type="checkbox"/> |
| i | concessionary | <input type="checkbox"/> | conseshonary  | <input type="checkbox"/> |
| j | dangerous     | <input type="checkbox"/> | dangerus      | <input type="checkbox"/> |

### Activity B • Using linking words

Use linking words to join these sentences.

but

and also

as

- a I go jogging with my girlfriend sometimes. I don't enjoy it very much.
- b I enjoy weight training. I enjoy swimming.
- c My husband likes football. He never watches it on TV.
- d I'd like to try yoga. I need to learn to relax more.

### Activity C • Writing a letter of complaint

Your children play tennis in the local park every Sunday morning. Last Sunday the tennis court was closed and there was a notice saying it would be closed for the next four weeks. You want the council to offer your children another place to play.

Write a letter of complaint to the local council.

- Explain why you are writing.
- Give the background information.
- Say what you want to happen.





## Mini-projects

### Activity A • Study a sports news article

- 1 Choose a short article from the sports section of the newspaper.
- 2 Read your article. Use a dictionary to find the meaning of any new words about sport.
- 3 Tell the others about the article and give your own opinion about it. Tell the class about any interesting new words you found, including any prefixes.

### Activity B • Phone a leisure centre

Find out where the local leisure centres are. You can go to the library, look in a phone book or on the Internet. Phone one and ask for information about facilities and joining. Leave a message if there is an answerphone. Give your name and address clearly.

### Activity C • Build your vocabulary for talking about sport

Complete the table for football and swimming. Then do the same for a sport you know about.

|           | Tennis                        | Football | Swimming | ..... |
|-----------|-------------------------------|----------|----------|-------|
| People    | players                       |          |          |       |
| Place     | tennis court                  |          |          |       |
| Equipment | tennis racket,<br>tennis ball |          |          |       |

### How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with .....

.....

.....

I need more practice with .....

.....

.....

Date .....





# Audio scripts

## Page 4 Saying what you think

### Activity A

- Ben: Well, I think Beckham deserved to be unpopular. Throwing all that money around, having 20 cars ... I mean, who on earth needs 20 cars?
- Nina: But that's nonsense. You can't believe everything you read in the papers.
- Ben: I suppose you're right ... but you must admit footballers get paid too much money.
- Nina: I don't think so. Some earn huge amounts, but smaller clubs can't pay a lot for their players.
- Ben: OK, you're right there, but my point is they should all get paid the same.
- Nina: I don't really agree. You have to pay for talent, don't you?
- Ben: But I don't think there's much talent involved in kicking a ball round a field.
- Nina: That's rubbish. Everyone knows you have to be really skilful to play professionally. I think you're just trying to wind me up!

## Page 6 A passport to leisure and fitness

### Activity A

aerobics  
athletics  
badminton  
basketball  
boxing  
cricket  
cycling  
dancing  
fishing  
football  
ice-skating  
martial arts  
netball  
roller-skating  
rugby  
swimming  
table tennis  
tennis  
weight training  
yoga

## Page 8 Joining a leisure centre

### Activity A

- Mandy: Hello, leisure centre, Mandy speaking. How can I help you?
- Ilir: Hello, um ... I'd like some information about joining the leisure centre.
- Mandy: Yes, certainly. I'll just put you through to the membership adviser. Please hold for a moment.
- Tom: Tom Clark speaking. How can I help?
- Ilir: Yes, hello, can you tell me a bit about joining the leisure centre?
- Tom: Yes, of course. So do you know much about us?
- Ilir: Not much, actually.
- Tom: Well, we've got a really good gym with all the latest equipment, a swimming pool, football and cricket pitches, and basketball and squash courts. So you can do a lot of different kinds of sports.
- Ilir: Sounds great.
- Tom: So tell me what sports you're interested in.
- Ilir: Well, weight training mainly, but I'm thinking about playing squash again. I need to take off some weight.
- Tom: Yeah, don't we all! And do you know roughly how often you'll want to use the centre?
- Ilir: I suppose about two or three times a week.
- Tom: OK. Look, I'll send you the information pack. It includes an application form and information about the centre. Come to an open day and have a look. See what you think.
- Ilir: Great. Can you tell me what the opening hours are?
- Tom: No problem. Every day 7:30 until 10 at night. Except Sundays when it's 9 to 9.
- Ilir: Sounds fine. Oh, yes, sorry, one other thing. Could you tell me where you are exactly?
- Tom: Do you know where the High Street is?
- Ilir: Yes. I live near there.
- Tom: Well, we're just behind the cinema.
- Ilir: Oh yeah, I know.
- Tom: Right then, could you just give me your name and address?
- Ilir: Yes, it's Ilir Baharde, that's B-A-H-A-R-D-E, and the address is 27 Bothwick Road, that's B-O-T-H-W-I-C-K. E12 6FE.



Tom: OK, got that. Well, many thanks for calling.  
Bye now.

Ilir: Thank you. Bye.

## Page 14 Project

### Activity A

Juliana: I've always loved cricket ... since I was a girl in Barbados. My dad used to take me to watch matches. I remember one match when the West Indies beat England and everyone ran onto the pitch. Some people think it's extremely slow and confusing but I think that's rubbish ... when you're watching a great batsman or fast bowler it's really exciting. I still watch cricket on TV ... erm ... I'm watching the test at the moment. I don't like watching any other sports. I think football is incredibly boring and ... um ... dangerous. The players always seem to be kicking each other. I don't do any sports or much exercise myself, although I go to keep-fit classes sometimes, as well as looking after my kids. That's enough exercise for me!



## Pages 2 and 3 Sportsman in the spotlight

### Activity B1

was losing – past continuous  
came – past simple  
sent – past simple  
blamed – past simple  
made – past simple  
picked – past simple  
was playing – past continuous  
voted – past simple  
was – past simple  
came – past simple  
were sitting – past continuous  
scored – past simple  
took – past simple  
won – past simple  
voted – past simple  
is – present simple  
is talking – present continuous  
is – present simple

### Activity B2

- a past simple (e.g. *fans voted him player of the year*)
- b present continuous (e.g. *Even the Prime Minister is talking about it*)
- c past continuous (e.g. *Beckham was losing popularity*)
- d present simple (e.g. *Now Beckham's broken foot is a national disaster*)

## Page 4 Saying what you think

### Activity A3

- a You're right there.
- b But that's nonsense. That's rubbish.
- c Well, I think ... My point is ...

### Activity A4

The woman

## Page 5 Talking sport

### Activity A1

Positive: exciting; great; fun; fantastic; relaxing  
Negative: boring; dangerous

### Activity A2

- a I think tennis is really boring.
- b Aerobics is an absolutely brilliant way of keeping fit.
- c Cricket is an extremely skilful sport.
- d Tennis is a very exciting sport to watch.
- e Jogging is a really good way of exercising.

### Activity B1

- 1 Brazil
- 2 Tennis
- 3 11
- 4 Five
- 5 Depends on current date: Beijing 2000, Salt Lake City 2002 (winter games), Athens 2004

## Page 6 A passport to leisure and fitness

### Activity A1

- a yoga
- b badminton
- c weight training
- d table tennis

### Activity A3

|            |                 |
|------------|-----------------|
| aerobics   | ice-skating     |
| athletics  | martial arts    |
| badminton  | netball         |
| basketball | roller-skating  |
| boxing     | rugby           |
| cricket    | swimming        |
| cycling    | table tennis    |
| dancing    | tennis          |
| fishing    | weight training |
| football   | yoga            |



### Activity B1

Play: badminton; basketball; cricket; football; netball; rugby; table tennis; tennis  
Do: aerobics; athletics; boxing; martial arts; weight training; yoga  
Go: cycling; dancing; fishing; ice-skating; roller-skating; swimming

## Pages 8 and 9 Joining a leisure centre

### Activity A1

polite, informal, helpful

### Activity A2

Information about joining; opening hours; where the leisure centre is

### Activity A3

- a Mandy, the receptionist, then Tom Clark, the membership adviser
- b Gym, swimming pool, football and cricket pitches, basketball and squash courts
- c Mon–Sat 7:30 am–10 pm; Sun 9 am–9 pm
- d Behind the cinema in the High Street

### Activity B3

Possible answers:

- a Can you tell me what time the swimming pool closes at weekends?
- b Do you know how much it costs to join the gym?
- c Could you tell me which days you have badminton courses?
- d Can you tell me where I can park near the leisure centre?

## Pages 10 and 11 A letter of complaint

### Activity A2

- a refund
- b annual
- c dissatisfied
- d informed
- e discover
- f frequently
- g not the case
- h attend

### Activity B1

- a 2      b 3      c 1

### Activity B2

Sequence markers like *firstly*, *secondly*

### Activity B4

Suggested answers:

- a I wanted to join a fitness club(,) but I couldn't as there were no places.
- b There is a sauna and also a steam room(,) but they are both closed at the moment.
- c There was a crèche(,) but it was closed as it was too expensive to run(,) and also few parents used it.

## Page 13 Spelling and vocabulary

### Activity A1

- a retrain
- b underweight
- c disqualified
- d reapply
- e overqualified
- f unfit
- g underqualified

### Activity A2

- a reapply
- b unfit, overweight
- c unqualified
- d underweight
- e retrain

## Page 14 Project

### Activity A1

- a Likes cricket; dislikes football
- b No sport, but sometimes goes to keep-fit classes (and looks after children!)

### Activity A2

Suggested answers:

- a stadium; match; pitch; batsman; (fast) bowler; test
- b extremely slow; confusing; great; really exciting; incredibly boring; dangerous





## Page 15 Check it

### **Activity A**

- a athletics
- b application
- c referee
- d facilities
- e complimentary
- f leisure
- g excellent
- h finally
- i concessionary
- j dangerous

### **Activity B**

Suggested answers:

- a I go jogging with my girlfriend sometimes(,) but I don't enjoy it very much.
- b I enjoy weight training and also swimming.
- c My husband likes football(,) but he never watches it on TV.
- d I'd like to try yoga(,) as I need to learn to relax more.

## Page 16 Mini-projects

### **Activity C**

Football: players/(football) pitch/football, football boots

Swimming: swimmers/swimming pool/swimming costume (swimming hat, goggles)