


11A | Olympic dreams

SPEAKING & VOCABULARY: sport

- 1 Work in pairs. Match at least one sport to each verb.

catch hit jump kick
pass run serve throw

athletics baseball boxing football
gymnastics rugby volleyball waterpolo

- 2 Can you think of one more sport for each verb?
- 3  2.26 Listen to someone describing how to play a sport. Which sport is the person talking about?
- 4 Now choose a different sport and describe it using the verbs in exercise 1.
- 5 Work in groups. Look at the sports in exercise 1 and discuss the questions.
- Which two sports are the most popular in your country?
 - Which two sports is your country best at?
 - Which two are the most enjoyable to do?
 - Which two are the most interesting to watch?

READING

- 1 Read the article about a world champion sportswoman and answer the questions.
- 1 What sport does she compete in?
 - 2 Is she famous in her home country?
- 2 Read the article again. Which topic 1–6 is not mentioned in the article?
- 1 Louise's sporting successes
 - 2 why Louise chose paragliding
 - 3 why it is important to be accepted as an Olympic sport
 - 4 the process for acceptance as an Olympic sport
 - 5 sports which have recently become Olympic sports
 - 6 Louise's paragliding ambitions

Louise's Olympic dream

Louise Crandal has been named European Champion twice and has won the Women's World Cup on two successive occasions. Louise's sport is one of a small number of sports where men and women sometimes compete together. In 1998, she was awarded her first international championship gold medal in Argentina, beating all the men to do so. But despite her huge success, hardly anyone has heard of her.



- 15 ■ The reason lies with her chosen sport: paragliding. If she were a swimmer or a gymnast, Louise would be a household name. However, she fell in love with paragliding and not athletics. She first discovered the sport in 1992 when she was working in Switzerland as a waitress. Three years later, she entered her first competition.
- 20 ■ Paragliding first became popular in the 1970s and it is estimated that there are already 400,000 paragliders in Europe alone. The first world championships were held in 1979 and paragliding schools can now be found around the world. Paragliders say that they do their sport simply for the love of flying, but the World Paragliding Association is busy trying to
- 25 get the sport accepted as an Olympic sport. This will immediately make paragliding even more popular. It will help athletes to find sponsors and it will attract more people to the air.
- 30 ■ To be accepted as an Olympic event, a sport must be played in at least 75 countries on at least four continents (for women's sports 45 countries on three continents). The new sports that have been introduced in recent Olympic Games reflect changing fashions around the world. Snowboarding was introduced in Nagano in 1998, and the first Olympic Taekwondo

- 3 Complete the sentences with words from the article.

- 1 Can you name two athletes who are h_____ names in your country?
 - 2 In which sport would you like to c_____ in the Olympic Games?
 - 3 What was the last sporting e_____ that you went to?
 - 4 Which companies are the best-known s_____ of sport in your country?
- 4 Work in pairs. Ask and answer the questions in exercise 3.

competitions were held in Sydney in 2000. Air sports such as paragliding, hang-gliding and skydiving are becoming increasingly popular. Official competitions for paragliding are held in more and more countries each year, and there is reason to hope that paragliding will be added to the Olympic list before long.

When that happens, Louise will finally become a household name – at least in her native Denmark. But in the meantime, what will she be doing when the Olympics are being shown on TV? The one thing she enjoys most, of course: flying.



GRAMMAR: passive

1 Complete the table with examples from the article.

active	passive
present simple <i>They hold official competitions.</i>	(1) Official competitions ____.
present continuous <i>They are showing the Olympics on TV.</i>	(2) The Olympics ____.
past simple <i>They introduced snowboarding.</i>	(3) Snowboarding ____.
present perfect <i>They have named Louise European champion.</i>	(4) Louise ____.
future simple <i>They will add paragliding to the Olympic list.</i>	(5) Paragliding ____.
modal verbs <i>People must play a sport.</i>	(6) A sport ____.

2 Choose the correct form to complete the sentences.

- Where *did the first modern Olympics hold / were the first modern Olympics held* in 1896?
- How many times *have the Olympics cancelled / have the Olympics been cancelled* because of war?
- Approximately how many gold medals *are awarded / award* at the Olympics?
- Which country *has won / has been won* the most gold medals since the Olympics started?
- How many different sports *can watch / can be watched* at the Olympics?
- When *did the Olympics see / were the Olympics seen* on TV for the first time?
- How many people *watch / are watched* the Olympics on TV?
- Which sport *introduced / was introduced* as an Olympic event in 1996?
- When *did the Olympic flag use / was the Olympic flag used* for the first time?

3 Match the answers in the box to the questions in exercise 2. Check your answers on page 129. Now turn the answers into full sentences.

Athens	beach volleyball	the United States
3	28	300
1920	1960	4 billion

1 *The first modern Olympics were held in Athens.*

4 Work in pairs. Write three similar quiz questions about sports in your country. Use passives where possible. Then test your classmates.

Use the passive

- to talk about an action when the agent (the person or thing that does the action) is unknown or unimportant.
- to emphasize what happened rather than who did it.

If we want to name the agent, we use *by*.

*The modern Olympics were started **by** Pierre de Frédy.*

(We only name the agent when the information is important or unusual.)

Make the passive with the appropriate tense of the verb *to be* + past participle.

*How **are** Olympic sports **chosen**?*

*The 2008 games **are being held** in China.*

*Tickets **must be bought** a long time in advance.*

SEE LANGUAGE REFERENCE PAGE 114

VOCABULARY: nouns & adjectives (describing people)

- 1 Match the adjectives in the box to the sentences.

agile ambitious determined enthusiastic
intelligent powerful ruthless talented

- 1 He will not let anything stop him from doing what he has decided to do.
 - 2 He's always really interested in and excited by his sport.
 - 3 I've never known anyone who wants so much to be successful.
 - 4 She can really move very quickly and very easily.
 - 5 She has so much natural ability.
 - 6 She is very, very strong.
 - 7 She thinks clearly and quickly.
 - 8 The only thing that is important to him is success. He doesn't mind if other people suffer in the process.
- 2 Make nouns from the adjectives in exercise 1. Use a dictionary to help you.
- agile agility*
- 3 Work with a partner. Discuss these questions.
- Think of a well-known sports personality. Which of the words in exercises 1 and 2 can you use to describe this person?
 - What special qualities do you think children need to become very successful at sport?

READING & LISTENING

- 1 Read the article below about a child sports star. Choose the best summary 1-3 of the article.


- 1 An Olympic gymnast wants her parents to get divorced.
- 2 An Olympic gymnast wants her parents to give her more money.
- 3 An Olympic gymnast wants to be able to control her own life.

- 2 Work in pairs. Discuss these questions.

- What sacrifices do you think Dominique has had to make to become an Olympic star?
- Do you think that winning an Olympic medal is worth all these sacrifices?

- 3  2.27 Listen to a psychologist talking about child sports stars and answer these questions.

- 1 Which two sports do they talk about?
- 2 Does the psychologist think the child star phenomenon is a positive one? Why or why not?

- 4  2.27 Listen to the interview again and put the points below in the order they are mentioned.

- ☐ Child sports stars can have health problems when they get older.
- ☐ Child sports stars do not have a normal childhood.
- ☐ It's important for tennis players to be successful before they are sixteen.
- ☐ Sometimes, it is the parents of the sports star who get the money.
- ☐ Sports stars are getting younger and younger.
- ☐ The first child sports stars appeared in the 1970s.

Olympic gymnast calls for a divorce

A teenage gymnast who won an Olympic gold medal for the USA wants a 'divorce' from her parents.

Dominique Moceanu, seventeen, wants to be legally declared an adult to stop her parents having any control over her or her money. 'I kill myself training and going to school,' said Moceanu. 'They haven't been working since 1996. Where does their income come from? Me.'

She added that the problems were more than just about money. 'I never had a childhood,' she said. 'I always had to be in the gym. I used to think, 'Don't you guys know anything besides gymnastics? Can't you be my mom and dad instead of me being your business?'



GRAMMAR: verbs with two objects

Some verbs can have two objects: an indirect object and a direct object.

	indirect object	direct object
His parents bought	him	a tennis racket.
The judges gave	Nadia	ten points.

You can also put the direct object immediately after the verb. You need a preposition (*to* or *for*) before the indirect object.

His parents bought a tennis racket for him.

The judges gave ten points to Nadia.

Note that in passive sentences both the direct and indirect objects can become the subject of the sentence.

active:

Her dad taught her the basics of the game at a very young age.

passive 1: indirect object as subject

She was taught the basics of the game at a very young age.

passive 2: direct object as subject

The basics of the game were taught to her at a very young age.

SEE LANGUAGE REFERENCE PAGE 114

- 1 Rewrite the sentences by putting the indirect object before the direct object.

- 1 *They gave their daughter some skis for her second birthday.*
- 1 They gave some skis to their daughter for her second birthday.
- 2 Every day, they showed films about skiing to her.
- 3 Before bed, they read stories about the mountains to her.
- 4 They also bought a house in the mountains for her.
- 5 They found the best ski instructor in the world for her.
- 6 They promised all sorts of rewards to her.

- 2 Rearrange the words to make sentences.

- 1 *He was given a lot of support.*
- 1 a given he lot of support was .
- 2 game he of taught the the was rules .
- 3 father's he his medals shown was .
- 4 bought equipment expensive for him most the was .
- 5 drugs given he special was .
- 6 a judges lot money of offered the to was .

- 3 Work in pairs. Answer the questions for you. Give details about what and who.

When was the last time you ...

- bought something for somebody?
- lent something to somebody?
- made something for somebody?
- were given a present?
- were shown some photographs?

I bought an MP3 player for my boyfriend.

SPEAKING

- 1 Work in groups. Discuss these questions.

- Why do so many countries want to host the Olympic Games?
- Has your country ever hosted the Olympic Games?
- If yes, when? Which city was the host?

- 2 Work in groups. Choose a city in your country which you think could host the Olympic Games. Then make a list of five reasons why it would be an ideal location.

- 3 Explain to the class which city you think it should be and why.

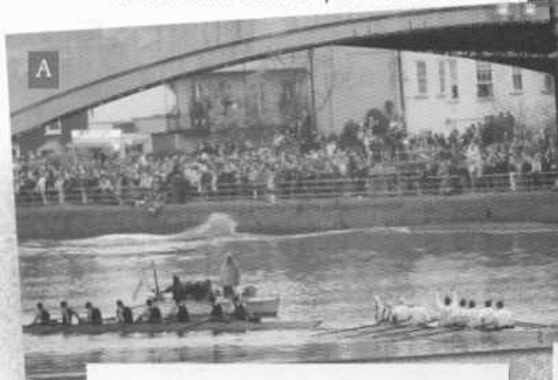
Useful language

*We believe ... is ideally suited because of its ...
It would make the ideal host thanks to its ...
In addition, it has ...
What's more, it can offer ...
In conclusion, we are confident that ...*

11B | The sporting year

READING

- 1 Read the guidebook extracts 1–3 and match them to photos A–C.



1 This week-long event is one of the highlights of the racing calendar. People bet serious amounts of money, but the action on the track is often secondary to the fashions on show. Remember that you cannot wear casual clothes in some parts of the course.*



2 The annual race between Oxford and Cambridge Universities began in 1829. It is now one of the highlights of London's year. Huge crowds wait outside pubs and on bridges along the river for the two teams to appear.*



3 It is nearly 30 years since there was a British finalist in the Women's Singles and even longer for the men, but this is one of Britain's most popular sporting events. Don't forget to eat the traditional strawberries and cream while you are waiting to get in.*

- 2 Read the emails a–c and match them to the events 1–3 in exercise 1.

a the tickets

We got them at last – the tickets I mean! And you'll never believe it, but we've got tickets for the Centre Court, so we should see the men's semi-finals. They cost a small fortune, but it's worth it! We thought we were going to have to wait outside all night to get them, but in the end Jen found this Internet agency that specialises in getting tickets for sporting events. And they had the tickets delivered to us by special courier this morning!

c meet up

Hi there! Thanks for the message. I tried getting back to you but your mobile was out of order. Why don't you have it checked out? That's the second time it's happened in the last week. But to answer your question, yes, we had a great time. I can't believe I've lived here so long and never been to see it before! You were right, it was totally impossible to get to the finish line. But we did get a place in that pub you recommended. What a great spot! But there were so many people! Massive crowds. I had no idea it was so popular. It's a shame you couldn't come. Maybe we can go together next year?

b birthday!

I'm so excited! Have you heard about Beth's birthday plans? She wants to go to a day at the races! I've never been before, but I think it's a great idea. I love the whole idea of dressing up and drinking champagne in the Royal Enclosure and all that! So we've all got to get our outfits ready for the big day. We're all having hats made especially for us. Beth's got a friend from Art College who makes hats and she's going to do them for us. Liz has said she's going to have her hair dyed black for the occasion! I don't know why – she's only got about three grey hairs. Do you fancy joining in? It'll be a laugh. Let me know if you're interested and I'll get hold of a ticket for you too.

- 3 Read the sentences a–g and decide which event 1–3 they are describing.
- a For some people, it is more of a social occasion than a sporting event.
 - b It is very difficult to get tickets.
 - c It is very rare for the British to win.
 - d It only happens on one day every year.
 - e It's not a good idea to wear jeans and trainers.
 - f It's very difficult to see the end of the event.
 - g You don't have to pay to watch.
- 4 Which event in exercise 1 would you most like to attend? What are the most important sports events in your country? Have you ever been to any of them?

GRAMMAR: causative

Use *have* something *done* to talk about an action that you ask someone else to do for you.

We're having hats made.

(= We asked or paid someone to make hats for us.)

Note that it is not necessary to say who does the action, as it is usually understood. If you want to say who does the action, use *by* + the person.

They had the tickets delivered by special courier.

form	object	past participle
has/have is/are having had is/are going to have	hats, them, etc.	made, delivered, etc.

SEE LANGUAGE REFERENCE PAGE 114

1 Find and correct the mistake in five of these sentences.

- We had pizzas send to our room.
- He's having repaired his bike.
- He has his shorts ironing for him.
- She's going to have her hair cut very short.
- They were their house painted last week.
- She's having her hair dyed.
- You should have your eyes testing.
- Why don't you have your shopping delivered?

2 Rewrite the sentences using the words given and the causative.

- The newsagent delivers the sports press to his house every morning.
He has the _____ every morning.
- An assistant shaves his head before every match.
He has his _____ before every match.
- His sponsors make special boots for him.
He has his _____ by his sponsors.
- A top fashion designer designs his clothes.
He has his _____.
- His accountant looks after his money.
He has _____.

3 Work in pairs. All the sentences in exercise 2 are about one of the people in the box. Who?

a singer an actor a football player
a tennis coach a teacher a foreign student

- 4 Choose another person from the box in exercise 3. Write three sentences about him/her using *the causative*. Ask the class to guess who you are talking about.

She has the board cleaned by a student.

SPEAKING & VOCABULARY: services

- 1 Complete these questions using the past participles of the verbs in the box.

bring test cook cut deliver
develop service serve iron

- Where do you usually ...
have your photos _____?
have your hair _____?
have your car _____?
- How often do you ...
have your eyes _____?
have your meals _____ for you?
have your clothes _____ for you?
- Would you like to ...
have champagne _____ to your bedroom?
have breakfast _____ in bed?
have flowers _____ to your home every day?
- Work in pairs. Ask and answer the questions in exercise 1.

PRONUNCIATION: /ɪə/ & /eə/

- 1 2.28 Listen to the pronunciation of these words. Can you think of any other words that contain these sounds?

ear /ɪə/ air /eə/

- 2 Underline all the words in this text that contain /ɪə/. Circle all the words that contain /eə/.

If you have a moment to spare on Christmas morning, go down to the beach near Brighton town centre where you can see another British sporting tradition. Every year, a group of about 50 people go for a swim in the sea. With a water temperature that is rarely more than seven degrees and an air temperature that is close to zero, most people keep their swim very short. More experienced swimmers stay in the water for nearly twenty minutes. The idea began in 1860 and there are similar events in other parts of the country.

- 3 2.29 Listen to check your answers in exercise 2.

11c | Sport relief

SPEAKING

- 1 Work in small groups. Look at the ideas for ways to raise money for charity and answer the questions.
 - 1 A tennis match between the Wimbledon champion and the president of your country. How much would you pay for a ticket to watch the match?
 - 2 A friend of yours is going to run a marathon and wants people to sponsor her/him. How much money would you give him/her?
 - 3 A lottery. The prize is an evening out with the sports personality of your choice. How much would you spend on tickets in this lottery?
- 2 Work in groups of three students, A-C. You have three minutes to read some information about a charity.

Then close your books and tell the other people in your group as much as you can remember about your charity.

A: Turn to page 129.
B: Turn to page 131.
C: Turn to page 132.
- 3 Now imagine that your group works for the national lottery. You have £100,000 that you can give to the sports charities in exercise 2. You can either give all of the money to one charity or divide it between several charities.

Decide as a group what you will do with the money.
- 4 Tell the rest of the class your decision and explain your reasons.

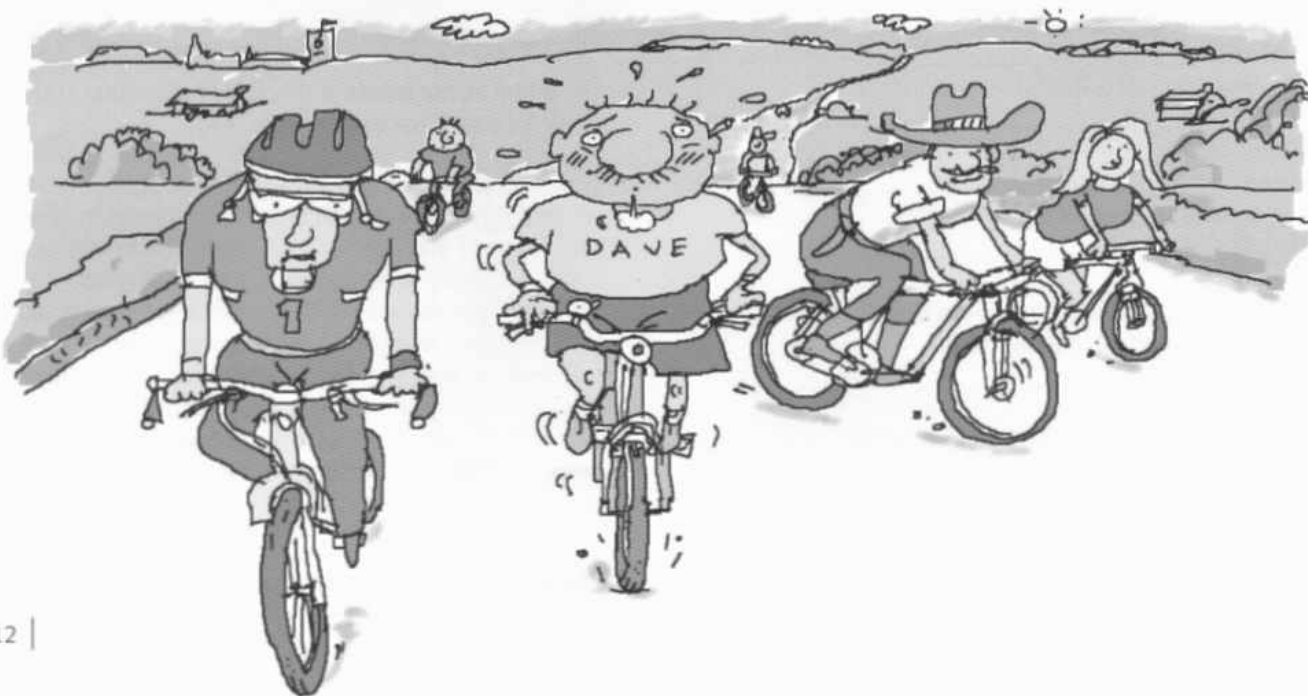
LISTENING

- 1 2.30-2.34 Listen to five short conversations and say if the sentences are true (T) or false (F).
 - 1 Dave is going to cycle from London to Brighton to raise money for charity.
 - 2 He wants his colleagues to cycle with him.
 - 3 Everybody in the office agrees to give some money.
- 2 2.30-2.34 Listen to the conversations again and complete the sentences with Camilla (C), Avril (A), Derek (D), Linda (L) or Clive (CL).
 - 1 _____ doesn't have much money at the moment.
 - 2 _____ doesn't think that Dave will complete the cycle ride.
 - 3 _____ gives the least amount of money.
 - 4 _____ gives £20.
 - 5 _____ has received some good news.
 - 6 _____ is extremely busy.
 - 7 _____ is not happy about doing somebody else's work.
 - 8 _____ wants a cup of tea.

VOCABULARY: make & do

- 1 Find these words and phrases in tapescripts 2.30-2.34 on pages 152-153. Then mark them *make* (M) or *do* (D).

a cup of tea M	some work D	a donation
the shopping	the accounts	a mess
a mistake	someone a favour	sport



- 2 Complete the questions with the correct verb form of *make* or *do*.
- Who _____ the most mess in your home?
 - Have you ever _____ a donation to charity?
 - How often do you _____ sport?
 - Who usually _____ the accounts in your home?
 - Who was the last person who _____ you a favour?
 - What is the biggest mistake you have ever _____?
 - Who usually _____ the shopping in your home?
- 3 Work in pairs. Ask and answer the questions in exercise 2.

FUNCTIONAL LANGUAGE: question tags (checking)

Use a question tag after a sentence to check information that you think is true.

That was a great film, wasn't it?

Use a negative tag after a positive main verb.

It's time to go, isn't it?

Use a positive tag after a negative main verb.

You can't speak Japanese, can you?

Make question tags with an auxiliary verb and a pronoun. The voice falls on the tag.

It's easy, isn't it?

You're not busy, are you?

She lives near here, doesn't she?

We didn't have any homework, did we?

➤ SEE LANGUAGE REFERENCE PAGE 115

- 1 Complete the phrases in column A with a question tag from column B.

- | A | B |
|----------------------------|----------------|
| 1 You aren't working, | a aren't you? |
| 2 You can drive, | b are you? |
| 3 You don't have children, | c weren't you? |
| 4 You didn't like it, | d do you? |
| 5 You play tennis, | e haven't you? |
| 6 You're older than me, | f did you? |
| 7 You've been to London, | g don't you? |
| 8 You were a bit tired, | h can't you? |

- 2 Complete the phrases with an appropriate question tag. Then check your answers in tapescripts 2.30–2.33 on page 152.

- We can use first names, _____?
- It's about the photocopying machine, _____?
- You're not taking any time off work, _____?
- You said something about that last week, _____?
- It was just £2, _____?
- You've taken the job, _____?
- She hasn't given much, _____?
- You'll sponsor me for the cycle ride, _____?

- 3 Work in pairs. Write six things about your partner that you think are true.

You've got two brothers. You don't like football.

- 4 Now check the information with your partner. Use question tags.

A: *You've got two brothers, haven't you?*

B: *Yes, I have.*

DID YOU KNOW?

- 1 Work in pairs. Read the information about the British royal family and discuss these questions.

The British royal family has no real political power. Much of their time is devoted to sport and charity. They hold positions in various sports organizations and they are often asked to present the medals at important events. They also take part in various sports. Horse-riding and polo are traditionally very popular with the royals. Members of the family are also very involved in work for charity. They work as unpaid patrons of many charitable organizations and help raise money.



- What else do you know about the royal family?
- Is the head of state in your country involved with any sports or charities?

GRAMMAR

Passive

We use the passive voice:

- to talk about an action when the agent (the person or thing that does the action) is unknown or unimportant.
*The captain **was shown** the red card in the second minute of the game.*
- to emphasize what happened rather than who did it.
*The first World Cup **was held** in Uruguay in 1930.*

If we want to name the agent, we use *by*. We name the agent when it is important or unusual, or because we want to make this information more noticeable.

*The gold medal **was won** by Michael Johnson.*

	active	passive
present simple	<i>They play tennis indoors.</i>	<i>Tennis is played indoors.</i>
present continuous	<i>They are holding the next games in Russia.</i>	<i>The next games are being held in Russia.</i>
past simple	<i>They changed the rules.</i>	<i>The rules were changed.</i>
past continuous	<i>Officials were showing them around the city.</i>	<i>They were being shown around the city.</i>
present perfect	<i>They've done it.</i>	<i>It's been done.</i>
future 1 (future plans)	<i>They're going to cancel the games.</i>	<i>The games are going to be cancelled.</i>
future 2 (will)	<i>We'll finish it soon.</i>	<i>It'll be finished soon.</i>
modal verbs	<i>You must write it down.</i>	<i>It must be written down.</i>
infinitive	<i>I want you to help me.</i>	<i>I want to be helped.</i>

Verbs with two objects

Some verbs can have two objects: an indirect object and a direct object.

	indirect object	direct object
She sent	her father	a letter.
	indirect object	direct object
She made	me	a special cake.

With these verbs, we can also put the direct object immediately after the verb. When we do this, we need to use *to* or *for* before the indirect object.

*She sent a letter **to** her father.*

*She made a special cake **for** me.*

Other verbs that can have two objects (and are used with *to*) include: *bring, give, offer, pay, promise, read, send, show, teach, tell, write*.

Other verbs that can have two objects (and are used with *for*) include: *buy, find, get, keep, make, write*.

When we use these verbs in the passive voice, both the direct and indirect objects can become the subject of the sentence.

active: *They gave him a lot of support.*

passive 1: ***He** was given a lot of support.*

passive 2: ***A lot of support** was given to him.*

Causative

We use the causative to talk about an action that you ask someone else to do for you.

*She **has her hair cut** every Friday.*

(= She pays someone to cut her hair.)

*We **had champagne brought** to our room.*

(= We asked room service to bring champagne to our room.)

We do not usually need to say who does the action, because this is usually understood from the context. We use *by* if we want to say who does the action.

*He has his suits **made by** the most expensive tailor in town.*

subject	verb	object	past participle
He/She/ They, etc.	has/have is/are having had is/are going to have	the car/ the TV/ it	repaired/ mended/ fixed

FUNCTIONAL LANGUAGE

Questions tags (checking)

We can use tags after a sentence to check information that we think is true.

Wimbledon is in London, isn't it?
You went there last year, didn't you?

We use a negative tag after a positive main verb, and we use a positive tag after a negative main verb.

You've already given some money, haven't you?
You didn't call me this morning, did you?

We use an auxiliary verb in the tag. The auxiliary verb corresponds to the main verb in the opening part of the sentence. We use *do/don't/does/doesn't* if the main verb is in the present simple. We use *did/didn't* if the main verb is in the past simple.

I can pay by credit card, can't I?
She isn't waiting for us, is she?
He works with you, doesn't he?
They didn't know, did they?

The voice (intonation) falls on the tag to show that we are checking information.

WORD LIST

Sport

athletics <i>n U *</i>	/æθ'letiks/
baseball <i>n U *</i>	/beɪsbɔ:l/
beat <i>v ***</i>	/bi:t/
boxing <i>n U</i>	/bɒksɪŋ/
catch <i>v ***</i>	/kætʃ/
champion <i>n C ***</i>	/tʃæmpjən/
championship <i>n C ***</i>	/tʃæmpjənʃɪp/
coach <i>n C/v **</i>	/kəʊtʃ/
dive <i>v **</i>	/daɪv/
field <i>n C ***</i>	/fi:ld/
finalist <i>n C</i>	/fə'məlist/
football <i>n U ***</i>	/fʊtbɔ:l/
gym <i>n C *</i>	/dʒɪm/
gymnast <i>n C</i>	/dʒɪmnæst/
gymnastics <i>n U</i>	/dʒɪmnæstiks/

hang-gliding <i>n U</i>	/hæŋ'glɑɪdɪŋ/
hit <i>v ***</i>	/hɪt/
jump <i>v ***</i>	/dʒʌmp/
kick <i>v ***</i>	/kɪk/
marathon <i>n C *</i>	/mæ'ræθən/
medal <i>n C **</i>	/medl/
paraglider <i>n C</i>	/pærə'glɑɪdər/
paragliding <i>n U</i>	/pærə'glɑɪdɪŋ/
pass <i>v ***</i>	/pɑ:s/
penalty <i>n C ***</i>	/penəlti/
polo <i>n U</i>	/pəʊləʊ/
player <i>n C ***</i>	/pleɪər/
race <i>n C/v ***</i>	/reɪs/
racket <i>n C *</i>	/rækt/
rugby <i>n U *</i>	/rʌgbɪ/
run <i>v ***</i>	/rʌn/
semi-final <i>n C *</i>	/semɪ'faɪnl/
serve <i>v ***</i>	/sɜ:v/
skydiving <i>n U</i>	/skaɪ'daɪvɪŋ/
snowboarding <i>n U</i>	/snəʊ'bɔ:ɪdɪŋ/
throw <i>v ***</i>	/θrəʊ/
water polo <i>n U</i>	/wɔ:tə 'pəʊləʊ/

Nouns and adjectives

agile <i>adj</i>	/ædʒaɪl/
agility <i>n U</i>	/ə'dʒɪləti/
ambitious <i>adj **</i>	/æm'bɪʃəs/
ambition <i>n C **</i>	/æm'bɪʃn/
determined <i>adj **</i>	/dɪ'tɜ:mɪnd/
determination <i>n U **</i>	/dɪ'tɜ:mɪ'neɪʃn/
enthusiastic <i>adj **</i>	/ɪnθju:zɪ'æstɪk/
enthusiasm <i>n U **</i>	/ɪnθju:zɪ'æzəm/
intelligent <i>adj **</i>	/ɪn'telɪdʒ(ə)nt/
intelligence <i>n U **</i>	/ɪn'telɪdʒ(ə)ns/
power <i>n U ***</i>	/paʊə/
powerful <i>adj ***</i>	/paʊəfl/
ruthless <i>adj</i>	/ru:θləs/
ruthlessness <i>n U</i>	/ru:θləsnəs/
talent <i>n C **</i>	/tælənt/
talented <i>adj *</i>	/tələntɪd/

Make & do

make	a cup of tea
	a donation
	a mess
	a mistake
do	some work
	the shopping
	the accounts
	someone a favour
	some sport

Other words & phrases

acceptance <i>n U **</i>	/ək'septəns/
achievement <i>n C ***</i>	/ə'tʃi:vment/
anorexia <i>n U</i>	/ə'nɔ:rekʃɪə/
award <i>v/n C ***</i>	/ə'wɔ:d/
bet <i>v/n C **</i>	/bet/
calendar <i>n C **</i>	/kælɪndə/
cancel <i>v</i>	/kænsəl/
casual <i>adj **</i>	/kæʒuəl/
charitable <i>adj *</i>	/tʃærɪtəbl/
check out <i>v</i>	/tʃek 'aʊt/
childhood <i>n C **</i>	/tʃaɪldhʊd/
contribution <i>n C ***</i>	/kɒn'trɪbjʊ:ʃn/
courier <i>n C</i>	/kʊrɪər/
cycle <i>n C **</i>	/saɪkl/
declare <i>v ***</i>	/dɪ'kleə/
design <i>v ***</i>	/dɪ'zain/
devote <i>v **</i>	/dɪ'vəʊt/
disability <i>n C **</i>	/dɪsə'bɪləti/
donation <i>n C **</i>	/dəʊ'neɪʃn/
downhill <i>adv</i>	/daʊn'hɪl/
dress up <i>v</i>	/dres 'ʌp/
dye <i>v</i>	/daɪ/
estimate <i>v ***</i>	/estɪment/
fed up <i>adj *</i>	/fed 'ʌp/
fill in <i>v</i>	/fɪl 'ɪn/
foundation <i>n C ***</i>	/faʊn'deɪʃn/
gang <i>n C **</i>	/gæŋ/
glory <i>n U **</i>	/glɔ:ri/
host <i>v **</i>	/həʊst/
in the meantime	/ɪn ðə 'mi:ntaɪm/
increasingly <i>adv ***</i>	/ɪn'kri:sɪŋli/
iron <i>v *</i>	/aɪən/
majesty <i>n U *</i>	/mædʒə'sti/
massive <i>adj ***</i>	/mæsɪv/
native <i>adj **</i>	/neɪtv/
official <i>adj ***</i>	/ə'fɪʃl/
outlook <i>n C *</i>	/aʊtlʊk/
participate <i>v **</i>	/pɑ:tɪ'sɪpeɪt/
patron <i>n C *</i>	/peɪtrən/
phenomenon <i>n C **</i>	/fə'nɒmɪnən/
psychological <i>adj **</i>	/saɪkə'lɒdʒɪkl/
psychologist <i>n C **</i>	/saɪkə'lɒdʒɪst/
relief <i>n U ***</i>	/rɪ'li:f/
royal <i>adj ***</i>	/rɔɪəl/
sacrifice <i>n C *</i>	/sækrɪ'faɪs/
shave <i>v *</i>	/ʃeɪv/
strawberry <i>n C *</i>	/strɔ:bəri/
successive <i>adj **</i>	/sək'sesɪv/
take part <i>v</i>	/teɪk 'pɑ:t/
tiny <i>adj ***</i>	/tami/
train <i>v ***</i>	/treɪn/
trainers <i>n pl *</i>	/treɪnəz/
unpaid <i>adj</i>	/ʌn'peɪd/