

# 1

# A Healthy Lifestyle

## Goals

- Describe the rules of a sport or game that you like.
- Express regret about an experience related to sports.
- Talk about what it is like when you're ill.
- Use *so*, *so many*, *so much*, and *such* to show emphasis.
- Talk about the origins, safety guidelines, and risks of an extreme sport.
- Describe a sports scandal and provide reflections on it.





- Is basketball popular in your country?
- What are the benefits and risks of this sport?
- What are the advantages of exercising regularly?
- How often do you exercise?

1. Read and complete. Then, match each fragment to the corresponding pictures.

• basketball and netball • rugby and American football • baseball and cricket

## Games Across the Atlantic

British and American sports have some differences in terminology, equipment, and rules. However, they are almost alike.

In both (a) \_\_\_\_\_, players can carry the ball and also pass it to others. But in rugby, they cannot pass it forward, and in football, they can do it only once during each play. These two sports are both strong and physical, with a lot of hard contact. Rugby players do not need to wear special gear. Football players must wear helmets and shoulder pads, which allows them to hit each other harder than in rugby.

Both (b) \_\_\_\_\_, are played on a field and have **umpires**. A baseball team has nine players, while a cricket team has eleven. In both sports, batters use a bat to hit the ball and try to score runs. In baseball, the pitcher throws the ball, but in cricket, the bowler uses a straight arm to bowl. Baseball batters must wear helmets. In cricket, a helmet is not needed, but many batters wear one because the ball can go very fast.

(c) \_\_\_\_\_ are both played on a court and are overseen by referees. Both sports involve passing and shooting a ball into a net. In basketball, you can move while dribbling the ball, but in netball, you must stop. Also, netball is usually played by girls, while basketball is popular among all genders.

## Quick note!

**umpire** = referee in baseball and cricket



2. Complete based on the previous text.

| sports | actions | places | equipment | people   |
|--------|---------|--------|-----------|----------|
| rugby, | run,    |        |           | players, |
|        |         |        |           |          |
|        |         |        |           |          |
|        |         |        |           |          |
|        |         |        |           |          |

## Your grammar: can, can't, have to, and don't have to

3. Read and match.

- a. In basketball, players can move while dribbling the ball.  
 b. In rugby, players can't pass the ball forward.  
 c. In cricket, batters don't have to wear helmets.  
 d. In American football, players have to wear protective gear.

- ☐ It's not permitted.  
☐ It's an obligation.  
☐ It's permitted.  
☐ It's optional.

#### 4. Look and match.



- a. gloves
- b. cleats
- c. ball
- d. goalkeeper
- e. soccer player
- f. goal post
- g. goal area

#### 5. Listen and mark (✓) True or False.

- a. In soccer the game has to start from the central circle.
- b. Two teams of eleven players each play a soccer match.
- c. Goalkeepers can't touch the ball with their hands in the goal area.
- d. All players, except for the goalkeepers, can't use their arms and hands to play.
- e. Players can use their chest and head to score goals, pass, and control the ball.
- f. Goalkeepers have to wear gloves to better grip the ball.
- g. Some players don't have to wear cleats.
- h. Goalkeepers have to score goals, too.
- i. There is a team of referees to make sure the game rules are followed.
- j. The head referee doesn't have to indicate when to start and end the game.

| True | False |
|------|-------|
| ✓    |       |
|      |       |
|      |       |
|      |       |
|      |       |
|      |       |
|      |       |
|      |       |
|      |       |

#### Useful English: being vague

#### 6. Listen and complete with the words you hear.

- a. Scuba diving looks \_\_\_\_\_ expensive.
- b. Basic gear costs \_\_\_\_\_ \$1,500.
- c. It costs \_\_\_\_\_ \$50 a year.
- d. The next match is in an hour \_\_\_\_\_.
- e. Wanna practice serves \_\_\_\_\_?
- f. I'm \_\_\_\_\_ in the middle of something.
- g. The one with \_\_\_\_\_ reddish hair.
- h. She likes doing parkour \_\_\_\_\_.



#### 7. Listen to four conversations. Write the letter of the conversation (a-d) in which you hear the words below.

- ☐ around
- ☐ blondish
- ☐ like
- ☒ a kind of
- ☐ and stuff
- ☐ I guess

#### 8. Pair work. Talk about your favorite sport or game and its rules. Use the words from exercise 6.

#### Checkpoint

I can describe the rules of a sport or game that I like.



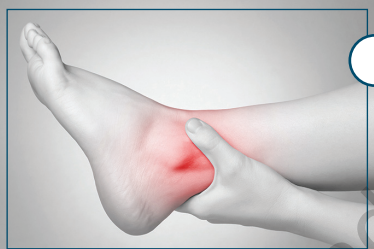
# Language and Function: B

## 1. Match to make collocations.

- |              |                       |              |                  |
|--------------|-----------------------|--------------|------------------|
| a. your knee | b. your ankle         | c. a bone    | d. your shoulder |
| e. a muscle  | f. a <del>cramp</del> | g. your back | h. your skin     |

|                                    |                             |                            |                                |
|------------------------------------|-----------------------------|----------------------------|--------------------------------|
| get <input type="text" value="f"/> | pull <input type="text"/>   | twist <input type="text"/> | sprain <input type="text"/>    |
| hurt <input type="text"/>          | scrape <input type="text"/> | break <input type="text"/> | dislocate <input type="text"/> |

## 2. Listen and order from 1 to 3. Then, complete.

|                                                                                                                                                                             |                                                                                                                                                      |                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Jake</b><br/>Type of injury: <u>He sprained his ankle.</u><br/>Activity: _____</p> |  <p><b>Matt</b><br/>Type of injury: _____<br/>Activity: _____</p> |  <p><b>Lauren</b><br/>Type of injury: _____<br/>Activity: <u>cheerleading</u></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Your grammar: third conditional

## 3. Read the **Quick note!** box and answer Yes or No.

- |                                                                                                                                                                                  |                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>a.</b> <ul style="list-style-type: none"> <li>Did Lauren fall? <input type="text"/></li> <li>Were her teammates strong enough to support her? <input type="text"/></li> </ul> | <b>b.</b> <ul style="list-style-type: none"> <li>Did Matt get a cramp? <input type="text"/></li> <li>Did he hydrate before the game? <input type="text"/></li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Quick note!

**Lauren:** I wouldn't have fallen if the other cheerleaders had been stronger.

**Matt:** If I had hydrated before the game, I wouldn't have gotten that cramp.

## 4. Circle the correct options.

- Third conditional sentences describe events in *the past* / *the present*.
- The third conditional is used to express *advice* / *regret*.

## 5. Read and complete.

- *would/wouldn't have* + past participle • past perfect

- if clause: \_\_\_\_\_
- main clause: \_\_\_\_\_

### Challenge!

Find out the most common injury in your favorite sport and the possible ways to prevent it. Then, share and compare your findings with classmates who chose the same sport.

6. Complete using the verbs in parentheses and the third conditional.

□ **Reporter:** What are your feelings after the race?

**Cyclist:** Well, I'm pretty disappointed. If I had not made (not make) some foolish mistakes, I wouldn't have had (not have) such a **lame** performance.

**R:** What do you think went wrong for you today?

**C:** First of all, I \_\_\_\_\_ (not get) any cramps in my legs if I \_\_\_\_\_ (hydrate) properly before the race. After one hour of having started, I couldn't press the pedals.

**R:** Geez! Sorry to hear that.

**C:** As a result, I couldn't **keep up with the pace** of the peloton.

If I \_\_\_\_\_ (be able) to go along with them, I \_\_\_\_\_ (not waste) so much energy and ended behind.

**R:** I see you have scrapes and bruises. Wanna talk about that?

**C:** I was taking a turn on a downhill section and, unfortunately, I lost control of my bike. If I \_\_\_\_\_ (apply) the brakes carefully, I \_\_\_\_\_ (not hit) the ground nor ended up with a

□ dislocated shoulder.



### Quick note!

**lame** = weak

**keep up with the pace** = to go at the same speed

### Pronunciation: would've



7. Listen and pay attention to how the words in **bold** are pronounced. Then, repeat.

- a. I **would've** performed better if I had correctly hydrated before the race.
- b. If I had kept up with the pace of the peloton, I **would've** saved more energy.
- c. I **would've** applied the brakes carefully if I had been totally focused on the road.
- d. If I hadn't underestimated the demands of the race, I **would've** won it.

### Believe it or not...

Professional cyclists train at least 25 hours per week.

8. Read the statements. Then, decide if sentences 1 and 2 are *True* or *False*.

- a. If Tina had noticed the floor was wet and slippery, she wouldn't have twisted her ankle.

1. The floor was dry.

**False**

2. She hurt her ankle.

- b. Paul wouldn't have broken his arm if he hadn't run on the stairs.

1. Paul broke his arm.

2. He was walking on the stairs.

- c. The kids would've scraped their knees if they hadn't played on the grass.

1. The kids scraped their knees.

2. The kids played on the sidewalk.



9. Pair work. Talk about an experience you regret when playing a sport.

Once I was playing tennis, and I pulled a muscle in my arm.

I didn't stretch properly. I wouldn't have pulled a muscle if I had warmed up.

Ouch! **How come?** What did you do wrong?

So, what did you do? Did you go to the doctor?

### Quick note!

**How come?** = *Why?*

### Checkpoint

I can express regret about an experience related to sports.



## Your grammar: *make* and *let*

### 1. Read and complete with the correct form of the verbs.

• get up • feel • help • watch • practice • use • ~~have~~ • eat • play

To: juvenl@mailout.com

Subject: News from the camp

Hi Mom and Dad,

After just two days at basketball camp, I'm already exhausted. The trainers don't give us much rest. They **make us (a)** \_\_\_\_\_ at 5:30 AM and run for thirty minutes. Can you believe that? Then, we **(b)** have oatmeal for breakfast and spend two hours watching basketball clips. So boring! After that, they **make us (c)** \_\_\_\_\_ the parts of our game that need the most work for about ninety minutes. That's a lot!

We eat lunch at 1:30 PM, and we **aren't allowed to (d)** \_\_\_\_\_ any sugar, fried things, red meat, or even dairy. Not exactly my picks! Once lunch is over, the instructors **let us (e)** \_\_\_\_\_ TV or go online for an hour. In the afternoon, we **(f)** \_\_\_\_\_ a few short games, and then we sit in a tub filled with ice and cold water. They say it **(g)** \_\_\_\_\_ your circulation. Isn't that crazy?

The routine's hard, but the coaches are excellent, and I **(h)** \_\_\_\_\_ a lot stronger than we I started. They even said there's a chance I could enter the Junior NBA League this year. We can't make calls from our cell phones, but they **let us (i)** \_\_\_\_\_ online messaging, so feel free to text me. I check my email every day, too, so you can write if you prefer.

With love,

Joe



### 2. Read and label the sentences *O* (Obligation) or *P* (Permission).

a. They **make us practice** the weak parts of our game.

b. They **let us use** online messaging.

c. The instructors **let us watch** TV or go online for an hour.

d. They **make us get up** at 5:30 AM.

#### Quick note!

Use *make* and *let* followed by **object + verb** (without *to*) to talk about things that someone can require or permit another person to do.

### 3. Circle the correct options.

**Reporter:** Why do players have to get up at 5:30 AM?

**Coach:** If we make / *let* boys get up early, they will develop discipline.

**R:** Why don't you *make* / *let* them use their phones more often?

**C:** To encourage them to focus more on their training activities.

**R:** Could you say something about the strict diet at the camp?

**C:** Well, we do our best to *make* / *let* students realize the impact of certain foods on their performance.

**R:** So, is it true that you don't *make* / *let* students consume fried food?

**C:** Yeah! **The ban on** fried food aims to prevent both low performance and health issues, such as heart disease and obesity. Instead, we *make* / *let* them choose between **grilled** and steamed preparations.



#### Quick note!

**the ban on** = the prohibition of **grilled**



4. Listen and mark (✓) the symptoms that Albert has.

|                                    |                                |                                      |
|------------------------------------|--------------------------------|--------------------------------------|
| <input type="checkbox"/> vomiting  | <input type="checkbox"/> cough | <input type="checkbox"/> headache    |
| <input type="checkbox"/> tiredness | <input type="checkbox"/> fever | <input type="checkbox"/> stomachache |

5. Listen again and answer the questions.

- What's wrong with Albert? He has the flu.
- What does he want to do? \_\_\_\_\_
- Why is Albert sick, according to Olga? \_\_\_\_\_
- Why is it important to have a good rest after exercising? \_\_\_\_\_
- Does Olga doubt whether getting Albert junk food? \_\_\_\_\_



### Your grammar: *be allowed to*

6. Read and match.

|                                         |                             |
|-----------------------------------------|-----------------------------|
| a. I'm not allowed to go outside.       | Albert can do this.         |
| b. Are you allowed to be out of bed?    | Albert can't do this.       |
| c. Albert is allowed to get up and walk | This asks about permission. |

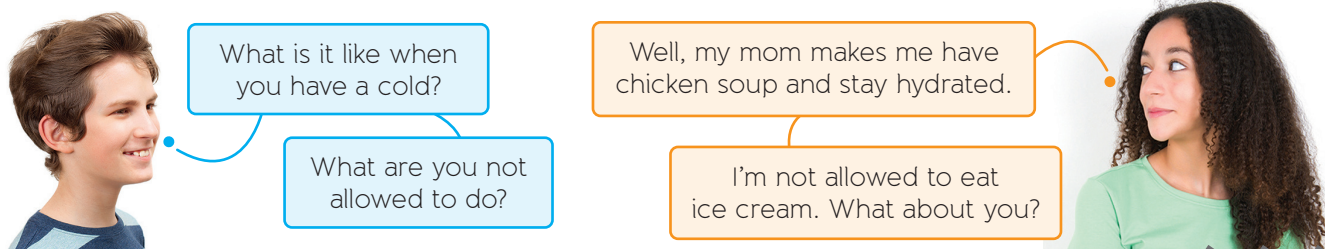
#### Quick note!

Use *be allowed to* when the person or institution that gives a permission or lifts a prohibition is not mentioned.

7. Complete with the correct personal pronouns and *be allowed to*.

- |                                                                                                                                                                |                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a. A: Why don't you take your mask off?<br/>B: Sorry, <u>I'm not allowed to</u> _____<br/>I have a terrible cold, and I can spread the virus.</p>           | <p>d. A: What's wrong with Sue? She's been absent for the last three days.<br/>B: _____<br/>come to the office since she has the flu.</p>                            |
| <p>b. A: Excuse me, _____<br/>play soccer on this field?<br/>B: I'm afraid you're not. It has been reserved for the kids in 10th grade.</p>                    | <p>e. A: I didn't see Paul at the game last Saturday. Do you know why?<br/>B: _____<br/>play because he failed his science test.</p>                                 |
| <p>c. A: Where's Annie? I want to wish her good luck before the race!<br/>B: Sorry. _____<br/>run tomorrow. The doctor says that she needs plenty of rest.</p> | <p>f. A: How is your back pain going?<br/>_____<br/>ride your bike already?<br/>B: Not yet. It still hurts a little bit. I have to take care for two more weeks.</p> |

8. Pair work. Answer and discuss: *What is it like when you're ill?*



### Checkpoint

I can talk about what it is like when I'm ill.





## Your grammar: *so, so much, so many, and such*

### 1. Listen and complete the conversation.

• so (x3) • so much (x3) • so many • such (x2)

**Lisa:** Hey, Joel.

**Joel:** Hi, Lisa. You look exhausted. What have you been doing?

**L:** I just came from Active Zone. I signed up last weekend.

**J:** Active Zone? Is it any good?

**L:** Yeah, but it was really crowded today. There were \_\_\_\_\_ people at the pool that I had to wait to swim.

**J:** No way!

**L:** Seriously. I left the pool and went to a yoga class instead.

**J:** And how was it?

**L:** It was \_\_\_\_\_ *so* \_\_\_\_\_ intense! The instructor gave us \_\_\_\_\_ stretching to do that my legs feel like rubber.

**J:** But you're in \_\_\_\_\_ great shape!

**L:** I know, right? It was \_\_\_\_\_ different from what I expected. You should try it sometime.

**J:** Hmm, I'm not sure. I've got \_\_\_\_\_ homework these days I barely have time to relax.

**L:** But it's \_\_\_\_\_ a cool place. You'd love it! They even have a steam room, it was \_\_\_\_\_ nice after class.

**J:** You know me. I'd rather chill and watch movies.

**L:** *Suit yourself.*

**J:** Where are you headed now?

**L:** Home. I've still got \_\_\_\_\_ to do tonight. I have to study for tomorrow's test and I also have to clean up my bedroom. Catch you later at school!

**J:** OK. Good luck with everything!

### Quick note!

*suit yourself* = to tell someone to do whatever they want to, even if you don't agree

**Get your energy back at Active Zone!**



Active Zone offers lots of fun ways to stay fit and feel better. You'll find a heated indoor pool and a full running track, plus a gym with weights, bikes, rowing machines, and treadmills. Our trained coaches lead classes in yoga, tai chi, spinning, Pilates, and aerobics. Active Zone also has a café with wi-fi, a relaxing steam room, and a great sauna.

**Save 20% on yoga and power jump classes!**

### Quick note!

*So* and *such* can also mean *very* or *really*:  
- That game is *so* cool!  
- He is *such* a good friend and student.

### 2. Highlight the correct options.

- Such** is used *before* / *after* nouns (with or without adjectives).
- So** is followed by *a noun* / *an adjective*.
- So many** is followed by *an uncountable noun* / *a countable noun*.
- So much** is followed by *an uncountable noun* / *a countable noun*.
- Such, so, so many, and so much** are all used to *emphasize* / *contrast* ideas.

### 3. Circle the odd one out.

- |                                                                |                                                        |
|----------------------------------------------------------------|--------------------------------------------------------|
| <b>a. stretch</b> your muscles / <u>your teeth</u> / your arms | <b>e. jog</b> on a bike / in the park / at the gym     |
| <b>b. lift</b> a barbell / a treadmill / your shoulders        | <b>f. turn</b> your waist / your nose / your neck      |
| <b>c. bend</b> your elbows / your eyes / to the side           | <b>g. breathe</b> with your feet / deeply / in and out |
| <b>d. kick</b> your toes / your finger / the ball              | <b>h. hit</b> a wall / a bone / a target               |

4. Complete with *so*, *such*, *so many*, and *so much*. Then, match.

- a. Exercise is so important for your mental health...
- b. Stretching is \_\_\_\_\_ an essential practice for everyday life...
- c. Jogging has \_\_\_\_\_ a huge impact on your overall well-being...
- d. Pilates has \_\_\_\_\_ benefits for your back...
- e. Weightlifting routines help you build \_\_\_\_\_ muscle mass...
- f. Yoga offers \_\_\_\_\_ relief from work-life stress...
- g. Breathing properly is \_\_\_\_\_ vital when exercising...
- h. There are \_\_\_\_\_ exercise routines and styles to choose from...

- ☐ that you have no excuse to avoid looking for an adequate workout program.
- ☐ that this kind of running not only reduces the risk of heart disease but also builds muscle strength.
- ☐ that it helps your muscles work efficiently by providing them with oxygen.
- ☐ that it reduces the risk of fractures and makes your body stronger.
- ☒ a that it can improve your mood by reducing stress, anxiety, and depression.
- ☐ that it brings you a sense of balance and inner peace.
- ☐ that it can help you improve your posture and flexibility, which prevents pain.
- ☐ that it boosts your mobility to cope with simple activities like bending down to tie a shoe.

5. Read, highlight five mistakes in the use of *so*, *so much*, *so many*, and *such*, and correct them.

### The Benefits of Staying Active

Whether we like it or not, staying active is something we all need. In fact, it's such important that schools should make exercise part of the daily routine. It lowers the chances of getting heart disease, cancer, high blood pressure, or diabetes. It also helps the brain release chemicals that make you feel calm and cheerful. Because of that, working out has so great effects that it can help you feel better both physically and mentally.

Besides regular exercise, it's also important to stay away from bad habits like smoking or eating junk food. So much studies show that smoking harms not only the smoker but also the people nearby. That's why some people believe the government should ban it. The same goes for junk food, everyone knows it's such harmful to our health that it shouldn't be sold in school cafeterias at all.

There's so many work to do if we want to stick to a healthy life, but it's really worth it.



- a. so
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

6. Complete with your own ideas. Then, share in pairs.

- a. Even if you don't exercise, stretching your body is so \_\_\_\_\_
- b. Being hydrated is such a vital habit \_\_\_\_\_
- c. There are \_\_\_\_\_ of being healthy that \_\_\_\_\_

**Quick note!**

**stick to** = to continue doing something

### Checkpoint

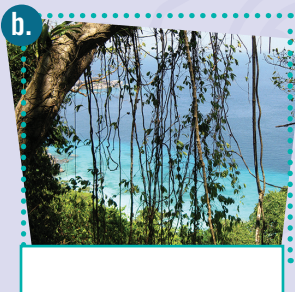
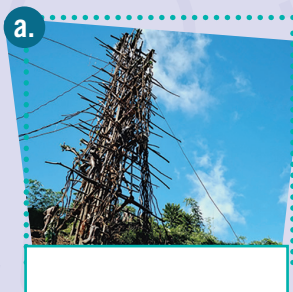
I can use *so*, *so many*, *so much*, and *such* to show emphasis.



# Listening and Speaking

1. Label the pictures.

- vines
- yams
- wooden tower



2. Listen and mark (✓) T (True) or F (False).

- |                                                                   | T | F |
|-------------------------------------------------------------------|---|---|
| a. Bungee jumping's roots are found in a ritual.                  | ✓ |   |
| b. Land-diving is practiced in England.                           |   |   |
| c. Land-diving is a ritual to ensure a good harvest of yams.      |   |   |
| d. Only adult men show how brave they are in land-diving.         |   |   |
| e. Land-diving jumpers have an elastic cord tied to their ankles. |   |   |
| f. Land-diving jumpers' hair has to touch the ground.             |   |   |
| g. Land-diving towers are about 30 meters high.                   |   |   |



3. Listen again and answer.

a. What traditional activity inspired bungee jumping?

b. Why do jumpers try to touch the ground with their hair?

c. What kind of cord do land-diving jumpers use?

## Believe it or not...

Despite the safety standards bungee jumping operators follow, jumpers are always at risk of getting neck, spinal, and eye injuries. At the final stage of the jump, the elastic cord pulls your body back upward, which shakes it abruptly.

4. Match the bungee jumping recommendations to the reasons in the right column.

a. Choose trustworthy operators.



You have to feel comfortable and safe with harnesses, ropes, and cords provided.

b. Follow age and health restrictions.



They provide important information on technique, safety precautions, and what to expect during the jump.

c. Double-check the equipment before jumping.



a They have to follow strict safety standards and hire experienced instructors and staff. Check their background.

d. Respect your limits.



Don't let people push you to take unnecessary risks. Even if you feel unwell before the jump, inform the instructor.

e. Always listen to the instructors.



Teenagers under 16 and individuals with heart conditions and high blood pressure might not be allowed to jump.



5. Pair work. Choose an extreme sport you find interesting. Research its origins, safety guidelines, and risks. Then, share with a partner.

## Checkpoint

I can talk about the origins, safety guidelines, and risks of an extreme sport.





## Before reading



1. Pair work. Discuss: *How would you react to the statements below?*

We have to win at all costs!

It's only cheating if you get caught!

The match is fixed. We have to lose.



Video

## While reading

2. Read and complete using the subheadings in the box.



Flashcards

### Sports Rules Matter, So Don't Play with Them!

(a) \_\_\_\_\_: In ancient times, when sports were played as part of rituals, people believed rules were set by the gods. Around 2,500 years ago, Greeks established sports rules to transform military violence into creative rivalry. In the Middle Ages, tournaments and **jousts** followed the **code of chivalry** to guarantee ethical competition and avoid ruthless attitudes. In the 18th and early 19th centuries, private sports clubs owned by the aristocracy formulated their own rules that later became adopted by other social groups. Nowadays, given the global political and socio-economic changes that have influenced the sports field, international institutions formulate and accept rules and regulations that address each sport's needs.

- Reasons for respecting the rules
- Origins of sports rules
- Who must follow the rules?
- What are sports regulations for?



(b) \_\_\_\_\_: In simple terms, sports regulations determine what is allowed or forbidden during a competition. They are established to make sports events fair, safe, and competitive for all participants. Rules set out guidelines that, for example, ensure equal access to rights and victory opportunities for all actors, regulate body contact to mitigate serious injuries, define the kind of uniform and equipment required, and determine the type and size of the place where a sport is played, the length a sporting event lasts, the number of players or athletes involved, how scores or points are gotten, among others. Ultimately, rules also introduce elements of challenge to augment the enjoyment derived from the sport.

(c) \_\_\_\_\_: Rules vary according to the sport, level of sportspeople, and age group. They are binding upon athletes or players, coaches, and officials alike. Sportspeople have to behave correctly, attend practices and training regimes, stay fit, uphold dietary balance, and wear uniforms and equipment properly. Coaches must know the rules inside out and follow them **to a T** to prevent potential penalties for their teams, remain updated on game ethics, rule modifications, and protocols, and have good knowledge of nutrition and first aid. Officials, including referees and umpires, must understand the rules and codes in order to keep time, determine scores, and effectively resolve any issues that may arise during the competition.

(d) \_\_\_\_\_: Besides ensuring fairness, safety, and competitiveness, rules must be respected for other reasons. First, their understanding and application maintain the role of ethics and the value of sportsmanship. Winning at all costs should never be the goal; players should aspire to victory with honor and through healthy competition. Second, respecting and following rules may help keep up enthusiasm for athletes or players and fans. When the former stick to the rules and do their best, their eagerness to improve and challenge their limits will remain intact. As for the fans, they will value the example given by their idols, look forward to the next match, and accept the score with modesty and without disappointment.

Last but not least, let us keep in mind that sports are a form of entertainment. They have lots of suspense and make us feel cheerful, angry, or sad. Not respecting the rules goes against the sense of enjoyment because the goodwill and pleasure of the players, officials, and fans are broken.

#### Quick note!

**jousts** = combat on horses



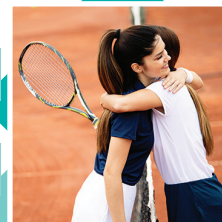
**code of chivalry** = system of religious beliefs and honorable behavior

**to a T** = perfectly

## After reading

3. Match to make complete statements based on the previous text.

- |                                                                                       |                                                                                                    |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| a. Violence, typical of the army, became creative rivalry thanks to...                | <input type="radio"/> officials must understand the rules of the sport they deal with.             |
| b. The code of chivalry can be considered a set of sports rules because...            | <input type="radio"/> pursuing victory with honor and through healthy competition.                 |
| c. Fairness, safety, and ethical competence are guaranteed...                         | <input type="radio"/> it guaranteed ethics in competitions and fostered kind attitudes.            |
| d. In order to keep time, determine scores, and solve any problem during the game,... | a <input type="radio"/> ancient Greeks, who introduced sports rules to handle violence.            |
| e. The value of sportsmanship has to do with...                                       | <input type="radio"/> for all participants in sports events, thanks to the establishment of rules. |



4. Answer the questions. Justify your answers using details from the text.

a. Why can it be stated that the need to control violence in sports didn't appear in the 19th century?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. How can the length of a sporting event threaten participants' safety?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Group work. Read the following sports case, answer the questions, and discuss.

### Sport rule

In rugby, a blood substitution occurs when an injured player must be replaced. The replacement can be temporary (15 minutes) or permanent, that is, when the player cannot get back to the field.

### Scandal

The Bloodgate was a rugby scandal. In 2009, player Tom Williams, from the English Harlequins Rugby Club, was replaced because of a blood injury (uncontrolled active bleeding), which was later proven to be fake. The coach, Dean Richards, orchestrated the plan in order to replace Williams with a goal-kicker who made the team win. The club doctor, Wendy Chapman, agreed to cut William's lip, and the player consented to use a capsule of fake blood provided by Richards to make the injury more realistic. The repercussions were significant: Williams was banned for twelve months, Richards for three years, and the General Medical Council suspended Doctor Chapman. Additionally, the club had to pay a fine of £260,000.

- How did Dean Richards break the rules of fairness?
- In your opinion, did Doctor Chapman respect the rules of safety?
- How do you think Tom Williams breached the rules of professional competition?

## Writing

6. Do some research about a sports scandal. Then, write a short text describing the situation and the consequences in your notebook.

### Checkpoint

I can describe a sports scandal and provide reflections on it.





**Step 1** Group work. Choose a sport you like and discuss the following sample questions.

What do you like about (tennis)?

Do people perceive (tennis) as a dangerous sport?

How does (tennis) challenge you physically?

**Step 2** Research common injuries that could happen when practicing this sport. You can also bring up the information you got in the **Challenge!** box on page 14. Follow the model.

| Body parts prone to injuries | Common injuries when practicing this sport                                               | Causes                                                                                       |
|------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| shoulders                    | Shoulder tears: tearing of the cartilage tissue that helps maintain your joint in place. | Some people use their shoulders to compensate for weakness in the torso without noticing it. |
| elbows                       | Tennis elbow: pain on the outer part of your elbow.                                      | Chronic inflammation of the tendons that starts in your elbow.                               |

**Step 3** Research tips to prevent those injuries.

#### Prevention tips

- Strengthen and stretch your body before playing tennis. You aren't allowed to exercise without warming up!
- You can do some shoulder stretching exercises to improve flexibility.
- After playing tennis, don't let laziness make decisions. Dedicate some time to a cool-down session.

**Step 4** Design a brochure to present the results of your research. Keep the ideas below in mind.

- Look for images, icons, and photographs to support your message.
- Use the information in steps 1, 2, and 3. Include them in your design. Be concise.
- Choose a free brochure maker and use your creativity to make a nice colorful brochure!



**Step 5** Present your brochure to the class.

Our favorite sport is tennis. People like it because they associate it with mental strength. Some common body parts that get injured when playing tennis are the shoulders, elbows, and wrists. To prevent tennis injuries, you should strengthen and stretch your body.

**Step 6** Discuss your experience.

a. What did I learn about my favorite sport?

b. What grammar and vocabulary aspects do I need to work on?

c. What did I like or dislike about working with my classmates?

d. Are the results of my project satisfactory? Why?

e. What do I have to improve in future projects?

## 1. Circle the correct options and complete with the verbs in the box.

- Sports competitions can / *can't* / *have to* / *don't have to* bring people together and create memorable experiences.
- Referees and umpires *can* / *can't* / *have to* / *don't have to* \_\_\_\_\_ favoritism toward any team. That's unethical.
- Baseball players *can* / *can't* / *have to* / *don't have to* \_\_\_\_\_ a helmet when they bat to avoid being hit with the ball in the head.
- Baseball players *can* / *can't* / *have to* / *don't have to* \_\_\_\_\_ gum in the game. It's allowed.
- Soccer players *can* / *can't* / *have to* / *don't have to* \_\_\_\_\_ cleats that provide traction on the field and avoid falling down.
- In basketball, players *can* / *can't* / *have to* / *don't have to* \_\_\_\_\_ by taking more than two steps without dribbling the ball. That's a foul.
- In basketball, players *can* / *can't* / *have to* / *don't have to* \_\_\_\_\_ a **mouthguard** if they don't want to.

- move
- wear (x3)
- chew
- show
- ~~bring~~



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### Quick note!

#### mouthguard



## 2. Rewrite the sentences using the third conditional.

- Rick twisted his ankle. That's why he missed the final match.  
If Rick hadn't twisted his ankle, he wouldn't have missed the final match.
- Pete's coach didn't give him a break in the last game. That's why he suffered from dehydration.  
\_\_\_\_\_
- Annie didn't stretch properly. That's why she pulled a muscle last Saturday.  
\_\_\_\_\_
- The weightlifter pushed his limits inadequately. That's why he broke his arm.  
\_\_\_\_\_
- Aria and Lucy didn't listen to the doctor's advice. That's why their back pain got worse.  
\_\_\_\_\_

## 3. Complete using the words in the box.

- around
- like
- kind of (x2)
- and stuff
- something
- ~~or so~~

- A:** What kind of TV shows do you like?

**B:** I enjoy watching different sports \_\_\_\_\_.

**A:** How much time do you spend on it?

**B:** I'm not sure, like two hours or so.

- A:** Rock climbing is challenging both mentally and physically.

**B:** Absolutely. Reaching the summit can take \_\_\_\_\_ forever sometimes.

- A:** What's wrong with your knee?

**B:** It's \_\_\_\_\_ complicated to explain. I dislocated my kneecap, but I guess there's \_\_\_\_\_ else because it hurts so much.

- A:** This professional baseball equipment looks \_\_\_\_\_ expensive.

**B:** You're right! It's \_\_\_\_\_ \$500.



4. Listen and mark (✓) the correct option.

a. Ski jumping was developed in...

- ☐ Finland.  
☒ Norway.  
☐ Denmark.

b. Ski jumpers get points for...

- ☐ length.  
☐ style.  
☐ both of the above.

c. The first competition was made...

- ☐ in 1808.  
☐ in 1866.  
☐ in 1924.

d. The first competition took place...

- ☐ in Zürich.  
☐ in Høydalsmo.  
☐ in Helsinki.

e. The person who made the first ski jump was...

- ☐ Olaf Rye.  
☐ Sondre Norheim.  
☐ Stefan Kraft.

f. The world record set in 2017 had a length of...

- ☐ 9.5 meters.  
☐ 53 meters.  
☐ 253.5 meters.



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5. Circle the correct options to complete the conversation.

**Carlos:** Hey Mark! How was the basketball scrimmage yesterday?

**Mark:** Ugh, don't even ask. My dad almost didn't let / make / allow me go.

**Carlos:** For real? Why not?

**Mark:** Well, I *have to* / can / am allowed to clean my room every Saturday morning, but I forgot. He walked in and saw the mess.

**Carlos:** Oh man. So now you're not *allowed to* / let / make play in any more scrimmages?

**Mark:** Exactly. He won't *let* / make / allow me join the team practice for two weeks, and he *makes* / lets / has to me run extra sprints for thirty minutes every day!

**Carlos:** Wow, that's rough. But how were you *allowed to* / let / can go to the scrimmage at all yesterday?

**Mark:** He *let* / made / had me go because I promised I'd wash his car every weekend for a month.

6. Complete with *so*, *such*, *so many*, and *so much*. Then, match.

a. There are \_\_\_\_\_ health risks linked to a sedentary lifestyle...

b. A cold shower after exercising is \_\_\_\_\_ beneficial for your body...

c. I feel \_\_\_\_\_ pain in my lower back...

d. Stretching is \_\_\_\_\_ an important practice...

☐ that it's difficult to perform even simple tasks.

☐ that it prepares the body for physical activity and helps prevent injuries.

☐ that it increases alertness and prevents muscle inflammation.

☐ that schools should raise awareness of exercising regularly.



7. Pair work. Answer the following questions.

a. Do you exercise regularly? Why? Why not?

c. What are your thoughts about the following quote: "If you don't make time for exercise, you'll probably have to make time for illness"?

b. What are the pros and cons of both exercising and not doing any physical activity?

d. How can you encourage yourself to work out?