

Speaking

1

1 Look at the list below of people who can benefit from involvement in sport. Choose two groups of people from the list and discuss:

- what their involvement might be
- how they benefit
- how their involvement can be increased.

young children investors manufacturers
 professional sportsmen and women sponsors
 scientists fans spectators

2 Choose two more groups and discuss how they may be exploited through their involvement in sport. Discuss:

- who exploits them
- how this is done
- how this exploitation could be reduced or prevented.

2

1 Read the prompt card below. Discuss what ideas you could use in a talk in answer to the question. Then plan your talk, using the prompts to help you if necessary.

How far do the benefits of being involved in sport outweigh the disadvantages?

- types of involvement
- types of sport
- social issues

2 Practise your talk with a partner.



Listening

▶ Paper 4, Part 3

1

Simon Clifford taught at a primary school in the north of England. Then his career took a surprising turn. Before you listen, read through the statements and options and discuss what you think happened.

- Simon felt that the Brazilian players he saw
 - were very skilful.
 - played fairly.
 - were surprisingly unconcerned about money.
 - adapted well to new situations.
- How did Simon get money for his visit to Brazil?
 - from teaching
 - from football coaching
 - from his publisher
 - from a bank
- 'Football of the hall' developed
 - through the influence of an Englishman.
 - in order to make use of handball courts.
 - because of lack of space.
 - to allow more intensive practice.
- What affects the type of training in Brazil?
 - The ball doesn't bounce.
 - The ball is heavier.
 - The ball is easier to kick.
 - The ball is easier to pass accurately.
- Simon is determined that soon Brazilian training methods will
 - be adopted by professionals.
 - lead to major changes in the game.
 - become policy in England.
 - be used by English children.



2

Now listen and choose the answer (A, B, C or D) which fits best according to what you hear. Then listen again and check your answers.

3 Say it again

Re-express these sentences from the Listening text, using the framework given.

- He happened to be sitting in the row behind me.
 Quite
 sitting in the row behind me.
- It doesn't have the same bounce.
 It way.
- We've got the book under way.
 We've already.

Language Focus: Vocabulary

Phrasal verbs and idioms

1 Phrasal verbs with take

The verb *take* is used to form a number of phrasal verbs. What does the phrasal verb in this sentence mean?

- *Football took over his life.*
(Listening text)

Fill in the missing particle in the following sentences and explain the meaning of each phrasal verb.

- 1 Training took so much of his time that his social life suffered.
- 2 I listened to the speech carefully but I still couldn't take it
- 3 Were you really taken by that old trick?
- 4 Glen has taken painting now that he has more spare time.
- 5 Her career really took after she was spotted by a talent scout.
- 6 Does he realise how much extra responsibility he's taken in his new job?
- 7 The old cinema has taken a new lease of life since its renovation.
- 8 I took Paul as soon as I met him.

2 Fixed phrases with take

Rewrite the following sentences using the word given as part of a phrase with *take*. Use the pattern verb + noun + preposition.

- 1 Students are encouraged to participate in as many activities as possible. **part**
.....
- 2 The report was rewritten to include the new evidence. **account**
.....
- 3 I disagree with your analysis of the causes. **issue**
.....
- 4 She felt sorry for the children walking in the rain and gave them a lift to school. **pity**
.....
- 5 The weather was good so she painted the shed. **advantage**
.....

3 Phrasal verbs used metaphorically

Phrasal verbs frequently have a metaphorical meaning which may be related to the original meaning of the verb, as in this example.

- *I decided to **branch out** from teaching and start up my own business.* (Listening text)

What usually 'branches'? What do you think the phrasal verb means? In each of the sentences below, underline the phrasal verb. Then decide which of the phrases in italics fits the meaning of the verb.

- 1 The sports authorities didn't exactly bend over backwards/~~a long way~~ to help him.
- 2 The New Zealand rugby player Jason Lamba has bounced back *after a serious illness/and retired from the game.*
- 3 I leapt at *the chance/the hope* to get a ticket for the match.
- 4 The government played down *the danger of war/the members of the opposition.*
- 5 All the family rallied round *to help us/to get what they could from us.*
- 6 Your report skates over the main issues, instead of *ignoring them/discussing them in depth.*
- 7 They stumbled over the answer *quite by chance/as the result of years of work.*
- 8 It's too big a job for us to tackle on our own – let's try to rope in *our plans/some of our friends.*

4 Read the text below and decide which answer (A, B, C or D) best fits each gap.

New ideas achieve dramatic turnaround

After the team lost three games, the manager signed up a new coach who (1) an ingenious method for improving the players' fitness – he brought (2) a system of rewards for good performance. Before any kind of exercise athletes do special exercises to warm (3) The coach made these exercises competitive, setting the players against each other head to head. The club was able to (4) a deal with the sponsors of the team to provide prizes for the winners, for which the sponsors themselves would (5) the bill. The new approach worked like a dream. In next to no (6) there was a dramatic improvement in the team's results. The coach himself gained such a good reputation from his methods that he was head-hunted by another club and moved on to further his career. ■

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|---|------------|-----------|-------------|--------------|
| 1 | A hit upon | B hit out | C struck up | D struck off |
| 2 | A in | B about | C through | D on |
| 3 | A down | B in | C up | D through |
| 4 | A hit | B thrash | C knock | D strike |
| 5 | A stand | B foot | C shoulder | D bear |
| 6 | A time | B period | C term | D moment |