

2

A healthy goal

VOCABULARY competing and achieving success in sports • body parts, injuries and illnesses



Competing and achieving success in sports

1> Work in pairs and describe the pictures. What aspects of sport, success and fame do they show?

2> Read the three texts and summarise each of them briefly.



SUCCEEDING AT SUCCESS

Reaching the **pinnacle** in any sport is a challenge. Yet coping with a life of **unrelenting** expectations, extreme physical demands, and career **brevity** takes an almost superhuman strength of character. Millions of teens grow up dreaming that they will be a star, but the **sobering** fact is that only about one per cent of the population actually **make the cut** in the sporting world. More discouraging still is the number of those who reach success and then **drop the ball** in one way or another: getting into trouble with the law or suffering injuries which delay progress. Being talented is no guarantee of **staying ahead of the game** in the long run. If only coaches could **gauge** a young athlete's character before exposing them to the professional sports world!



THE RISE AND FALL OF A STAR

Tonya Harding is one of those athletes whose **meteoric** rise to fame was followed by **subsequent** fall into notoriety. Her public fall from grace did not happen on the ice – where she was an uncompromising technical wonder – but in her life and career. In 1994, at the Olympic figure skating trials, Tonya's ex-husband attacked and injured Nancy Kerrigan, Tonya's opponent. This was truly **hitting below the belt**. Tonya had grown up poor and **felt like the underdog** amongst the more privileged competitors, and it was assumed that she had encouraged her ex to act as he did. The incident led to her being banned from competition for life.



READY FOR EVERY EVENTUALITY

Ava Lee is a 9-year-old tennis **prodigy** whose parents are well aware of the **overwhelming** risks involved in pursuing a professional sports career. 'With her skills, she is already ahead of the pack,' her mother says. 'But we **go the extra mile** to remind her that her talent isn't the only thing that matters. We don't want her to **jump the gun** and feel already like a great tennis star.' They also keep a close eye on her health. 'Tennis is particularly **punishing** physically, and we don't want her dealing with injuries **right out of the gate**,' her father adds. 'We encourage a variety of activities to balance her physical development. She's crazy about martial arts too, so maybe she'll **change tack** entirely and leave tennis behind. **The ball is in her court**.'

3> In your notebook, match the words in bold from the texts in exercise 2 with the definitions below.

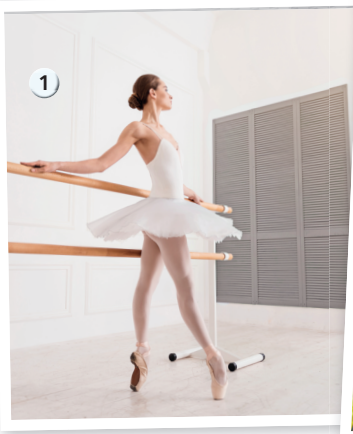
- 1 shortness in time or extent
- 2 sudden and spectacular
- 3 the most successful level
- 4 to judge, usually in comparison to a standard
- 5 making one think about something in a serious way
- 6 coming next in order
- 7 powerful and difficult to deal with
- 8 someone who shows talent at an early age
- 9 not becoming less in strength or severity
- 10 extremely difficult, tiring or damaging

4> In your notebook, complete the text with the words from exercise 3.

It may not be an advantage to be a ¹ in any field. It often leads to careers which stand out for their ² , ending before the 'star' is even an adult. Freddy Adu is a case in point. His ³ rise to fame led him to try-outs with pro football teams at the age of 14, but his ⁴ development did not match the promise. His early teen years were the ⁵ of his career. It is a ⁶ truth that it is almost impossible to ⁷ how well any young star will do as they grow. Will they cope with the ⁸ demands of practice which can be ⁹ both physically and mentally, or will that prove to be too ¹⁰ .

5> In your notebook, complete the sentences with the highlighted idioms from the texts in exercise 2. Explain their meanings and origin. One of them is not sport-related.

- 1 Because Tim was short, he in a basketball team, but he soon proved to be a star on the court.
- 2 As a fresher, Ben didn't for the school track team.
- 3 The singer became popular , with his first album.
- 4 The remark about your opponent's looks was really .
- 5 My coach told me not to . He said I'm a good player, but that I should wait a year before I compete.
- 6 I meant to invite Kelly to your tennis match, but I and completely forgot to text her!
- 7 I was concentrating entirely on golf, but now I've decided to and focus on tennis instead.
- 8 I've done my bit. It's not my choice now – .
- 9 The only way to in any sport is to gauge your opponents' strengths and try to outdo them.
- 10 I'm ready to to break a record – nothing will stop me.



Body parts, injuries and illnesses

- 1> Look at the pictures (1–4). What problems could arise from these kinds of activities? What body parts are particularly affected?
- 2> **CD 1.09** Look at the picture below. Name as many body parts as you can see. Then listen to the 4 speakers and add any new words to your list.



- 3> **CD 1.09** Listen again and decide if the statements are true (T), false (F), or if no information is given (NI). Write the answers in your notebook.
- Speaker 1 knew right away she wanted to be a dancer.
 - Speaker's 1 biggest problem is with one leg.
 - Speaker's 2 mother had never done much exercise.
 - The yoga teacher plans to advise speaker's 2 mother.
 - Speaker's 3 injury was caused by an impact with the ball.
 - Brain injuries are common amongst athletes.
 - Speaker 4 became unable to control her need to exercise and restrict her diet.
 - Speaker's 4 goal was to become a professional model.

- 4> Match the physical problems below with the body parts they affect (1–6). There may be more than one match.

sprain **bruise** **fracture** **spasm** **TBI** (repetitive) **strain**
burn **scrape** **cut** **cramp** **concussion**

- | | | |
|----------|--------|---------------|
| 1 muscle | 3 skin | 5 wrist/ankle |
| 2 bone | 4 head | 6 back |

- 5> Find the word or phrase which does not collocate with the word(s) in **bold**. Then translate the phrases into Polish.
- have get catch suffer from **a headache**
 - feel be get have **nauseous**
 - develop have get come down with **stiff muscles**
 - get experience suffer from complain of **dizziness**
 - suffer from have catch get **a sprain/strain**
 - have get suffer from come down with **a fracture**
 - come down with catch feel get **a cold**

Vocabulary challenge!

- 6> Which of the speakers from exercise 2 could make the statements below? In your notebook, translate the phrases in **bold** into Polish.
- 'I was **eating like a bird** and **exercising like a fiend**.'
 - 'I am **dead set on** becoming a professional, and I won't let this injury **hold me back**.'
 - 'No matter what the activity, she **jumps in with both feet**, but this approach can **come back and bite you**.'
 - 'I **couldn't tell up from down** for a while, and I definitely thought I was going to **go out like a light**.'
 - 'I **felt as if I'd been run over by a lorry** when I woke up, but I just **kept going back for more**.'
 - 'The doctor **opened my eyes** to the problem and I've **done an about-turn** as far as my ambitions go.'
 - 'I thought the pain was just **par for the course**, but I soon woke up to the fact I was wrong.'
- 7> In your notebook, complete the sentences with some of the idioms from exercise 6. Use the emojis to help you.
- I'm 🍴🐦 and 🏋️🔥 so I can lose some weight.
 - I felt as if I'd been 🚚💥 after studying all night.
 - I know you're nervous about starting karate, but I think you should 🥋👣!
- 8> Choose the option that does not correctly complete the sentences.
- Tamara has a **bad** / heavy / small / nasty cold.
 - I have a **heavy** / blinding / splitting / bad headache.
 - I've been so tired lately! I hope I don't **catch** / take / come down with / contract the flu.
 - When I broke my leg, I was in **agonising** / excruciating / acute / thorough pain.
 - I hope to **drop** / shed / throw / lose 15 kilos on this diet.
 - I think I have a **slight** / mild / low / minor fever.
 - People with **severe** / serious / massive / acute food allergies should carry an emergency injection.
 - I can no longer **endure** / accept / take / tolerate the pain.
 - I'm in **excellent** / total / perfect / blooming health.

- 9> **WHAT DO YOU THINK?** Work in pairs and discuss the quotes. Which do you agree or disagree with?

- Hard work beats talent when talent doesn't work hard.*
Tim Notke – a high school coach
- Winners are not people who never fail, but people who never quit.*
- Your goals should be out of reach, but never out of sight.*
Anita DeFrantz – an American Olympic athlete (rowing)



1 Look at the pictures. What aspects of sports do they show?

2 Read the article. In your notebook, match the paragraphs (1–5) with the headings (A–F). There is one extra heading.

A LOVING OUR TEAM ... NOT YOURS

B ALL WELL AND GOOD ... BUT WHO'S IN CHARGE?

C FOR YOUR OWN GOOD

D TO SPORT OR NOT TO SPORT?

E WHAT YOU GAIN FROM LOSING

F WHEN THE BAR IS SET TOO HIGH

1

As the saying goes, there are always two sides to every coin. Teen participation in sports is frequently touted as the panacea for all sorts of problems, from **lagging** academic achievement to **subpar** social skills. On the flip side, teens taking part in sports are often held up as an example of enforced uniformity and a distraction from the 'real' business of school. Extreme arguments even portray team participation as a prelude to a life of aggression and out-of-control competitiveness. Yes, there are definitely two sides, and it seems worthwhile looking at them in some detail.

2

There is a lot to be said for representing your school or local team. Team spirit **knits** communities **together around a common goal**, whether it's winning a match or carrying off the trophy in a regional championship. It also brings cohesiveness and a shared sense of purpose to groups which otherwise might not mesh. Neighbours support school teams, and college towns **root for** their college teams because proximity brings them together. On the other hand, there have been incidences of high school and college rivalries turning into dangerous confrontations. In fact, it may be true that the major downside of team spirit is that it can lead to a divisive us-versus-them attitude which can bring about problems in our social and political lives.

3

There is no underestimating the benefits physical exercise brings to both young and older people, but as with nearly all activities, the benefits apply only up to a point. That point is often crossed when young people, their coaches, or their parents set their sights on a career in pro sports. This is when the unrelenting pressure to succeed often leads to physical injury, unnecessary stress, poor marks, and even the abuse of illegal substances. It can also happen that people who start out exercising on a regular basis become dependent on the positive feeling exercise provides. They may neglect friends, give up other activities, and end up with multiple injuries, all because they have lost control of what should be a healthy pursuit.

4

To my mind, the most praiseworthy aspect of sports is that of teamwork and cooperation. Participants learn the give-and-take of group endeavours, an ability which can be carried into the workplace and the tussles of everyday life. Rather than kicking against the pricks, team players learn how to follow reasonable guidance whilst contributing their own ideas towards the ultimate goal of success. Of course, this is ideal on the face of it, up to the point when cooperation turns into **blind adherence** to the word of the coach or other leader – which, to my mind, is an almost **inevitable outcome**. When it comes to political organisations or cut-throat businesses, whose operating principles are often sports-based, a winner-takes-all attitude can lead to the oppression of those who oppose the **guiding impulse** of the leader.

5

It has been demonstrated that students who are good at sports, are better equipped for success in school and in their working and family lives. Ideally, they learn to manage their time effectively and they can develop skills for **handling both internal and external pressure**. Their concentration and long-term focus improve, they gain the ability to take responsibility for their own actions, and they have improved problem-solving capabilities. So it's all positive, right? Well, not always. Extremes in anything can produce unwelcome results. Take part in a sport because you like it, because it makes you feel good, and because it boosts your physical health. Don't obsess over grandiose ambitions. So what if you don't make it onto the national team or take a medal at the Olympic Games? Just enjoy the benefits and leave the obsessing to someone else.



3> Read the article again and choose the correct answers.

- In the first paragraph, the author of the text
 - makes it clear they are in favour of sports.
 - suggests that they dislike sports.
 - tries to introduce different viewpoints.
 - implies that the topic has been over-discussed.
- Which of the following does the author NOT say?
 - Sports can bring a community together.
 - Sports can trigger conflicts between communities.
 - Sports can bring locals closer to institutions in their communities.
 - Communities support teams mainly when they win.
- The author states that sports have a negative effect when
 - they are done only to improve one's appearance.
 - an overly serious emphasis is placed on winning.
 - they take too much time from students' studies.
 - they involve unnecessary risk.
- The author implies that the skills developed by sports
 - do not translate into a business environment.
 - can be applied to other areas of life.
 - tend to make people less cooperative.
 - can give people an unrealistic view of life.
- Which of the following is mentioned in the text as a fact, not an opinion?
 - Sports are more beneficial when pursued for pleasure, not ambition.
 - Sports always encourage unquestioning compliance to a leader.
 - Sports help develop positive habits in other pursuits.
 - The primary value demonstrated through sport is working together for a common goal.

Vocabulary development

4> In the text in exercise 2, find the expressions defined below. Then write your own sentences using the expressions.

- praise as the best solution to a problem
- the negative aspect of something
- there are numerous benefits
- focus on, usually a specific goal
- shared compromise for a common goal
- resist or resent outside control
- all-or-nothing approach in business or sports

5> In your notebook, complete the sentences with the words below. Check your answers with the highlighted phrases in exercise 2.

common lagging subpar knit root blind inevitable guiding handle

- We're not particularly keen on sport, but we still meet every Friday and knit for our school football team.
- James used to find it difficult to resist pressure, but taking up karate has made him much calmer and self-confident.
- My parents are devastated by my subpar academic results.
- The knit impulse behind our charity is to improve kids' self-esteem through sports and other activities.
- Very often, the knit outcome of very early success is disappointment later in life.
- Knit social skills may be improved by group activities.
- Communities can knit people together around a knit goal.
- Knit adherence to traditional values may slow progress.

6> Complete the text with the correct forms of the words below.

relent oppress compete rival adhere

Some people extol the benefits of highly ¹ relent sports. They say that a healthy ² oppress gives people a positive push to succeed. I believe that the unique personality should be taken into account before pushing anyone into an atmosphere of ³ compete pressure and competition. We respond to situations in different ways, and while some don't mind constant tension, others will feel a sense of ⁴ rival faced with the expectation to win. Blind ⁵ adhere to a coach is also not a choice for everyone.

Vocabulary challenge!

7> In your notebook, complete the sentences with appropriate prepositions.

- Lydia is a whiz in competitive sports, but her parents are not sure that it's beneficial for her to spend too much time practising them. She's a bit aggressive in nature, and she's not always good at other children when it comes to playing in a cooperative way.
- I'm a bit of a worrier. I tend to obsess in upcoming games, thinking about them constantly. I also get obsessed in little details, like the quirks and habits in my competitors, when it would be better to hone in on the bigger picture.
- Sam always looks in his older brother for support. When he was looking in the possibility of joining a local football team, he asked his brother to look in some team statistics and see what he thought. 'It looks in a great team,' his brother said. 'And if I was on the look-out in a player, I'd certainly want you on my team, so go for it!'
- Our chess team meets in a regular basis, and one rule we adhere in strictly is that everyone is entitled in equal playing time. We time our matches carefully, but once in a blue moon we give the players free rein, and then the matches go on for ages. It is in of the question for us to do this more often, but it's fun to do it in occasion.

8> Choose the correct option to complete the sentences. Write the answers in your notebook.

- Alex is really great at / for / with solving puzzles, but she isn't competitive from / by / in nature, so she often struggles when it comes to / with / from adversarial games.
- Our coach often seems to be mad for / about / at us, but in fact he is obsessed in / with / about our improvement, and wants us to be the best at / for / about what we do.
- I might focus too much in / at / on becoming a pro footballer when I should hone in about / on / with maths in case a sports career isn't in / on / with the cards for me.
- Practising a sport in / on / for a regular basis is not enough. You must adhere with / in / to certain standards, though you can learn a lot by experimenting in / for / on occasion.






















9> Think about your memorable experience with a sport. Prepare a short monologue about it and present it to the class.

Future forms

1) **CD 1.10 LANGUAGE IN CONTEXT** Listen to three recordings. Then answer the questions in your notebook.

- 1 What has led Speaker 1 to forego a healthy diet?
- 2 What changes does she plan to make?
- 3 What has Speaker 2 not done for several years?
- 4 What is he planning, and who will be involved?
- 5 What has caused Speaker 3 to neglect his health?
- 6 What is he determined to do when the situation has changed?














2) **ANALYSE** In your notebook, copy and complete the table with the correct example sentences from the transcript on page 132. There is one example of tense use missing from the recording. Complete the appropriate line of the table with your own example sentence and the corresponding tense use.

Tense/expression	Example	Use
Present simple		a timetable scheduled action
Present continuous		a prearranged, mutually agreed action
Future simple 1		
Future simple 2		
Future simple 3		
going to		a definite plan
Future continuous		
Future perfect		
Future perfect continuous		an activity which will have continued up to a stated time in the future
be  to, be on the  of, be on the  of, be  to, be  to, be  to		actions in the near future, personal decision or circumstance

3) **PRACTISE** Choose the correct option to complete the sentences. Explain what the meaning of each tense is in the context given. Write the answers in your notebook.

- 1 The Pilates class *will start* / *starts* at seven sharp. We should leave now, or we *will be* / *are going to be* late.
- 2 **A** Your friend Mark is an excellent footballer. Do you think he *is going to go* / *will go* professional?
B Actually, he *is on the verge of accepting* / *will have accepted* a spot on a national team. He *will have been* / *is soon to be* one of the great names in sport.
- 3 I *will have been dieting* / *will be dieting* for a month at the end of the week. I *weigh* / *am planning to weigh* myself then. I hope it *is not going to be* / *won't be* disappointing.
- 4 **A** *Are you going* / *Will you go* to the show today?
B I can't. I *am going to fly* / *will be flying* to London then. Can you take photos for me?
A Sure, I *am going to take* / *will take* plenty of photos.
- 5 Tammy says she *will have practised* / *will be practising* this a thousand times by the time the trials *are starting* / *start*, and she *is determined to get* / *will be getting* it right.

4) Complete the text with the future forms of the verbs in brackets. Write the answers in your notebook.

Young people often assume that the elderly don't really make plans for the future. I just have to say that they haven't met my grandmother, Luisa, who ¹  (*be*) 76 years old at the end of May, and is busy planning all of the things she ²  (*do*) before she turns 80. She ³  (*be*) a widow for five years this coming January, and she ⁴  (*live*) in the same house for thirty years by the end of this month, and she has had enough of sitting around. 'I'm on the ⁵  (*verge* / *start*) a new life,' she says. 'And no one ⁶  (*stop*) me!' First off, she ⁷  (*sell*) her house. In fact, it is on the ⁸  (*point* / *put*) on the market, and she hopes it ⁹  (*sell*) quickly so she can buy a camper van. Then she ¹⁰  (*drive*) all over Britain. 'I imagine I ¹¹  (*settle down*) again at some point,' she explains. 'I ¹²  (*look*) at nice pieces of land everywhere I go, and when I find the perfect place, I ¹³  (*buy*) it and build a small house.' You have to admit my grandma is an amazing woman.



5) **Work in pairs. Explain the differences between a and b.**

- 1 What are you planning to do this weekend?
a I'm getting together with my friends to play hockey.
b I'll play hockey with my friends if nothing else comes up.
- 2 You should really have that sprain checked out.
a I swear I'll go to the doctor's tomorrow.
b I'm seeing the doctor tomorrow.
- 3 What time is the tennis tournament tomorrow?
a It starts at 11 in the morning.
b It's due to start at 11 in the morning.
- 4 Ow! I've just scraped my knee!
a That's going to hurt for a while!
b It will likely take a while to heal.

Grammar challenge!

6) Look at the sentences. Which may or may not have happened? Which definitely did not happen? How do you know?

- 1 **a** Kelly was to compete in the 200 metre sprint.
b Kelly was to have competed in the 200 metre sprint.
- 2 **a** They were supposed to leave an hour ago.
b They were supposed to have left an hour ago.

7) In your notebook, rewrite the sentences using past-future forms.

- 1 Bo planned on taking part in the game, but he dropped out.
- 2 The race was meant to start at 5 p.m., but there may have been a delay.
- 3 Shouldn't you have left already? You'll miss your flight!
- 4 The plan was to hand out the medals last night, but they hadn't been delivered yet.
- 5 The new coach was scheduled to start work today. Do you know if she's arrived yet?

Modifying comparatives and superlatives

- 1> Think of three things you do to be healthy. Order them by importance. What evidence can support your ideas?

LANGUAGE IN CONTEXT Read the article. Do you share any of these beliefs? Are you convinced by the article?

It's far more common for people to think they know the truth about exercise and fitness than is actually the case. This is because they are a lot more likely to base their opinions on hearsay or advertising than on scientific fact, and the truth is nothing like as obvious as it may seem. These are some of the most common misconceptions.



Walking isn't real exercise

Actually, it is one of the oldest forms of exercise, and it is among the most effective at maintaining general health. It helps with all kinds of physical problems, is way easier on the joints than running, and undoubtedly better than doing nothing! The more active you are, the healthier you'll be, no matter how strenuous the activity is.

If I'm not sweating, I'm not benefitting

It's true that nothing gives so bad an impression as the gym member who never sweats. The sweatier you get, the better the workout, as they say. Yet sweating is by far the least reliable measure of exercise effectiveness due to several factors: ambient temperature, body hydration, and personal sweat factor. Some of us are slightly sweatier than others, and others are much more prone to dripping with perspiration. Heart rate is a far better indication of hard work.

Good exercise is expensive

No, trendy exercise is expensive. Exercising in your sitting room is every bit as good as joining a fancy fitness studio. It may even be a bit better in the sense that it's nowhere near as stressful and infinitely less costly. Also, home exercise videos are getting better and better with time.

Sports drinks are better than water after exercise

This may be true if you work out longer than an hour at a time. However, sports drinks are popular not so much for doing good as for tasting good. So, unless you run in a marathon, water is every bit as effective as specialised beverages.

- 3> **ANALYSE** Copy and complete the table with examples from the text in exercise 2.

Form	Example
comparatives with modifiers (slightly, a lot, a bit, far, etc.)	
superlatives with modifiers (by far, easily, possibly, etc.)	
(not) so / as ... as ... with modifiers (just, (not) nearly, almost, barely, every bit, etc.)	
the ... the ... comparisons	
comparative + comparative	

- 4> **PRACTISE** In your notebook, complete the sentences with the correct form of the words in brackets and suitable modifiers.

- This is (good) post I've ever read about warm-up!
- Level 1 yoga class is (nothing ... challenging) as level 2. There is a huge difference between the two.
- I feel (sore) than I used to now that I warm up properly before class. In fact, my muscles barely hurt at all.
- She is (inspiring) Zumba instructor I've ever encountered. Her classes are a real bore.
- For that kind of muscle strain, putting ice on it is (effective) as massage. I find they have the same result.
- I can run (fast) now, but there isn't a big progress.
- I think (silly) sports is cheese rolling, but it's not the only one I find ridiculous.
- Danny is respected not for his football skills (much) for his positive attitude and team spirit.
- This sports drink is (palatable) than the other one, but I don't really like either one.
- He is (just / thorough) a coach as Mourinho.



What's right?

- This energy bar has far less calories than the ones you eat.
- This energy bar has far fewer calories than the ones you eat.

- 5> In your notebook, complete the text with the correct form of the adjectives in brackets and the modifiers given.

I'm not a person with a lot of fears, but ¹ (far / challenging) experience of my life was the climbing course I attended last summer. I went with Kevin, ² (one / good) friends, who convinced me that it would be ³ (absolutely / fulfilling) experience of my life. I'm ⁴ (slightly / athletic) than the average person, but I'm ⁵ (nothing like / strong) as the star athletes in my school! Still, I'm ⁶ (definitely / fit) as a lot of people my age, and I thought I was ⁷ (just / brave) as the next person ... until I started my first climb. It was ⁸ (undoubtedly / terrifying) thing, mostly because of my unexpected fear of heights. The trainers promised to help me, but eventually they admitted I was ⁹ (far / treatable) case they had ever had. I know now phobias are ¹⁰ (certainly / rational) part of the human psyche, but I'm sure that ¹¹ (dedicated) I am to facing my fears, ¹² (confident) I will become.



- 6> In your notebook, rewrite the sentences, using the words in bold.

- My karate skills are improving every day. **AND**
- My diet and the one you're on are equally effective. **BIT**
- With yoga, when you show more patience, you get better results. **THE**
- I have never worked with such an encouraging coach as Jack Smith. **DEFINITELY**
- Katie and Tom are equally good dance instructors. **JUST**
- Climbing is much more demanding than skiing. **NEARLY**
- In sprint, other runners can't compete with Usain Bolt's speed. **NOWHERE**

- 7> Work in pairs. Discuss your attitude to exercise and sports.



1> Work in pairs. Look at the pictures and discuss the health-related habits. Which of these are present in your life? Do any other routines affect your health in a positive or negative way?

2> Do you think you get enough sleep? If not, does lack of sleep influence your mood and performance? What would be a healthy sleep-life balance for you?

3> **CD 1.11** Listen to the interview with a doctor and answer the questions below.

- 1 What is Dr Weston's field of expertise?
- 2 How many hours of sleep a night should teenagers get?
- 3 What happens to teenagers who don't get enough sleep?

4> **CD 1.11** Listen again and choose the correct answers. Write them in your notebook.

- 1 Kelly Weston is the author of several books about
 - a healthy living for teenagers.
 - b the health effects of how we choose to live.
 - c how the human consciousness works.
 - d the influence of being a parent on health.
- 2 Dr Weston decided to write the book because she realised
 - a young people were being misinformed by the media.
 - b her own lifestyle needed improvement.
 - c her son's friends were becoming a bad influence.
 - d habits adopted early have a lasting effect.
- 3 According to Dr Weston,
 - a sufficient sleep is vital to good health.
 - b most people can remain healthy with insufficient sleep.
 - c many people are overly concerned about lack of sleep.
 - d experts overestimate the amount of sleep we need.
- 4 What does Dr Weston suggest is illogical?
 - a The amount of work expected of teenagers.
 - b The time at which teenagers have to start school.
 - c The amount of sleep teenagers think they need.
 - d The comparison of teenagers to elderly people.
- 5 Which of these statements Dr Weston would agree with?
 - a Sleep is more important than exams.
 - b Texting shortly before bedtime helps you fall asleep.
 - c Good sleep makes for good studying.
 - d Studying just before bedtime is the most effective way to learn.

5> In your notebook, complete 1-9 with the words below.

off as short of sth the rub haywire years diseases
contrast by on in stone

- | | | |
|-------------|------------|--------------|
| 1 set | 4 go | 7 there's |
| 2 be | 5 in stark | 8 contagious |
| 3 formative | 6 get | 9 pass sth |

6> In your notebook, complete the text with the phrases from exercise 5.

Many of the choices made during your ¹ years can decide how healthy you'll be in the future. Sadly, many teenagers ² off as ridiculous the notion that they really can't ³ by on a few hours of sleep per night and still avoid ⁴ colds and the flu, not to mention future chronic illnesses such as diabetes and obesity. Well, you can't be constantly ⁵ of proper sleep and stay healthy, and ⁶ the rub! In ⁷ contrast to the notion that a young body can recover from any amount of abuse, certain problems can become ⁸ in stone in your early years. So, if you don't want your bodily systems to ⁹ haywire later in life, it's a good idea to pay attention to what your body needs right now.



7> **CD 1.12** Listen to a video blog post. In your notebook, complete the sentences so that they are true according to what you hear. Write one to three words in each gap.

- 1 Casey posts her video blog on a basis.
- 2 Today's post deals with a health issue, her usual posts.
- 3 On average, she gets hours of sleep per night.
- 4 She says she is and of constantly lacking energy.
- 5 She claims napping during lessons is a experience.
- 6 Casey has decided to go to bed at and get up at , but only .
- 7 The expected advantages of her new routine are going to be , , as well as and concentration.

Vocabulary challenge!

8> Find and correct the mistakes in the sentences. Then read the transcript on page 132 to check your answers.

- 1 If you are really relaxed, you should fall asleep as soon as your head feels the pillow.
- 2 I'm so sleepy all the time that I keep nodding out in classes!
- 3 Staying up late to study is everything but ideal, but I'm so busy that I have no choice.
- 4 I've decided on a stable bedtime of eleven o'clock.
- 5 You think I should sleep more? Give me another one!
- 6 Can you help me with this task? I can't seem to find it out.
- 7 My French is a bit shaking, but I hope to improve it soon.

9> **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 According to the information given, do you get enough sleep?
- 2 Have you ever fallen asleep in a public place? If so, how did it feel?



1> Work in pairs. Look at the pictures above and answer the questions below.

- What do these pictures have in common? What sides of the same problem do they depict?
- Which of the stress factors in picture 1 are the most common among people your age? Which are the most and the least serious in your opinion? How do they affect mental and physical health?
- What is the advice in picture 2 for? How do you understand each piece of advice?

2> In your notebook, complete the Phrase Bank below with the correct form of the words below.

convey leave look submit spring command
epitomise speak

Phrase Bank

► Describing a photo

This image depicts / portrays / ¹ / showcases ...
When I look at it, what ² / comes to mind is the idea of ...
This visual communicates / ³ / puts across the concept of ...

► Expressing preference, giving arguments and comparing

This one seems / appears / ⁴ to be the most convincing of all.
It appeals to me / ⁵ to me / catches the eye because ...
The one which may do the job / ⁶ people's attention is ...
This image, by contrast, doesn't grab me at all / ⁷ me cold.
The visual I'd like to put forward / ⁸ would be ...

3> Look at the pictures to be used as part of a social mental health campaign Be Good to Your Mind. Work in pairs and discuss which aspects of mental well-being they show. Which one would be the best in your opinion. Why?



4> Study and complete the Phrase Bank below. Put one word in each space. Write the answers in your notebook.

Phrase Bank

► Showing cause and effect

The situation may stem / result / arise ¹ the fact that ...
It may ² a natural consequence / a knock-on effect of ...
Doubtless, it has been brought ³ / triggered by ...
What has led ⁴ / has given rise to / has engendered such a situation is the way ...
It has a significant bearing / a profound influence / a major impact on ⁵ people feel and see themselves.
It is an issue that could affect / influence / impact on the ...
⁶ underlying reason / feasible justification for the choice could easily be ...
This is what may prompt / push people ⁷ bite off more than they can chew.

5> Work in pairs and answer the questions, using the expressions from the Phrase Bank above and the prompts given.

- Why do more and more young people complain of living under stress and feeling depressed?
taking on too much • too much time online • can't tackle stress
- People are becoming aware of the importance of their mental well-being. What may cause such a trend?
social campaigns • media and celebrities • self-centered approach to life

6> Read the tips for fostering your mental well-being and rank them. Then work in groups of three and compare your ideas. Justify your answers.

meditate squash negativity and amp up positivity
don't dwell on mistakes stop moaning set realistic goals
wolf down lots of chocolate give yourself pep talks
be fiercely proud of who you are feel free to do silly things
eliminate all 'What if ...?' thoughts

- 1> Work in pairs. Look at the pictures and discuss the quotes. What do they mean to you? What arguments could you make to disagree with or refute them?



'Success isn't about how much money you make, it's about the difference you make in people's lives.'
Michelle Obama

'The true measure of success is how many times you can bounce back from failure.'
Stephen Richards

'Never let success get to your head. Never let failure get to your heart.'
Anonymous

- 2> Read the statements about for and against (discursive) and opinion essays. Which of the statements are true? Correct the false ones.

- 1 The introduction to a for and against essay should include the writer's opinion on the topic.
- 2 Both for and against and opinion essays should include a restatement of the topic in the introduction.
- 3 In an opinion essay, you should never mention the opinions which oppose your own.
- 4 The main paragraphs of a for and against essay should be of a similar length.
- 5 The arguments presented in the main paragraphs of an opinion essay should not be justified using examples.
- 6 The conclusion of a for and against essay can mention, but not focus on, your own opinion.
- 7 The conclusion of an opinion essay should summarise your opinion and the reasons behind it.
- 8 An opinion essay can be less formal than a for and against essay because it is a more personal statement.

- 3> Read the two introductory paragraphs below. Which is a part of an opinion essay? Which is a part of a for and against essay? What helped you decide?

1

Athletes are the kings and queens of modern society, along with actors and pop stars. We cheer them on in competition, but we also admire their enormous houses, gossip about their relationships, and listen to their opinions. The question remains as to how much this has to do with the spirit of fair play and the pursuit of excellence for its own sake. In my view, very little. In fact, I believe the true competitive spirit is being lost in today's professional sports, and this affects competitors and spectators alike.

2

There are definitely two schools of thought concerning the astronomical pay and obvious sense of entitlement on display in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. In contrast, others suggest that the extreme focus on fame and money is damaging the spirit of fair play and the pursuit of excellence for its own sake. Both viewpoints are worth considering.

- 4> Note down three points you would make to support the introductory paragraph in the first essay.
- 5> Note down three points you could make to oppose the argument that professional athletes deserve huge pay, fame and privileges.
- 6> Read the two complete essays and answer the questions.

Essay 1

- ① As a society, we admire athletes' accomplishments, but we also envy their enormous wealth and success. The question remains as to how far today's professional sports reflect the spirit of fair play and the pursuit of excellence. I am of the belief that the true competitive spirit is being lost, which affects competitors and spectators alike.
- ② From the competitors' side, the focus on fame and fortune can distract athletes from the true purpose of their pursuit. They may become so obsessed with winning that they resort to risky training methods or even doping. It is also true that the temptations of fame and fortune can lead them to neglect the hard work and rigorous training needed to maintain their success.
- ③ From the spectators' standpoint, successful athletes embody faultless role models. Upon witnessing their heroes' scandalous behaviour, vanity, or greed, fans may feel let down. This disappointment in individual sports icons may extend to professional sports as a whole when it comes to game-fixing or promotion of dishonest practices on an international scale. Alternatively, it can be argued that some athletes really do represent fair play and dedication to excellence, and they remind us of the true purpose of competition. It seems to me, however, that sports are heading generally in a less idealistic direction.
- ④ In conclusion, I believe that professional sports have moved far away from the spirit of fair play and true competitiveness which they should represent, and I hope something can be done to remedy this.

Essay 2

- ① There are definitely two schools of thought concerning the astronomical pay and sense of entitlement in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. Others say the focus on fame and money is destroying the pursuit of excellence and fair play. Both viewpoints are worth considering.
- ② There are several points in favour of high pay and fame. Firstly, it takes years of dedication to become a professional, yet most athletes' careers last only about five years. Large salaries give them a chance to build a secure future. Furthermore, athletes' fame and influence may be justified because they personify tireless effort and focus, providing inspiration to all of us. In addition, fame and fortune give athletes the opportunity to act as mentors and volunteers for worthwhile charities.
- ③ However, there are strong arguments to support the opposing point of view. One point is that young athletes are often unable to deal with the consequences of wealth. They may spend unwisely and end up doing things which damage their careers. The same can be said of the pressures of fame, which can break the spirit of the toughest. Moreover, making money can become the central focus, leading athletes to compete unfairly.
- ④ In conclusion, while sportspeople certainly deserve decent pay for working tirelessly on their skills and the hardships of being perfect role models, they should not exemplify a lifestyle which puts money and fame above all else. As in all aspects of life, balance is everything.



In essay 1,

- 1 where does the writer state their opinion?
- 2 how does the writer make clear what the second paragraph covers? How many points do they make?
- 3 how does the writer introduce the content of the third paragraph? How many points are included?
- 4 how does the writer reiterate their point of view in the third paragraph? Are you convinced by their argument?

In essay 2,

- 5 what aspect of the topic does the writer cover in the second paragraph? How many points are made? Could you add any other points?
- 6 what aspect of the topic is being covered in the third paragraph? How many points are made? Do you think these are the most persuasive points to include?
- 7 does the writer state a clear opinion in the fourth paragraph? What conclusions do they come to?

- 7> Look back at the two essays. In your notebook, list the phrases which do the following. Add two more phrases to each category.

- 1 introduce an opinion
- 2 introduce an idea or topic
- 3 introduce additional points or more information
- 4 introduce contrasting points or information

- 8> Read the poorly written essay below. First, decide where the paragraph divisions should go. Then, rewrite the essay using words and phrases to introduce, connect, expand and summarise the ideas.

Involvement in sports is a vital part of a young person's upbringing. Write your opinion regarding this statement, focusing on the physical health and social development aspects of the issue.

Being involved in sports can be an important part of a young person's upbringing. I don't agree that it's a vital part, either for physical health or social development. It depends on the personality and goals of the individual. Sports are good for maintaining physical health. Sports can demand too much time and energy from participants. They can lead to temporary or chronic injuries. They might exhaust participants to the point that they neglect their studies. They can lead to stress and anxiety from the pressure to succeed. From a social standpoint, sports do promote cooperation and teamwork. They lead to rivalries and conflicts. They divide larger groups into warring camps instead of promoting understanding. They can give young people unrealistic expectations for the future. Young people might think they will succeed in professional sports and not focus on their education. Too much focus is placed on sports for young people. There are other forms of exercise which maintain good health and promote social skills without the damaging effects. These should be emphasised more than competitive sports.

- 9> Read the topics below. Note down what points you might make, what your own opinion is and what facts or examples would support your ideas. Then compare and contrast your ideas with a partner. Finally, choose one of the topics and write an essay of up to 250 words. Use some of the language and organising ideas from the lesson.

- 1 Wiele osób uważa, że zajęcia szkolne dla dzieci i młodzieży nie powinny zaczynać się przed godziną 10 rano. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając aspekty zdrowia i efektywności uczenia się.
- 2 Ustanawianie rekordów i nieustanne podnoszenie poprzeczki w zakresie osiągania lepszych wyników to główne oblicza wielu współczesnych dziedzin sportu. Napisz **rozprawkę**, w której przedstawisz wady i zalety tego zjawiska.

1> In your notebook, complete the expressions to make a list of symptoms digital addicts may suffer from. Then work in pairs and answer the questions below.

neck stiff____ mood sw____s extreme fat____e
dep____n increased anx____y and irri____y
bloods____t eyes lack of conc____
b____s under your eyes weight l____ or g____ inso____a

- How might the above symptoms affect a young person's daily life?
- Do you consider yourself to be a digital addict? Why?/Why not? Do you know someone who is?
- What do you think digital detox/fasting camps are about?

2> Read the first part of the text below and find the place where a word is missing in each line. Then insert the correct word. Write the answers in your notebook.

The statistics are nothing short frightening: teenagers are hopelessly hooked online activity, and often need medical help reconnect with reality. A recent survey of more than 500 adolescents revealed that those, 29% are in habit of using their phone for more than six hours a day, and 36% admitted to nodding with their device in bed.

3> Read and complete the rest of the text in your notebook.

Digital detox initiatives have been around for some time now, treating 'nomophobia' (the fear of being without your phone), or FOMO (the fear of missing out). So far, they have mainly catered ¹ overworked and technology-dependent adults; however, currently there are more and more holiday camps designed to allow school students to combat the addiction. Interestingly ² , it is often teenagers themselves who solicit help. I spoke to 17-year-old Natalie, ³ addiction had got the better of her. She was struggling to get anything done for school, and would ⁴ down with colds all the time. When we met, she was on the ⁵ of signing up for a digital detox camp. After being forewarned that she ⁶ have to last without any access to technology for three days running, she felt it might be by ⁷ her toughest experience. Fingers crossed, Natalie!

! Watch out!

- We do not use *will* after certain expressions of time and condition, e.g. *when, as soon as, the moment, the minute, till, once, if, provided, providing, unless, as long as, on condition* etc.
- However, we may use *will* after *if* when we want to express a warning or sound polite.
If you will stare at your phone all day, you'll lose your sight.
If you will wait a moment, sir, the manager will be with you shortly.

4> In your notebook, translate the Polish parts of the sentences into English. Use no more than five words.

- The younger we are, (*tym bardziej podatni na uzależnienia*) we seem to be.
- By the end of 2020, I (*będę używał*) Twitter for ten years.
- You should take what Mark says (*z przymrużeniem oka*). He's a bit of a joker.

- The moment you (*wymyślisz*) a plan, will you text me, please?
- It goes (*bez wątpienia*) toddlers should not use mobiles.
- Recently, there (*jest wyraźnie więcej*) young people staring at their mobile screens than ever before.
- The woman complained that (*kręciło jej się w głowie*).
- (*Czy właśnie miałeś wyjść*)? If so, I can call you later.
- I'll be free to talk to you, Miss Jones, (*jeżeli będzie pani uprzejma poczekać*) a few minutes.

5> In your notebook, rewrite the sentences, using the words given. Write no more than five words.

- I have made up my mind to become a coach. **SIGHTS**
I have a coach.
- I signed up for a digital detox weekend after I realised I was almost addicted to my smartphone. **VERGE**
I signed up for a digital detox weekend after I realised I getting addicted to my smartphone.
- When are you taking your driving licence exam? **DUE**
When your driving licence exam?
- I have had the intention of dealing with my TV addiction for ages, but I don't know who to turn to. **MEANING**
I deal with my TV addiction for ages, but I don't know who to turn to.
- There is no one more knowledgeable about technology than George. **EASILY**
George about technology.
- It's hard to survive the day if you've only had a few hours' sleep. **GET**
It's hard to a few hours' sleep.

Challenge!

6> In your notebook, correct two mistakes in each sentence. They can be grammatical, lexical or spelling mistakes.

- Greg is pretty self-centred from nature and an awfully uncompromising perfectionist, so it's hardly surprising we don't get on.
- Staring at the screen gives me heavy headaches, so I'm deadily set on cutting down on the amount of time I spend in front of my tablet.
- Sebastian was on the point to turn off his computer when he had heard another ping.
- I have been studying all day. I was so exhausted that I went off like a light.
- My father uses his tablet once in the blue moon while I use mine by a regular basis.
- I don't think a career as an IT manager is on cards for me although I dream of it ever since I remember.
- My parents tend to obsess with my diet and are constantly unsatisfied with what I eat.

7> Work in pairs and answer the questions.

- What do you think of the idea of digital detox?
- What other addictions can you name? Why do people become addicts? Is everyone prone to becoming addicted?
- Do you agree with the opinion that 'once an addict, always an addict'? Is it possible to overcome an addiction? What does it take to succeed?

Complete all the exercises on this page in your notebook.

1> Match the phrase parts from two groups. Then complete the sentences with the correct form of the phrases.

- | | |
|--------------------------------------------------------------------|------------------------------------------------------------------------------|
| <p>A handle go develop
change fall into
come down with</p> | <p>B notoriety the extra mile
pressure a cold
stiff muscles tack</p> |
|--------------------------------------------------------------------|------------------------------------------------------------------------------|

- If something doesn't work, , and do it differently.
- Athletes must be able to if they want to be ahead of the game. Stress levels are pretty high in this job.
- Unfortunately for the history of sport, many athletes mainly because of illegal substance abuse.
- To beat your opponents, you have to , do more than the others. Only the most dedicated succeed.
- If you want to avoid , exercise on a regular basis.
- I think I . I feel feverish. — / 12

2> Complete the sentences with appropriate verbs.

- Have you your sights on any particular career yet?
- Chris the pinnacle of his career at the age of just 29!
- We are a weaker team, so we like the underdogs.
- The young player did not the cut and was unable to join the team that year.
- Are these dates in stone or can we change them?
- My phone is acting up. It has completely haywire. — / 6

3> Complete the sentences with the correct form of the words in brackets.

- Your self-worth develops during your (form) years.
- Blind (adhere) to anyone may be dangerous.
- People suffer from stress because of the (relent) expectations which they try to meet.
- The (brief) of a sporting career is a fact of life.
- Runners often experience (repeat) muscle strain.
- Following a (concuss), you may feel (nausea). — / 7

Vocabulary challenge!

4> Rewrite the sentences, using the words in bold.

- Alex knows how to handle children. **WITH**
- Can students get a discount at this gym? **ENTITLED**
- I won't stop competing because of my injury. **HOLD**
- I went to bed and I fell asleep immediately. **HIT**
- I was told to focus on improving my social skills. **HONE**
- We need to find a new player for our team. **LOOK-OUT** — / 6

5> Add a word to make a correct collocation.

- | | |
|-------------------------|----------------------------------------------------------------|
| 1 to contract <u> </u> | 3 excruciating <u> </u> |
| 2 a blinding <u> </u> | 4 to endure <u> </u> — / 4 |

6> Complete the gaps with the correct words. The first letters have been given.

- Skiing is **w** more spectacular to watch than handball.
- Yoga at home is not **n** as good as a gym work out.
- Joining a yoga class is **i** less costly than playing tennis.
- Music is by **f** the best pick-me-up for Nathaniel.
- Greg looks **n** slimmer than he did last month. — / 5

7> Complete the text with the correct form of the verbs in brackets.



Who would believe it! This time next week I ¹ (watch) Barça play at Camp Nou. It ² (be) my second time this year, but I ³ (look) forward to it as if it was my first! My dad ⁴ (come) too and we ⁵ (fly) out on Monday morning. The match ⁶ (kick off) at 7 p.m., and as, according to the regulations, the fans ⁷ (not enter) the stadium until 6 p.m., I assume we ⁸ (do) some sightseeing first. I can already tell you that it ⁹ (be) another great day in my life. The minute we ¹⁰ (take) our seats at Camp Nou, I ¹¹ (feel) over the moon. I ¹² (play) football for five years myself, and it's my dream to turn professional one day. — / 12

Grammar challenge!

8> Complete the sentences, using the prompts in brackets. Use no more than five words.

- Running is (every / profitable) cycling when it comes to keeping fit.
- We (due / catch) the 6:30 plane, but we missed it.
- How (it / come) you lost the match? You're the best!
- It was the first time my coach (make / bones) criticising players who wouldn't pull their weight.
- These days professional sports (appear / rife) doping and corruption scandals.
- Harry said that badminton seems to be (near / demanding) squash. — / 6

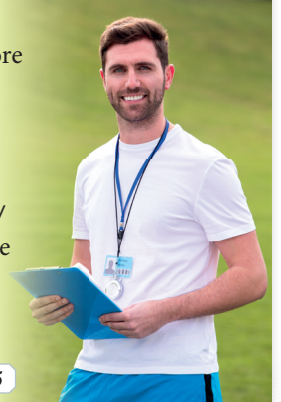
9> Answer the question. Use the prompts given to justify your opinion.

have a bearing triggered by stem from arise
a strong motive natural consequence

Why are more and more children in developed countries becoming overweight?

10> Complete the text, using the prompts in brackets.

There should be more PE classes at school. I ¹ (be / opinion) that the more young people exercise, the better. ² (points / favour) such an idea. First of all, ³ (students' / standpoint), extra PE classes would mean they don't have to spend money to keep fit. ⁴ (same / say) about parents who would appreciate the fact that schools look after their children's physical well-being. However, ⁵ (question / remain): who would pay for all those hours? — / 5



11> Work in pairs and test each other.

Student A: go to page 105.
Student B: go to page 112.